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**A YEAR IN THE LIFE OF THE PRIMARY
HEAD TEACHER**

**By
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A Doctoral Thesis

**Submitted in partial fulfilment of the requirements of the award of
Doctor of Philosophy**

of Loughborough University

May, 1996

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ABSTRACT

This study was conducted to establish patterns of Primary Head Teacher behaviour over a complete school year, including weekends and holidays. Certain aspects of the role of the Primary Headteacher were also investigated. Two Head Teachers kept diaries, recording daily the nature of activities being undertaken and the length and frequency of them. A group of 25 Head Teachers also participated by completing diaries for periods of 2 weeks each - at different times of the year.

The diaries were analysed by classifying recorded activities against category criteria, which had been agreed and devised with the Head Teachers prior to the commencement of the project.

The evidence, once interpreted and collated, was brought to the attention of the two principal respondents one year after their diaries had been completed to assess their response and seek their views. This was repeated after a further period of twelve months had elapsed.

The study shows that Primary Head Teachers' behaviour is characterised by long hours spent on multifarious tasks and activities of varying importance, with frequent interruptions and often brief duration. One of the main diary keepers was an experienced Head Teacher, the other was beginning her first Headship, whilst the remaining Head Teachers had a range of experience. The total amounts of time devoted to school-related issues, the range of activities being undertaken and the frequency of activity change were remarkably similar for all Head Teachers. Head Teachers bring experience, knowledge, skills, beliefs, attitudes and values to their schools and attempt to recreate these in the hearts and minds of those associated with their schools.

KEYWORDS		
Primary	Head Teacher	behaviour
diary	classification	year

ACKNOWLEDGEMENTS

I wish to record my appreciation of the support I have received in compiling this work.

First, I should like to thank my Supervisor, Mr. D. Blease, of Loughborough University, for his constant support and unwavering faith from the beginning of my enquiry.

Second, grateful thanks are due to my Director of Research, Dr. J.B. Thomas, of Loughborough University, whose initial enthusiasm and subsequent guidance were invaluable.

Third, I am indebted to Professor W.B. Davies of the University of Wales, Cardiff, for his advice and help.

Fourth, I must thank the Head Teachers who participated in the research. I particularly acknowledge the immense contribution of Anne and Mary whose commitment to the project was total - without their efforts and endeavours over several years, the study would have been impossible. I will be forever thankful for our partnership.

Fifth, my thanks to Kate and Mandy for their typing of the manuscript.

Finally, I must mention my wife, Diane, who has been my strength throughout the period of the research. She has provided boundless and matchless support in ways beyond the power of words to describe. It is to her that I dedicate my work.

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CHAPTER 1

This study was conducted to establish how much time Primary Head Teachers spend on school-related issues in a year, how they organise their time and how they operate generally in their leadership roles. “Year” meant 365 consecutive days, beginning on 1st September, 1992, and concluding on 31st August, 1993. .

Following first an informal approach and then structured interviews, two Head Teachers were asked to keep daily diaries for the whole of the period referred to above. The format of the diaries was constructed with the assistance of the respondents and further negotiation elicited the style and timing of the on-going completion of the sheets. it was agreed that the diary sheets would be completed daily. Other Primary Head Teachers of similarly sized schools were approached, informed of my research and invited to participate by completing diary sheets for certain agreed lengths of time - a fortnight (Monday - Sunday, Monday - Sunday); four weekends (Saturday - Sunday); ten consecutive evenings (beginning at 5.00 p.m.). The sheets were completed at varying times of the year. I originally made direct contact with 75 Head Teachers and

subsequently received correctly completed sheets from 56 (74.7%). These sheets generated additional data for comparison and validation between the groups of respondents and between the groups and principal partners in the project.

The total evidence collected can be broken down as follows:

01. Head Teacher 1: 365 days

195 School days

170 non-school days

(104 weekend days)

(66 holidays)

02. Head Teacher 1: 365 days

195 School days

170 non-school days

(104 weekend days)

(66 holidays)

03. 25 Head Teachers: 14 consecutive days (Monday - Sunday x 2)

250 school days

100 weekend days

04. 25 Head Teachers: 4 weekends (Saturday - Sunday)

200 weekend days

05. 25 Head Teachers: 10 weekday evenings (Post 5.00 p.m.)

250 weekday evenings

The 25 Head Teachers at 03., namely, those who were selected by sampling randomly from the 56 original respondents, completed diaries for 14 consecutive days. I selected for each the dates of their participation. From the remaining 31 respondents, random sampling was again effected and accounted for the composition of the 25 participants at 04, namely those who kept diaries for 4 weekends. I selected the weekend dates throughout the year. I completed a final random sample of the same 31 respondents to form the group of participants at 05, namely those who kept diaries for 10 weekday evenings, the dates of which I also selected. The 25 Head Teachers who kept diaries for 14 consecutive days did so exactly as I had requested: during their various fortnightly involvements, I was able to maintain contact with them, ensuring their full participation. I was also able to confirm that the second group of Head Teachers, those completing diaries for weekends, were doing so as planned. For the first and second groups (03. and 04. above), there was a

definite sense of involvement in and commitment to a project and comments from the participants confirmed this, whereas in the third group (05. above), Head Teachers completing diaries for 10 weekday evenings, there was some evidence of variations in approach, even amongst those Head Teachers who were in both the second and third groups - for instance, one Head Teacher indicated that he had “thought it hardly worth recording” what activities he had engaged in after 5 p.m. “because it gives a disjointed view of my day” and so had “done an afternoon instead.” Another Head Teacher said, “I would rather have written up a day or week than an evening and I might have got what I’ve done wrong. Does it matter? It didn’t seem important. I’ve already participated by keeping a diary for four weekends and that was fine. I could see the point of that. Shall I have another go at the evenings for you some time?” I decided not to use the information presented by the third group.

The response to a request for sheets to be completed during holiday periods was low. The amount of data generated was insufficient for my purposes and, consequently, is not included. Perhaps the low return is significant - when viewed in the context of the note attached to Head

Teacher 30's other sheets, it puts down a marker which cannot be dismissed:

"I try to get away from school and school work in my holidays. They are very precious to me. I give up much of them in preparation, reading and just reflecting. Break-ins, acts of vandalism, boiler problems, staff 'phone calls, etc., all add up and reduce what should be time to relax and recharge the batteries. If I fill in your sheets not only will it take some of this time, it will also make me feel guilty that I haven't done all sorts of things which I half promised myself I would.

You can't win, can you?"

Personally and professionally, the two Head Teachers who kept diaries for one year had much in common but also significant differences: both of these features would be an advantage since it would be possible on the one hand to assume certain information and, on the other, to compare and contrast findings in the contexts of one person's home and school life vis-à-vis the other. All additional respondents were simply chosen because they were Head Teachers of similar sized Primary schools. For

the purposes of the research, the two ladies were referred to as Anne and Mary.

I originally approached Anne and Mary because I knew I would be able to guarantee their full support over the whole year - I had known both for some considerable time and they were sympathetic to my research, believing the outcome could be of help to them. It is possible to confirm, therefore, that the two of them were an integral part of the research framework and, as such, felt committed to it. Any longitudinal study or extended research relies on the continuing support from the respondents, for once fatigue or disillusionment has set in, the reliability, accuracy and quality of the evidence generated is severely threatened.

Anne and Mary - Similarities

01. Female
02. Married to husbands with professional positions
03. No dependent children at home
04. Aged in their 40's
05. Initial Training in the Primary Phase
06. Employed by the same L.E.A.

07. Primary school Head Teacher
08. Live 25 minutes drive from school
09. Group 2 school of approximately 250-275 pupils
10. Schools serve middle class communities
11. Schools built 20 years ago
12. Each school shares a caretaker within its cluster
13. School meals prepared on the premises.
14. Each school has extensive grounds including a swimming pool
15. Each school has a Board of Governors who are supportive, knowledgeable and committed to the school
16. The staff show a range of experience and expertise
17. Schools have a flourishing Parents/Friends Association

Anne and Mary - Dissimilarities

01. Length of Headship

In September, 1992, Anne commenced her 9th year of Headship.

Mary began her 1st.

02. Age range of pupils

Anne's school population comprised Juniors (Key Stage 2).

Mary's comprised Infants and Juniors (Key Stages 1 and 2).

03. Type of School

Anne's school was an undenominational County School.

Mary's was a Roman Catholic Aided School.

04. Situation of School

Anne's school had a rural setting.

Mary's was in an urban environment.

05. Senior Management support

Anne had a male Deputy Head Teacher.

Mary had a female Deputy.

06. Commitment to further study

Mary was studying part-time for a M.Ed. involving spending a maximum of one evening per week (term-time) at a nearby University.

Anne had previously completed a degree course by part-time study.

I was able to explore with Anne and Mary other factors which they felt might have an effect on or influence their attitudes to and perceptions of the role of the Primary Head Teacher - their own schooling, the attitude

of their parents to education and so on. These are discussed later when the evidence is reviewed.

Inevitably, a range of life experiences colour our views of the world in which we live. Anne and Mary have arrived at a common point on their journey through life - they are both Head Teachers - but their travels have not been to a common itinerary, nor will they be as time unfolds and progress continues. Personally and professionally, Anne and Mary are a product of experience and environment. They each have a deep sense of commitment to their job and attach a great importance to their lives beyond the school gates. Doubtless, tensions exist in reconciling the competing demands of the personal and professional worlds to which they belong, and in satisfying the inner self that both aspects receive their share of energy and effort - but in the proportion each determines is right and sufficient.

Anne said on one occasion, "I love my job but not as much as I love my family." Mary said, "I can't wait to start.... but I know I'll be glad to get back home each day. I hope I can keep it will in perspective - it's all about life management."

None of the 56 Head Teachers involved in the research knew the identities of Anne nor Mary, nor did they know which colleagues were participating. Neither Anne nor Mary knew the identities of any of the respondents - they did know that each other was keeping a diary for a year but agreed not to make contact. They respected this throughout.

I re-visited Anne and Mary (separately) in 1994, one year after they had completed their diaries, to ascertain their perceptions of change in the role of Headship and in their behaviour. I repeated this exercise in 1995, to collect further data, using again semi-structured/focused interviews. Both acknowledged how valuable participation in the project had been, not primarily to develop time-management skills and strategies, but to promote thought about role, relationship, attitude and behaviour - of themselves and others.

CHAPTER 2

In this section, I propose to outline the role and style of the Head Teacher as perceived by Mary, about to start her first year in the position, and by Anne, about to commence her ninth. The information was generated by separate interview of each during the week before the Autumn Term.

I will compare and contrast their views with those of others who have variously considered the issue.

“Although I feel adequately prepared for so much of what I am sure lies ahead of me, I do have some reservations, the main one of which relates to people. Will I get on with them and will they get on with me? I also wonder how much time I will have to spend on the Budget and dealing with administration. I don’t intend to concern myself with things like buildings and boilers which seemed to preoccupy my head.” This was Mary’s initial reaction. She listed her intentions and, later, prioritised them - as follows:

1. Get to know everyone.
2. Establish some credibility - probably by teaching.

3. Conduct a general audit of systems, policies and procedures.
4. Find out people's strengths and weaknesses.
5. See how the Budget is managed.
6. Establish what the school's role is in the community and the church.

Develop relationships.

- 7 Learn the children's names.
8. Find out how the PTA operates and what my part will be.
9. Ask for help from the LEA and one or two colleagues who will be sympathetic and supportive.
10. Not spend every waking hour on school work - I want to continue with my studies and home life.

Mary was quite clear about her role which was to provide leadership and support, to manage and administer, to appraise and review, to seek quality and effectiveness, to communicate and listen, to teach on a planned basis and influence the teaching of others. "I am first and foremost a teacher" she commented.

“My teaching has gradually reduced to the point that, apart from providing emergency cover, I have little planned. This is to be regretted.” Anne detailed many reasons why she felt this was inevitable. “It seems sad that my skill as a teacher was the most significant factor in securing a Headship yet this is necessarily underused because of the mounting pressures and demands of the job.” Anne stated very strongly that the nature of Headship had changed so much during her time in office that she had had to re-think her perception of the role. “To fulfil the ideals I had is impossible at the present time and the title “Head Teacher” no longer seems appropriate. In the eyes of the world, I am seen as a Head Teacher but I think of myself as a former Head Teacher who became a manager through no fault of my own.”

Anne was extremely objective and spoke without trace of bitterness or cynicism, although, as she had commented, there was regret. Her intentions for the forthcoming year were quite generalised but clearly directed and organised as compared with Mary's which appear to be specific but less dynamic. There is no moral judgement intended here as it is possible that the difference in their initial lists merely reflects the

difference in Mary and Anne's situations at the time they were asked to consider respond. Anne prioritised her intentions thus:

1. To continue the programme of curriculum evaluation in line with the School Development Plan.
2. To undergo personal appraisal and commence the process for staff.
3. To monitor teaching effectiveness.
4. To conduct an Induction Programme for the newly qualified teacher about to commence her career.
5. To review the policies identified in the School Development Plan.
6. To continue to improve the quality of the premises, accommodation, furniture, fittings and fixtures.
7. To review with staff their personal and professional development.
8. "To consider my own future career development."

It is interesting to note that both Mary and Anne placed last in their lists any mention of themselves. When I referred to this, Mary said, "I can't think of me at the moment. I'll just go on." Anne's response was, "When school is about to restart, it's all-consuming. I know I should build work into my life but, as a head, you end up trying to accommodate life into

your work. This year, I must put work into perspective - but I can't this week. I hope my diaries show that I get it right eventually! Do tell me!"

Head Teachers do not consciously adopt a leadership style or identify an absolute role for themselves, though they are aware of types of behaviour which characterise aspects of style and role. They act according to circumstances and situations, experience of working with, for and as Head Teachers, skills, interactions with people, and their own personalities. A previous study (Lever, 1987), comparing Head Teachers' role perceptions (ideal and actual) with their observed behaviour, generated evidence that whilst they were quite clear about the aspects of role they had identified and felt professionally comfortably with - and there was significant agreement amongst respondents - and were also reasonably sure in their ability to predict how their time was spent, they greatly misjudged the situation over time which showed them to be often dictated to by a variety of factors, having to react to events and being forced to adopt a role, a set of behaviours, a stance which, beforehand, they might have called unlikely to happen. For example, there were many recorded instances of Head Teachers engaging in sudden and unplanned teaching resulting from the late notification of teacher absence, agreeing

to meet visitors who arrived without appointment, needing to take a sick child home, and completing what they later described as trivial activities (re-hanging curtains, making notices for toilets) simply because these things had to be done and there was no-one else available at that moment to do them. The study confirmed that Head Teachers both influence and are influenced by school activity.

It has been said that the Head Teacher's own interpretation of her role is perhaps the single most important factor (Marsh, 1970) and I was keen to explore this notion with my two principal subjects. Echoing Spooner (1989), himself a Head Teacher, who said, "I have always seen myself as primus inter pares..... nevertheless, I have hoped on most issues to stay well out in front and set the pace," " Mary saw herself as the leading professional ("I consider myself the first amongst equals"), her influence to be promulgated by teaching and a general classroom presence, whereas Anne's perception more aptly described Hoyle's (1973) extended professional ("I seek to develop the nature and quality of teaching and learning with the staff").

Mary was able to talk freely about Head Teachers with whom she had worked and ascribed leadership styles and types to each. "I have learned a lot about what I should do and also what I should avoid!" As a newly appointed Head Teacher about to take up her post, she was coming to terms with what kind of Head she thought she would become and what she and others would like her to be. Unlike Anne, she did not have the benefit of hindsight as she contemplated the year ahead. However, Anne commented that "whilst you can learn from past mistakes you also take the effects of them into the future". Barry and Tye (1972) would applaud Mary's attempts to shape her future role before assuming it: they suggest that all Head Teachers should identify where they and their schools are and plan for their future growth. They acknowledge that an action plan will be necessary and a process of evaluation. Similarly, Jones (1980) exhorts Head Teachers to assess their priorities, establish favourable conditions for achieving their aims and objectives, involve staff in planning and build in evaluation - he adds that each person's experience, personality and personal qualities will together form the leadership style which will be brought to bear on the whole process.

Poster (1976) warns that before embarking on the developmental process, one should “find out how to close the gap between intention and action”. This sentiment is echoed by Whitaker (1983) who advises that within the framework of all the activities traditionally associated with the role of Headship, you should select “those specific tasks which are relevant to the particular situation”. This is of equal significance to both Mary and Anne. On a still more cautionary note, McDonnell (1991) recommends that an audit of “where are we now?” should be step two. He would have as the starting point, “where have we been?” so that immediate and long term experiences prior to the current situation could be analysed. He states that only by looking back at one’s roots can one hope for “organic growth.” Mary’s response to this was, “Roots? I haven’t planted the seeds yet. In fact, I haven’t even bought them!” Anne was equally dismissive: “I know what you mean....but if you only ever look back, you’ll never get anywhere. The other point I would make is you never “arrive” because educational destinations are illusory.”

Perhaps “illusory” relates to vision. If you are in the company of Head Teachers (or, indeed, aspiring Head Teachers) and listen to their

conversations about the future development of their schools, sooner or later one of them will use the word “vision” to describe the school on the horizon of aspiration. All of them have a vision, a picture of their schools as they would like them to be and they see their role in part as leading their flock towards its portals. If there are shades of Moses and the Israelites in this scenario, it would lend weight to those who say Head Teachers remain as paternalistic as ever, watchful, sheltering and guiding towards the promised land. They keep to themselves a great degree of control over key issues in their schools (Barker Lunn, 1970; Brown, 1971; Coulson, 1974 and 1976; Whitaker, 1987) and feel threatened by the prospect of allowing teachers too close to the decision making processes (Caspari, 1965; Cook and Mack, 1972; Lortie, 1987). Because their position and the traditionally held view of it invest a responsibility to provide sure-footed leadership, they anticipate being tripped up or pushed off the track by staff who would walk by their side - consequently, their anxiety determines that theirs shall be the first footprint in whose impression all will make their collective and individual mark (Donaldson, 1970). Mary was well aware of the dilemma of wanting to exercise authority and provide firm leadership on

the one hand and empower her teachers to take decisions collectively on the other.

“With the best will in the world, there are many occasions when a decision has to be taken and taken by one person - me. If a ship were running aground, I doubt the captain would assemble his crew for a group discussion on avoiding action. If a decision were needed in school about, say, a policy on behaviour, then everyone would be part of the debate and, ultimately, a collective decision would be taken..... this is the only way to guarantee ownership of and commitment to the policy.”

Coulson (1974) recommends Head Teachers to pursue collegiality and collaborative approaches where possible and to avoid “ego identification” with their schools. Yet it is difficult to argue with Anne who states, “It is my school whenever there’s trouble!” Head Teachers face a dilemma - everyone has a view of their role, their position within the school community and beyond: should they try to live up to the traditional ideals and expectations of parents, pupils, governors, the public at large? Mary’s comment on this was: “I know I haven’t started

yet, but it seems to me that you have to fit a mould that has been around for years. I'd like to shape my own....but I do wonder....perhaps the job is what makes the mould." This is an interesting point on which I hope my research sheds light.

When a child starts school, he learns social codes and principles of conduct (Danziger, 1971) and it is the mould of existing norms and cultural values in which he is formed. I believe this socialisation is equally applicable to the new Head Teacher. Waters (1979) has looked at the Head Teacher mould and traced the way it has changed from the time when her duties could have been summarised as teaching and the supervision of teachers only. Many people have examined the Head Teacher's role, styles of leadership and patterns of behaviour. It is beyond the remit of this study to relate all of this work except in so far as it gives a context for a better understanding of the way Mary and Anne and the remaining Head Teacher participants plan, spend time and operate day to day. It has been concluded (Coulson, 1974) that philosophies, attitudes, values, norms and rules governing behaviour are determined by the Head Teacher whose every expectation and exhortation imply value. Mary is determined to "get to know" the

children and equally keen that the children will “get to know what makes me tick.” One of the problems facing Head Teachers (and perhaps more deeply those longest in post) is that they cannot assume that their values coincide with those of others. In Anne’s experience, she has been “challenged” by teachers regarding the suitability of their dress, parents on their support of children retaliating to perceived acts of violence, and pupils on the wearing of jewellery, for instance. It is easy to take such occurrences personally, believing one’s authority is being questioned, that one’s status is at risk, and to react on that level. It is more likely that the challenge is rooted in a difference in people’s values - as Anne says:

“I can face the professional questions with confidence and if I am wrong then I will acknowledge my error. This doesn’t weaken my position one bit. The problem comes when I am confronted with an issue of values and I wonder whether I am getting out of touch. I have to decide if my values are worth fighting for.”

Coulson (1974) argues that:

“It is manifestly undesirable that the values upheld by a school and embodied in its social system should be so

closely dependent upon the convictions, or perhaps the prejudices, of a single individual.”

Mary indicated that there was always a possibility of a situation arising wherein colleagues might not necessarily share her values. She had no particular scenario in mind, but was merely speculating. I asked how she would respond should this ever become a reality and her reaction was to point out that at her Appointment Interview she had clearly articulated her views, her attitudes to a range of issues, and those things she held dearly - “they know what they are getting”. She also said that there was an ethos based on the Catholic Faith which surely underpinned the values accepted by all connected with the school. Her closing comment was, “Mind you, there are some things I could never go along with!”

Mary had no label describing leadership style to attach to herself. She felt it out of the question that she would ever be thought of as exploitive authoritative (Likert, 1967) since she thought the days of the dictatorial, despotic Head Teacher had passed into the realms of educational folklore: she preferred a more progressive approach, intending to consult staff and allow them to influence decisions. She stated that she would

fight shy of being condescending but would “require” staff to participate on key issues as well as marginal ones. Mary recognised the “laissez-faire or free-rein style” (Waters, 1979) but perceived this to be the complete abdication by the Head Teacher of all responsibilities. “I do not believe any staff relish complete freedom - I think they would view me as uncertain and weak if I gave no lead whatsoever”. Anne described herself variously as a mixture of all styles: “Whilst I am always myself, I assume the style which I feel is appropriate to the circumstance. I don’t always consciously adopt a particular approach - sometimes there isn’t time to analyse all the alternatives.” Taylor (1986) completed a survey of Head Teachers and teachers’ views following the 1978 HMI Survey, ‘Primary Education in England’ and concluded that some Head Teachers adopt a “tough-minded” stance towards their staff whilst others take a “tender-minded” one. Both Anne and Mary commented that they hoped to be both in their dealings with people generally.

Previous studies on the leadership style of Head Teachers are useful but can be misleading. Nias (1980) carried out a research project with 93 Primary teachers regarding their perceptions of teaching as a career, collecting their views on their current and potential prospects. Although

she did not originally seek attitudes or opinions about management, she discovered that teachers could only relate their feelings in the context of the leadership and management of their schools - they ascribed total responsibility for this context to their Head Teachers and made judgements about their leadership, relating these back to their own job satisfactions or otherwise. Nias then considered the findings of other researchers and noted how they compartmentalised the leadership styles they had identified. She cites Lewin's (1944) theoretical typology and traces the development of his work by management theorists who refined his categories by subdividing them (Hicks and Gullett, 1976). Twenty years after Lewin but anticipating Hicks and Gullett by twelve years, Etzioni (1964) subdivided management into the two dimensions of "instrumental" and "expressive"; two years later, Halpin (1966) re-defined Etzioni's classifications as "initiating structure" and "consideration." Burnham (1968), Richardson (1973) and Smith (1979) supported Halpin's work by using it to analyse management functions in Secondary schools. I used the word "misleading" earlier and am mindful of this when noting (as Nias also does) that some researchers have cross-fertilised terminology with the result that, for instance, examples of the usage of "autocratic" and "democratic" can be found in both typologies

in the work of McGregor (1960), Likert (1961) and Blake and Mouton (1964). One solution to alleviate a situation where precise definitions and meanings have disappeared was reached by Handy (1976) - re-label. He elected to use the terms “structuring” and “supportive.” Yukl (1975), however, suggested a different approach which comprised an avoidance of the “autocratic/democratic” labels, and the extension of Halpin’s two classifications by adding a third of his own, “decision-centralisation” which relates to the degree of leader influence over decisions made by the group. Nias supports Yukl’s categories but introduces her own leadership style labels - “passive,” “Bourbon” and “positive.” Both Anne and Mary said they could identify with a label like “positive” because it seemed to them a pointer towards attitude and intention quite apart from style - Nias, of course, used the term to characterise a leader who “set teachers a high professional standard, adopted a dynamic but consultative policy towards decision-making, and actively supported the professional development of individuals”. This was not in conflict with either Head Teacher’s aspirations.

They both acknowledged that it was the unknown elements which caused them the greatest anxieties. Anne commented that, “The proactive aspect

is reasonably straightforward. I know what I want to achieve. The difficulties come when I have to react to circumstances which I could not have foreseen.” Mary, too, recognised this problem: “I expect things will not turn out as I hope. I can anticipate already that the unexpected will throw me.” Barry and Tye (1972) do not underestimate the formidable difficulties Head Teachers face but remain optimistic that they will succeed, since they “derive their ultimate inspiration and strength from the realm of ideas, attitudes and convictions”.

This is all very well but what use are ideas, attitudes and convictions on a Monday morning when the Head Teacher learns at 8.15 a.m. that the central heating boiler isn't working, one of her teachers will be absent and a weekend break-in has left damage in two classrooms? Management skills of the highest order are required. “At this point,” said Anne, acknowledging that this will be an oft-repeated scenario during the year, “you have to prioritise, decide who can best help, and make some decisions. There isn't much time to consult and probably no time to negotiate - you have to exercise control. Above all, you have to show you are in control.” Is this leadership or management or both and where does it lie in relation to statements from the DFE, other bodies, theorists,

students of the educational process and Head Teachers themselves on role perceptions and effective running of schools?

It is widely acknowledged within and beyond the profession that the Head Teacher is both an administrator and an educational leader (Alexander, Rose and Woodhead, 1992). Many Head Teachers have expressed concern that the increasing amount of administrative issues which face them daily has reduced their effectiveness as education leaders. Mary was fearful that handling the budget would be a time consuming exercise: Anne, who had had two years' experience of running a delegated budget said:

“I foresaw the increased financial responsibilities as potentially threatening to my time. Many of us were convinced that we would have to become accountants overnight. The reality is that with a capable and trained secretary, you don't have to be involved for much of the time. The cost has not really been to my time but, rather, to the school as a whole for we have had to increase secretarial support. This is still better value for money than my trying

to cope with it all as well as or, worse still, instead of my other responsibilities.”

Alexander et al reject the view that Local Management of Schools has necessarily resulted in Head Teachers' greater involvement in administrative issues to the detriment of their prime function as education leaders and reaffirm their belief that “the task of implementing the National Curriculum and its assessment arrangements requires Head Teachers, more than ever, to retain and develop their role as education leader.” In some contrast to Mary's intention to establish her credibility, set an example to and influence her staff by teaching (which is her declared prime skill), Alexander et al state that “being a good teacher is not enough” for Head Teachers must have a vision, articulate it, deploy and support staff. Jones (1980) advises Head Teachers that their teaching must be seen in the context of the job as a whole and, whilst he agrees that contact with children is vital, would also suggest that teaching should be related to the total time available - Anne had, albeit somewhat reluctantly, come to this conclusion herself as related earlier. Head Teachers in small schools have to teach - they are members of the teaching staff, some on a full time basis. In most Group 2 Primary

schools of 200+ pupils (in which all the participants of this study work), whilst Head Teachers are counted as part of the teaching establishment for administrative purposes, their planned teaching supplements that of colleagues who are released from their own timetable commitments. I question whether their teaching really influences - if it is an example of good practice, who sees it? It may well help in the monitoring process, maintain the Head Teacher's knowledge and skill levels, enable other teachers to work alongside colleagues or develop the curriculum in some way, preserve a direct contact with children or, as Mary suggested, support credibility. Whatever the advantages and disadvantages, it cannot be seen as an isolated issue. If Jones (1980) is correct, and I would say he is, Mary was about to discover that she would variously be a manager, administrator, leader, organiser, manual worker and teacher. She would be required to monitor, communicate, liaise, support, cajole, discipline (Waters, 1983) and plan, co-operate, collaborate, direct, authorise and reflect (DFE, 1993). Anne and the remaining Head Teacher respondents, all in post for a minimum of six years, had, presumably, already discovered this. The data generated by their diaries would answer the questions about how they performed (in the sense of what they did, not judgementally) and how they used their time both

within and beyond school to achieve results. Would they, as Jones (1980) warns against, arrive earlier, leave later and later and work more at home in order to cope with what Craig (1989) describes as the “turbulent but exciting” world of education in the 1990s?

Anne said that much had changed in education during her Headship including aspects of her role. The National Curriculum and its assessment, Local Management of Schools, legislation concerning The Children’s Act and increased governor responsibilities were some of the issues she raised. They had all had an effect on the way she spent her time and energies. Staff had to plan in a more detailed, structured and collaborative way than formerly. Time management for everyone was a vital ingredient in the process. When I asked her whether the children would be aware of all of this, whether much had changed in the classroom at their level, she was less certain: “I think they are encouraged to be more involved in the analysis of their own work.” Mary acknowledged all the changes and was confident about dealing with them: “I saw the changes as a teacher but shared general discussion on their impact on the school as a whole with my Head Teacher - I was lucky, I suppose, because he regarded me as a head in training.”

However, she realised that her perspectives would be somewhat different once she occupied the Head Teachers' office herself: "It already feels as if I've changed camps....I've started to wonder about it....in a way, the past doesn't matter to me because I wasn't part of it so this is normality."

Her reaction to my question about the effects of innovation and change on the classroom was unequivocal: "to teachers, massive - to children, minimal."

Dennison (1988) believed that a consideration of the future development of schools was largely an irrelevance because, in the main, they were dominated by short term planning. There are many influences and constraints (like the rapidity of the introduction of new initiatives, lack of resources, dearth of training) which preclude long term planning by focusing attention on day to day issues ("Basic survival" according to Anne). Dennison concludes, "for both teachers and institutions it is relatively easy to allow the demands of the immediate tasks to drive out strategic considerations." He is referring to more than simply crisis management situations. Bennett (1989) puts the emphasis slightly differently, relating the conservative nature of teachers and the traditional processes of development as the reasons for slow growth: "The Primary

School in the year 2000 will not be fundamentally different from that of to-day any more than schools in 1989 differ radically from those in 1978. Change in education is evolutionary and often maddeningly slow.” I think that Anne and very many of her colleagues would take issue with Bennett’s final sentence.

That Head Teachers may be reluctant to compromise their autonomy is given as another reason for the lack of real change or emphasis on longer term planning (Downes, 1974). Marsh (1970) dismisses the retention of power as “pointless” but Jones (1980) states that Head Teachers are accountable to so many people for so much that, whilst they rightly exercise a measure of control, their autonomy is now merely a “myth”. Greater public accountability, tighter control of money spent and the growth and increase in the number and range of activities with which Head Teachers are expected to cope are cited by Whitaker (1983) as factors determining the Head Teacher’s need to change from the more traditional behaviour associated with them. All are agreed that co-operation and collaboration are essential and OFSTED (1994) include these features in the “formidable list of responsibilities” assigned to Head Teachers, reiterating the DES (1992) viewpoint that schools will be

doomed to failure unless Head Teachers pursue them actively. The DES, in its three reports of 1977, developed the notion of what Head Teacher involvement should be: 'Ten Good Schools' (1977 a) extended the view of the Head Teacher's role beyond "teacher and teacher watcher"; the Green Paper, 'Education in Schools: A Consultative Document' (1977 b) emphasised that the Head Teacher's role had already changed and would need further refinement to address the future responsibilities and challenges within the position; the Taylor Committee's Report, 'A New Partnership For Our Schools' (1977 b) recommended even wider and more radical changes. Whitaker (1983) quotes a "fascinating paradox" concerning this matter when he states that Head Teachers can "interpret their role almost as they wish yet must do in great measure what is expected of them!"

In the Anglo-American Primary Education Project carried out by Cook and Mack (1971), there is great emphasis on the team-building aspect of the role of the Head Teacher whose leadership, "clarity of purpose," vision, personality, strength of character, determination and skills of communication are paramount. In the opinion of most of the participants, firm decision making (but not authoritarianism) is also the

hallmark of the successful Head Teacher. The Head Teachers whom they interviewed stressed their autonomy with pride, and their American counterparts agreed that they themselves acted with far less independence since they were subject to a far greater range of bureaucratic directives largely unknown in England. My own studies have shown that the position has gradually reversed. I spent some time in Minneapolis in 1993 and observed Principals in their schools. Despite the over-arching bureaucratic framework and the power and influence of the School Superintendent and the School Board, many Principals acted with a great degree of freedom - freedom to devise programmes based on multifarious philosophical stances, to attract sponsorship and other financial support, to respond to their community needs, to investigate the advantages (or otherwise) of Site-Based Management, to act within the spirit of directives rather than the substance, to appoint their staff, to discipline their pupils, to interact with their parents, staff and colleagues. As one Principal said to me, "I'm the guy in charge, not those in 807." (the Administrative Building) "You'd better believe it!" Anne told me that she felt more manipulated than in the early years of her Headship but, in turn, had developed more powers of manipulation herself: "you learn to be persuasive but subtle with it!" Of course, whilst there are

some similarities in the management and administration of education at national and local levels in the United States and Britain, there are also vast differences. These differences must have some effect on the ways American Principals and British Head Teachers operate. There is no single education system within the shores of Britain - for example, Scotland is not bound by all the same requirements as England, Grant Maintained schools are not governed in the same way as Local Authority schools, City Technology Colleges can promote admission policies which schools catering for pupils of similar ages in the Local Authority sector could not sustain. These differences, too, must affect the ways some Head Teachers operate compared with others. When Malawi gained independence from Great Britain, it retained an English style educational system. I quote Malawi as an example because of my studies there in 1994. There is a clearly identifiable bureaucracy and, within the educational service, a clearly defined role for the Head Teacher. This was eloquently summed up for me by the Head Teacher of a Primary school in Blantyre, when he said:

“The children come to school. That is their job. The teachers make the children learn. That is their job. I make sure the teachers make the children learn. That is my job. The

Inspectors inspect me. That is their job. Somebody must have the job of seeing the inspectors. That isn't my concern."

He was very comfortable in his role and the degree of independence he enjoyed. I visited thirteen Primary schools in Blantyre, Limbe and Zomba and never encountered a Head Teacher who was unsure of what was expected of him. The Head Teacher of St. Pius Girls Primary school said:

"The children expect me to be strict and to punish anyone who does wrong. The teachers expect me to support them, to give them advice and to look after them. The parents want me to make sure their children learn useful things."

When I asked her about her own expectations and her place in the educational world, she replied, "I am the boss. If I don't do it right, I get moved. I don't want to get moved, so I do it right."

It is interesting to contrast this with the experience of Principals in Minneapolis who can be and are moved from school to school (so long

as their Licence covers the type of establishment) according to a range of criteria. I was told on several occasions that success in one school will be “rewarded” by a move to a failing or unpopular school. One newly appointed Principal recounted how, at quite short notice, he had been moved from his previous school in which he had developed a range of programmes, increased the student population considerably, persuaded the community to involve itself in the school’s activities, and seen a dramatic rise in student performance to his present school, regarded as “low on self-esteem and general quality of provision.” His mission was to improve the situation: “the school needed a big shake-up, and I was seen as the man to do it. It’s true that this place just don’t (sic) feel right. It will! Then, I’ll be out of here. That’s the way it goes.”

The common element is the fact that all schools have a Head Teacher, a Principal, a leader. It seems to me that wherever the school is situated, however it is governed, financed or administered, whatever the political arena, the leader puts his/her unique stamp on it. This stamp is embossed with and shaped by style, ethos, attitude and vision. Halpin (1966) observed, “Anyone who visits more than a few schools notes quickly how schools differ from each other in their “feel”.” In a project involving

71 schools (and with 1151 respondents) in the USA he generated data enabling him to identify six school profiles or “organisational climates” from ‘open,’ characterised by good leadership, corporate sense of purpose, and mutually supportive relationships, to ‘closed,’ where the leader is aloof and more autocratic, the relationships are poor and teachers act as individuals with no reference to whole-school planning. He relates this to behaviour with the Head Teacher’s role performance as especially important and significant. Finlayson, Banks and Loughran (1972) argue that Halpin’s conclusions would be more valid if pupils’ responses had been included and their own studies resulted in the compilation of the “School Climate Index.” Cohen (1976) takes this further still, for whilst he is in broad agreement with Halpin and Finlayson et al, he believes that perceptions of school climate may be influenced by the status one has in the organisation and his own work seems to justify this.

Anne said that she could only comment on the ‘feel’ of her school by reference to feedback from others. “I’m too close to it but I do take enormous comfort from the fact that when people actually bother to comment it is usually positive.” Mary said, “You get an immediate

feeling about a school as soon as you walk in - I think it's to do with what you first see and hear. I intend my school to be welcoming in every way possible....displays, directions, greetings." Both Head Teachers acknowledged that they were talking about first impressions. The 'feel' of a school in terms of an evaluation of its performance is a much more complex matter to evaluate and could be explored by reference to investigating what it "feels like" to be a child, a newly appointed teacher, a cleaner, the deputy Head Teacher, an enquiring parent, a visitor delivering a parcel, a kitchen assistant and so on.

Rodger and Richardson (1985) have endeavoured to "get the feel" of schools by observation and quote the effects of Head Teacher style and attitude as determining the behaviour of others. They observed two meetings led by Head Teachers with different styles: in the first, the identity of the Head Teacher was immediately obvious and if he made a comment on a particular issue, it was not pursued - the 'feel' was hierarchical and, consequently, limiting; in the second, the Head Teacher was in no way identifiable by his behaviour and the staff were able to focus on the issue and not the people - the 'feel' was collegial and, consequently, productive. All Head Teachers will say that there are

occasions for their greater or lesser involvement in such meetings - many staff will say that there is a direct correlation between the amount of direct Head Teacher input and the relative importance of the matter under discussion. Anne would not disagree with that but Mary reserved judgement, saying, "I hope to involve all my staff in all matters, whatever their importance." There is a potential for irony in the ambiguity of her comment.

Downes (1974) believed that the Head Teacher's influence permeated all aspects of school life and urged teachers to exert pressure to reduce the domination. He refers to the Head Teacher as the only person in school with access to a telephone, with secretarial support, with the privacy of an office, and with "relative freedom of movement in work time." He states that they "get salaries sometimes four or five times as much as young teachers in the same schools...(yet)...do less actual, teaching," and are appointed as administrators rather than educators, concluding, "they have virtually dictatorial powers within their schools which are liable to alienate them from the rest of the staff." Anne's response to this was, "This might have been the case twenty years ago, but it certainly isn't an accurate or even half accurate picture of Headship to-day - it sounds

bitter and provocative.” Mary agreed: “I couldn’t contemplate that description. I hope your research dispels that sort of falsehood once and for all.”

A completely different perception (and one with which Mary and Anne could more easily identify but Downes took issue) was provided by Goodwin (1968), a former schools’ inspector, who described the Head Teacher as the key person in school with the opportunity “to offer help” with leadership, discipline, administration and, most importantly, personal relationships. He adds that Head Teachers are faced with innumerable problems, difficulties and challenges but remains optimistic that their inspiration, determination and leadership will triumph. Colgate (in Peters, 1976), himself a Secondary school Head Teacher, echoes this, and as an adjunct to their lives, advises Head Teachers, whatever the conflicts, to “arrive with a smile, keep it, take it home - then sleep soundly!” We will recognise the perfect Head Teacher according to Goodwin as a “triple colossus: excellent as a scholar, impeccable as an organiser, inspiring as a leader.” He provides a list of all the attributes of the ideal Head Teacher and states, “naturally to do all of this, he will need the constitution of a cart horse, the nerves of a gladiator and the

resilience of a sorbo ball.” The earliest philosophers acknowledged the power of inner conflicts. Plato, for instance, wrote about the human being trying to control a chariot hauled by three horses, each pulling in a different direction. The three horses of potential conflict for Anne and Mary, for all Head Teachers, indeed, for all leaders, could be called Environment, Knowledge, and Personal Values. Environment comprises location, prevailing circumstances, the current situation, culture, climate, the workforce, customer attitudes, financial viability, public opinion, the ghosts and legacies of predecessors and signs and symbols. Knowledge comprises familiarity gained by both formal learning and experience, the accumulation and distillation of theoretical and practical understanding of subject and language. Personal Values comprise attitudes and beliefs, morality, codes of conduct, emotions and sense of worth. At various times, one horse or another will strive for dominance, even though it is joined to the other two and will cause them discomfort. Assuming that the charioteer has some control and a destination in mind (if not always in view), her objective would seem to be the harnessing of the three individual horses into a mutually supportive team so that, notwithstanding the inevitable swerve to one side or the other, the chariot is going in the direction she has chosen. The individuality of each horse

is recognised and catered for. The chariot, being an inanimate object cannot move. Is it possible to interpret and explain the charioteer's actions by establishing a scientific, factual base?

Common sense dictates that we know what facts are, but when facts are subsumed into values, it becomes increasingly difficult to define them. Greenfield (1980, 1986) argues that even if we grant science a domain that deals in facts, that science is neutered, rendered immobile and confined to self-delusion if it cannot relate facts to values and deal with the questions of how we ought to behave in the world. Our search for truth in the world can only take place when we are active, and, in so being, we are inevitably weighed down with the baggage of our own interests, attitudes, values and prejudices. Therefore, we are limited in range and scope and will never comprehend ultimate reality nor gain complete understanding.

The Marxist view of society is that it comprises a set of individuals interacting one with another, each following his or her own interests and purposes. Competition and conflict arise because of the tension between man's limitless wants and limited resources. The cultural superstructure

which houses all social phenomena is based upon and formed from the mode of production. Marx's central point was that man's 'nature' was deformed by productive modes and gave ownership of truth and value, as well as material goods, to capital, ensuring that for most of us ideology replaced them. Only by coming to know this could the motors of change be engaged. Such a materialist analysis poses the possibility that all or some values may be epiphenomena of structures and actions - ex post facto rationalisations of necessity.

In the Marxian analysis, social truth is created by the active knower. It depends on truth. Giddens (1977) refers to this as "the transformative capacity of human action."

The moral order resides within us and grows as we experience and relate to the actions of others. It is not everywhere the same because people are not everywhere the same. Consequently, people will disagree as to what it is and what it should be. The moral order within may be experienced as a natural order outside ourselves. Greenfield says, "Given the subjectivist assumptions about self and the moral order, the social order that links people together in loosely-connected common action is simply a

reflection of the moral order.” (1980 p. 34). This being the case, it is impossible to study the social order without also studying the self, its values, conditions of creativity and power, and considerations of what ought to be. To study a school (or any organisation) scientifically is to do no more than contemplate the reflection of an inner order. We have to contemplate man himself and to explore the mind of man who creates and acts. A school is made by people acting and is held together by the ideas, values and the behaviours of individuals. Boulding (1963) says that organisations are a collection of holes bounded and defined by other holes and Greenfield adds that man makes the holes, puts them together and calls the result life, or society or organisation. I prefer Weber’s analogy that man makes sense of the world by weaving a web of meaning. Weber states that man must build the web but, inevitably, is trapped by its sticky intricacy, constrained yet, ironically, wiser. Anne and Mary are at different stages in the construction of their respective webs and each is keen to establish or maintain control. I believe that control is ephemeral, perhaps even illusory. The web determines that those with notional control will be caught up - caught up in the quest for truth and meaning, and in the drive for freedom and expression. No-one can control the web, nor life, nor society, nor organisations, since to do

so would be to control the essence of self and individuality. We cannot control what we do not know. I do believe, however, that it is possible to observe the web and its builders and to contemplate why the process is begun.

Hills (1980) and Willower (1980) claim that this understanding is best gained by using the power of science to attain objective truth, and that any and all action in the world can be explained by a scientific objectivity which generates a universal applicability. They promote science as the vehicle to drive us ever nearer to general truths about social reality and towards power over social action. Greenfield rejects faith in objective science in favour of faith in human ability to create social reality and also to interpret its meaning. In an endeavour to unravel the complex patterns of Head Teachers' behaviour within their organisations, it would be possible to apply logic to their actions, establish facts about the nature of their actions and then infer from these facts what reality is. This is the method of science which combines logic with "empirical facts" to build a picture of ultimate realities. Logic and empirical facts must agree. Theory must be confirmed by independent data. We cannot do without systematic reasoning but, in terms of

generating truly meaningful data about Head Teacher behaviour in a school over time, I believe we need to explore beyond the quantifiable and calculable - we need to explore how and why a Head Teacher makes choices, for example, in the face of the uncertainties, complexities and moral dilemmas of everyday life. Simon (1957) set out to understand “the logic and psychology of human choice” but, ultimately, his value-free study of administration developed a logic for choice-making rather more than it described the actual choosing. Greater emphasis on the nature and outcomes of the human behaviour itself should reveal rich information for a more qualitative and interpretative exploration, albeit on a more subjective level. This will facilitate the inclusion of all aspects of human passion, weakness, altruism, compassion, vice and virtue - the sheer power of people striving to achieve their goals. This study is about people and focuses on individual Head Teachers. Haller and Knapp (1985) claim that an organisation is a productive unit staffed by people who are subsidiary to the unit and largely independent of it. Therefore, within the organisation, it is the relationships and structures which are important not the people. I do not subscribe to this view in terms of a school at least. Haller and Knapp affirm that rational decision-making is the key to the organisation’s greater efficiency and effectiveness but

again underplay the importance of the centrality of people in the process. I am keen to establish the degree to which the Head Teacher is both central and pivotal to the decision-making process in school, acknowledging the relationships she may have within and beyond school, and the structures created by and for her.

Organisations are lifeless environments. People invent and re-invent them, construct, manipulate and destroy them. Even in existence as social realities, they only come alive through human presence and action and it is this behaviour of people I believe worthy of study. A school does not exist until peopled. No organisation exists until peopled. Organisations exist in and through individuals. Those individuals who seek to direct and control the organisation are called leaders. The danger in expressing this in such apparently simplistic form is to present a romanticised conception of leadership where leaders do or should have the ability to control and influence the fates of the organisations charged to their care - outcomes which are positive generate credit for leaders, negative outcomes lay blame; colleagues within the organisation have a dependency on the leader and a faith in the notion of leadership; past leaders are deified or castigated according to the perceived effectiveness

of the organisation; successors are waiting on or just over the horizon should the incumbent behave in what the organisation's stakeholders deem erratic fashion and these successors can and will rescue and restore. Meindl et al (1985), whose research on the concept of the role of the leader in organisations involved an examination of the effects of performance outcome levels on the strength of leadership attributions, support the view that leadership is construed as an explanatory concept used to understand organisations as causal systems. Their results were interpreted in terms of a romanticised conception of leadership and are presented in contrast to Pfeffer's (1981) systematically generated evidence that the amount of variance in performance outcomes that is logically and empirically attributable to the leader in an organisation has been overestimated.

The implication of Pfeffer's view is that, in the traditional sense, leadership may be less important than we might think, being symbolic rather than directly impacting on substantive matters. Daft and Weick (1984) support the notion that leadership exerts control over the meanings and interpretations which important constituencies give to whatever events and occurrences are considered relevant for the

organisation's functioning. Leaders manage political and social processes to further the organisation's aims and objectives, sometimes against a backdrop of potentially disruptive forces, by manipulating language and other organisationally relevant symbols. Meindl's response to this is that "the development of a romanticised conception of leadership causes participants more readily to imbue the symbolic gestures of leaders with meaning and significance" (p. 100). He readily acknowledges that the heroic view of leadership as a romantic and mysterious entity is contrary and antithetical to that obtained through more scientific means which seek to objectify and quantify. Whatever our views on leadership, are leaders necessary? or desirable? or inevitable? or an expensive luxury born out of tradition?

All schools have Head Teachers. The Head Teacher of a village Primary school with fifty children on roll has the same title as the Head Teacher of a Secondary school whose pupil population is fifty times greater. They share the same statutory conditions of employment. They are required to complete the same official returns and are subject to the same laws. Their salaries are, to a large degree, related to the number of pupils on roll and, whilst Governing Bodies have powers to vary pay scales, in practice

there is little difference in the salaries of Head Teachers of similarly sized schools - except in the case of newly appointed Head Teachers who traditionally are placed at the lower end of wage scales. The assumption or justification for this seems to be that, as there is no automatic incremental structure, a future re-grading, possibly to reflect performance, increased admissions or loyalty can be determined in negotiation. I offer this tentatively but in the light of experience of having scrutinised Minutes of Governors' meetings both to appoint and discuss salaries. This study is not concerned with the differences in role, type of school, or salary between one Head Teacher whose school has 50 pupils and a colleague whose school has 2,500. It is concerned with the role of Anne and Mary whose school populations are almost identical, being over 250 but less than 300. Anne has been Head Teacher for several years and her salary has been increased three times by the Governors (twice during this project) - to the level of Mary's predecessor: Mary's starting salary was fixed at the lowest point within the accepted range for schools of the size hers is. Regarding this, Anne said, "Heads expect to start at the bottom. You have to prove you can do the job. The only person who made you do it in the first place was yourself. I knew I could be a successful Head. When you get

success...like better results, people wanting to send their children to you, staff happy to stay because they have job satisfaction, good vibes (sic) from the community and LEA...you hope the Governors will reward you financially as well as with praise. At the moment, we're all on target."

Mary said, "The advert for the job gave the starting salary. It wasn't much more than I earned as a Deputy but if you want the position - which I did - you take it. Then, you work hard and make the school more effective with a good reputation, and hope the Governors notice. I don't think you could be paid just by results...especially as they might go up and down...I'm determined to do the best job I can and if I deserve more money but the budget can't afford it, too bad." When I re-visited Mary after two years, her salary had been reviewed and she had been awarded a small increase. She said, "Of course I would have liked more but the budget is tight. Can you justify paying the Head more when you're short of materials for children and the staffing might have to be reduced? You have to be realistic. If we carry on taking in more children, which is a good sign... it shows we're on the right track... there should be more money available all round. It's going well and so am I." These comments provide several insights into Anne and Mary's perceptions of their role, the values they hold, their intentions:

1. A desire to lead
2. Pure financial gain is not a motivating factor
3. A desire to promote success and a knowledge of what it is
4. A hope that success is achieved and acknowledged
5. Consideration for others and a desire for their happiness
6. Selflessness
7. Credibility is important and has to be earned over time
8. An affirmation of the need for industry
9. An acknowledgement that the pragmatic view is often the best view
10. Confirmation that the individual and the organisation are inseparable

“it’s going well and so am I” (Mary)

“at the moment we’re all on target” (Anne)

It is these features, together with information given at various times through interview, which will be used in the analysis of the evidence generated from all the diaries kept. There is no suggestion that Anne and Mary (nor any or all of the other 25 Head Teacher participants) carry all the elements of the list above as their baggage whilst constructing and exploring the web of meaning in school and beyond. They may pick up one or more items as parcels, open and be variously happy or sad, or re-

wrap in different papers, or reject as suspicious, or hold on to unopened. Additional baggage may be found, tripped over, exchanged for, added, or avoided. I stated earlier that the web of meaning which man constructs to make sense of the world ultimately constrains him. Equally, it must constrain the observer too as he searches for meaning. However, the place to be is on the same side of the web as the observed and as close as possible. The observer should not spin the threads of bias or prejudice across his own eyes or those he watches, nor dump his own baggage at their feet.

I have endeavoured to keep my eyes clear by encouraging the participants to see for me - that is to confirm, clarify or re-focus my view of what is happening. Consequently, I have referred to them constantly throughout the project. Use of diaries in this study to generate data is the method I believe supports active respondent participation not just in completion but also in analysis. The other part of the research baggage, interview, was chosen to complement the use of diaries and to further the involvement of the Head Teachers. The participants and I carried parts of the baggage to build the web and travel across it. I do not think it was too burdensome or unwieldy, but it did contain everything necessary.

Except in death, the journey never ends, but pauses, affording time for reflection and review. I will reveal insights into Anne and Mary's twelve month journey and contrast these with the experiences of 25 Primary Head Teachers who embarked on shorter journeys throughout the year. My conclusions are, on the one hand, about their professional behaviour and the way they stamp their mark on schools, and, on the other, about more general aspects of role.

CHAPTER 3

When designing the research framework and the methods of data generation and collection, I was mindful of several aspects, each of which would have implications for the respondents, myself and the study itself.

These can be summarised as:

01. The period of data collection was to be one academic year, comprising 1st September to 31st August.
02. The data generated would show the total amount of time allocated to school-related activities by Primary Head Teachers.
03. The data would be classified by day, week, week-end, evening and holiday periods.
04. The data would be classified also by time spent on school premises and off school premises.
05. The data would be classified into main groups of activities and sub-groups of activities.
06. Previous researchers have constructed frameworks for data generation, collection and analysis in the same general area.
07. I have conducted previous research on a smaller scale but in a related area.

08. The two principal Head Teacher respondents had been known to me (professionally) for a period of time before the research.
09. A group of Primary Head Teachers would need to participate (on a lesser scale than the two principal participants) for selected periods of time to provide further evidence for comparison against the main findings.
10. Initial data generation and the construction of one aspect of the research framework (format of a diary as the research tool) would be elicited by interview.
11. I would be involved in ongoing collection and, where necessary, clarification of data by reference to the respondents.
12. My relationship would develop with the respondents over time and this might influence/have an effect on the evidence both in its generation and analysis.
13. As a Primary Head Teacher myself, I would have to guard against bias in my analysis of the results in part and in whole.
14. Various methods of statistical analysis would be available.

The technique I had chosen would stimulate much quantitative data, for instance the length of time given to certain activities or the frequency of

these activities and this would be analysed in several ways. Deciding what these activities were and how to classify them required the establishment of a code: this was eventually negotiated separately with the principal respondents and subsequently refined by me. I think this was a very important step for it allowed the two Head Teachers to confirm the precise meaning of their diary entries, gave me more confidence in interpretation and ensured I was in control of data which I felt to be manageable and, furthermore, reliably managed. I was able to use the classifications with the remaining diarists and could refer back any uncertainties. This suggested more qualitative techniques or judgements. I took heed of McCormick and James' (1983) warning that,

“there is no absolute guarantee that a number of data sources that purport to provide evidence concerning the same construct in fact do so.”

They go on to say that,

“In view of the apparently subjective nature of much qualitative interpretation, validation is achieved when others, particularly the subjects of the research, recognise its authenticity.”

In order to secure validation, I not only referred back to the respondents for clarification of data, but also offered them some ongoing analysis but not so much that it might have influenced their future actions. Had I given them details of their activities with comments like, “You seem to be spending a lot of time each day with correspondence” there would have been some pressure, conscious or otherwise, on them to have made a deliberate attempt to change their behaviour. It would have been possible for me to have interpreted all the data and ascribed meanings and explanations, but I felt it more advantageous to tease out the interpretation with the respondents themselves. I also hoped to reduce the possibility of my own bias. All of this had the additional benefit of maintaining regular contact between the Head Teachers and myself and reinforcing their interest. On several occasions they asked for information about the project and, within the parameters we had agreed before the study commenced, - these included that I would neither give specific results or ongoing tallies nor indicate any similarities or differences between their diary sheet contents - I was happy to respond. McCormick and James refer to the whole issue of involving the participants in the analysis of their self-generated data as the quest for “respondent validation.” Cohen and Manion (1985) develop this theme

but, in cautionary vein, note that, whilst it is perfectly understandable/desirable so to seek, where no complete consensus ensues, the interpretation of this type of data could necessitate the researcher's taking "an imaginative leap." They suggest that differences must either be accounted for or used as a springboard for further investigation. I attempted to address this as and when it occurred rather than at the conclusion.

When I had commenced my 1987 research into Primary Head Teachers' role perceptions vis-à-vis their behaviour within their school organisation, I had rehearsed interviewing techniques in a Pilot Study and whilst I had wanted the interviews to be non-directive (Moser and Kalton, 1977), I needed a degree of control and, therefore, adopted the focused interview technique outlined by Merton and Kendall (1946). For this study, I decided to take one step back before selecting a method and consider the situation. I wanted to be clear about the school as an organisation and the place of the Head Teacher within that organisation: equally, I wanted to be clear about using terminology like "research," "method" and "methodology."

It is not my intention at this point to do more than summarise my thoughts.

Since the world began, man has attempted to make sense of it, to question, to contemplate, to enquire, to learn with and from others, to experiment. To do this, there are three alternative strategies: we can compare and contrast our experience and experiences with that and those of others; we can think things out; we can find things out. There are no natural divisions, of course, but if the first relates to experience and the second to reasoning, the third more accurately underpins research. This is not to say, of course, that experience and reasoning have no place in research - far from it. It combines the two. Research is “systematic and controlled, basing its operations on the inductive-deductive model” (Cohen and Manion, 1980), empirical, described by Kerlinger (1970) as requiring that “subjective belief...must be checked against objective reality,” and self-correcting so that the researcher’s errors, techniques and findings can be verified or challenged by others. This self-correcting element is, according to Mouly (1978), “the most important single aspect of science, guaranteeing that incorrect results will in time be found to be incorrect and duly revised or discarded.”

Acknowledging the nature of research and the need to maintain control of it, researchers may set stages. The stage settings for my work were schools, and the principal players under the spotlights were Head

Teachers acting out a season's daily-changing dramas involving a mixture of scripted lines and improvisation, with a cast and to an audience, both of whom, independently and collectively, influenced the development of the plot and sub-plots. I had several options regarding the data collection:

1. Mount a range of cameras.
2. Install a range of microphones.
3. Circulate the casts and audiences with questionnaires.
4. Interview the casts and audiences.
5. Observe from the wings or the front row stalls.
6. Assume an acting role myself.

I discarded all of these options as being impractical and/or inappropriate for my purposes. It is important to note that, "Research is best conceived as the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data" (Mouly, 1978). Therefore, it is vital to choose the correct option for the particular situation. The techniques and procedures selected to generate the data can be called the chosen methods. My chosen methods were: interview, to clarify the purposes and parameters, to establish procedures, to agree the data-classification framework and to confirm the

interpersonal relationships needed to sustain the collaboration and co-operation of the respondents over time; diary completion, to facilitate an ongoing record of events, to focus the attention of the respondents on their own behaviour and range of activities, to provide narrative comment for further discussion and clarification of occurrences; data analysis by reference to statistical techniques, to respondents' own interpretation and to my own conclusions - quantitative and qualitative perspectives. I see no tension in handling and evaluating both quantitative and qualitative data since one can be used to complement the other but agree with Merton and Kendall (1946) that the difficulty is in choosing at which points to adopt one or other approach.

It is one thing to select techniques or methods by which data may be generated, gathered and analysed but quite another to be sure the selected procedures are the most appropriate. To consider whether this is so, is to contemplate methodology, the process of enquiry. Kaplan (1973) refers to the aim of methodology as being, "To describe and analyse (these) methods, throwing light on their limitations and resources, clarifying their presuppositions and consequences...." I have referred earlier to one or two potential pitfalls which I anticipated when planning this research (for example, researcher bias, the degree of qualitative data to be

generated etc.). One way to avoid potential becoming actual is learning from experience - either one's own or another's - and so I will now turn my attention to aspects of my chosen methods and contemplate methodology.

I would first return to my earlier theatrical analogy. My overall strategy was:

1. Conceive the plan - two concurrent dramas and several short plays.
2. Select two principal players. (Separately by interview).
3. Negotiate the length of the season and the daily commitment of each person. (Separately by interview).
4. Invite other players. (Interview collectively.)
5. Allow the dramas to unfold. Ensure the commitment is being maintained. Resolve queries. Collect evidence. (Informal contact - I would not sit in the seats of either Director, Prompt or Critic but would visit the Dressing Rooms).
6. At the Final Curtain of the short plays and main dramas, collect the remaining scripts and assemble them as the Text. Applaud the participants and promise to report back.
7. Analyse the texts, referring back to the participants any queries. (Apply various techniques to evaluate the diary evidence).

There are various reasons for choosing the interview as a research tool and, along with all other techniques, there are advantages and disadvantages. Interviews can be classified in various forms and each of these too has strengths and weaknesses which must be faced at a point deemed appropriate - circumstances will determine which type of interview will be selected and these circumstances will necessarily include not just an assessment of the method but the methodology. Within the very nature of the interview process (specifically the interaction of the participants), difficulties can arise: for instance, whilst the process affords the opportunity for exploration of thoughts and opinions by the interviewer and interviewees, it can also lead to distortion by the interviewer who may ascribe false meanings to what he has heard. Hence, planning and some degree of control and/or direction are vital. I chose the interview for the initial stages of my research for information-gathering purposes (Tuckman, 1972 and Kitwood, 1977), establishing the relationships with the two principal respondents by personal contact, and as a later vehicle for clarifying information and meaning and validating my own interpretations of data (Kerlinger, 1970).

Regarding the information-gathering aspect, I would emphasise here that in the beginning, only factual data was being exchanged - agreement to participate, length and purpose of the work, details of school, Head Teachers' experience etc. Subsequently, I set out to discover what the two Head Teachers could identify as their priorities for the coming academic year, and how they perceived their roles. Since one of the Head Teachers was about to start her first year of headship, the interview developed in a different way from that with her experienced counterpart: I had to be aware of this before commencing, hence my earlier comments about the need for planning and control, and an awareness of possible distortion and bias. Of the four kinds of interview available - structured, unstructured, non-directive and focused - I chose the more formal, structured approach for the information exchange, with an emphasis on closed questions and statements, and a less formal but still focused format (Merton and Kendall, 1946) for both the role perceptions discussion and the ongoing (and concluding) clarification sessions. In all cases, I had planned the Agenda items but acknowledged the need for Any Other Business where the Head Teachers could bring to my attention any matters which I had not raised or about which they were concerned. Notes made contemporaneously can be more reliable but also

break the flow of exchange. They may influence how (or indeed if) the interviewee responds. They may put a distance between the participants which, in itself, could be advantageous or otherwise. Taped interviews can cause some interviewees to be distracted by the “mechanics” of the operation or restrict their freedom of speech as they attempt to become concise or succinct, apprehensive of “ers” and “ums” and using “throwaway phrases,” which, nevertheless, are often very enlightening. Information noted mentally and written up later avoids some of those problems but may be less accurate because of the difficulty of remembering what precisely was said - there is then a greater danger of the interviewer distorting the reality. As in all things, compromise suggests itself and yet who is to say that compromise necessarily leads to the best of both worlds? It may lead to the worst. Is wearing grey always preferable to wearing black or white? Surely, black is quite proper for a funeral and white for cricket? The point I am making is that being aware of alternatives, of outcomes, of experience and of justifications is the most important factor, then having the courage to make a judgement based on this awareness is crucial. If the judgement is compromise, so be it. I indicated to the Head Teachers that I would make notes during our discussions and deliberately elected not to refer to

our sessions as interviews - perhaps this was my compromise, though I think not, for it was a carefully worked out strategy whose objective was quite clear.

Similarly, the North Yorkshire LEA devised a strategy with specific aims to address the issue of Head Teacher support following the implementation of the Education Reform Act and its many and various components. Initially, a Primary Management Support Team, comprising inspectors, advisors and Head Teachers, was established with the purpose of giving help and advice to newly appointed Head Teachers. However, by using structured but largely informal discussion sessions (as opposed to interviews) the team learned from other, more experienced Head Teachers that they, too, would welcome support. The method they had chosen was flexible enough to take account of responses which had not been anticipated but not so unstructured that they had lost sight of their original intentions. Subsequently, a Management of Primary Schools (MOPS) Course was devised - the team retained the notion of a pre-Course information exchange and team-building session. Lloyd (1981) conducted a study of Primary Head Teachers' leadership role perceptions and chose structured interviews as his method of generating data - he had already selected broad criteria by

which he would rate the Head Teachers' responses on a "low" to "high" scale. He discovered that the range of responses exceeded the ability of his chosen criteria to classify them and, consequently, added two more elements. So, far from being a limiting technique, the interview was able to contend with what was, to a degree, unexpected or unpredicted - Kerlinger (1970) supports the use of the interview as a research tool partly for this reason. Lloyd's method also points to the fact that structure in an interview does not necessarily inhibit respondent diversion or freedom of expression. In his descriptions of responses, he introduces phrases which give a clue as to the style and characteristics of the interviews: "all four gave examples of...", "they talked about...", "remarks such as...". I elected to use Lloyd's approach to interview in the discussion elements of my meetings with the Head Teachers in that, whilst there was still focus and a format, there was also an informality to generate a more relaxed verbal interaction.

Following the 1978 HMI 'Survey: Primary Education in England,' and the suggestion that teachers would be more efficiently employed as curriculum specialists rather than continue in their traditional generalist teacher role, Taylor (1986) engaged in studies with teachers to contrast their views with that suggestion and to elicit their opinions about related

issues. He utilised several methods - group discussion, interviews, diaries, free accounts and questionnaires, both open-ended and closed. His reason for selecting interviews was that they:

“Possess a direct reality to which other instruments of social research cannot lay claim. Interviews are immediate and personal, and can be probing.”

Resources available to him dictated a choice between, “A small number of long interviews or a larger number of short interviews” and he chose the latter - “twenty-two short, well-focussed interviews.” Taylor devised an Interview Schedule of which the interviewees had no prior sight and taped the responses which he describes as “Immediate and spontaneous, with little or no time available for reflection.” The time limit for the interviews made it impossible to pursue questions although there was an opportunity for “follow-up queries.” It is interesting to note that Taylor amended the Interview Schedule in the light of the follow-up queries, many of which highlighted an area he had not contemplated. Unstructured responses are beneficial to the respondent who feels unconstrained in answering, but can be problematical to the interviewer both at the time (since he may feel he is losing direction and control) and later when he is attempting to quantify data yielded. This reinforces my

earlier point that the interviewer must be aware of all aspects of the technique, including the possibility of missing some potentially important data by too rigid a format. We have all been in a situation where questions have been asked and answers given and our comment would be, "It's not what he said so much as what he didn't say....."

Where do you draw the line between specific, structured, closed questions in a formal setting and non-directive, therapeutic interviewing as advocated by Rogers (1945) among others? My answer is that no line should be drawn. Research should not be determined by arbitrary decisions but rather by the process of assimilating all relevant information before arriving at the solution. One can agonise for ever: the time comes when you have to decide to decide. The mistake is either to become method-bound or method-inhibited. Taylor's experience is further evidence that the interview as a technique is not a strait-jacket for either the interviewer or interviewee. I agree with Kitwood:

"If the interviewer does his job well (establishes rapport, asks questions in an acceptable manner, etc.), and if the respondent is sincere and well-motivated, accurate data may be obtained. Of course all kinds of bias are liable to creep in, but with skill these can largely be eliminated."

Taylor endeavoured to reduce bias by using multi-methods of data generation and analysis, his results being variously triangulated. I will comment on his use of diaries at a later stage.

Researchers have used diaries or time logs to collect data, often to validate evidence generated by other methods. Because of the qualitative data produced, especially if there is a narrative dimension, and the perceived problems in analysing it (subjectivity, bias, general reliability etc.), there has been an unease and suspicion about the method. There is also the question about the accuracy of the information and the practicality of implementing the technique. There are many types of what we may call “the diary.” These include various forms of time log or grid when the respondent completes an entry, perhaps to pre-coded criteria, at regular intervals during the day; diarists may make entries each time they change an activity; information may be completed retrospectively; an observer may complete a pre-determined schedule; participants may indicate activity/time with comment(s).

When Hilsum and Cane (1971) selected their methods of data collection regarding the teacher’s day, they devised structured observation schedules. Realising that they could not observe teachers before and

after the school day, they decided to ask them to complete a condensed version of their own schedule, indicating the length of time devoted “off premises” to school-related activities. They hoped that by using similar, albeit modified, schedules, the teachers’ results would correspond with their own, although the researchers did acknowledge the subjective nature of this portion of their data. They were seeking “meaningfulness” in their data and “practicability” in its collection. Armstrong (1982) quotes the use of diaries by Michael Brown who, in the school year 1976/77, conducted a study in Sherard Primary School, East Midlands, of a class of 32 8/9 year olds. Evidence was collected by a mixture of teaching and direct observation before Armstrong completed the diaries each evening - entries were discussed with the class teacher to ensure accuracy of recording. In 1978, Enright (see Nixon, 1981), also compiled diaries in the evenings to record his teaching activities: from the evidence, he reached various conclusions about what pre-occupied him. Subsequently, he would discuss his information with the deputy Head Teacher, exploring commonalities and differences in their teaching. Not surprisingly, Enright found his method unsatisfactory. Precise recall was difficult and the time taken to compile the diaries was not proportional to the quality of results obtained. I believe that research has

to have a dynamic aspect which establishes and maintains momentum. To this end, and on the subject of diaries as a research tool, I support the view that events have to be recorded as they happen. Of course, it is easy to say this but quite another matter to do it. Followed to its logical conclusion, cynics would say, only one event could be recorded for, thereafter, one would be recording the recording ad infinitum. Common sense dictates that over emphasis on the literal leads inexorably down the cul-de-sac of illogical conclusion. Craig (1987) suggests "action diaries" which contain a plan for progress based on evidence of activity-time logged as it occurred: Dean (1987) agrees but refers to the use of "Time Analysis Grids." In both cases, they point to the need for accurate and timely recording of events not as an end in itself, but as the stimulus for organised, future action - the dynamic, momentum-guaranteeing dimension I referred to earlier.

When I first approached Anne and Mary, I asked them about their experience of completing diaries or time-analysis grids. Their comments echoed those of Hill (1989) who says that Head Teachers usually complete some form of diary exercise after attending a Management Course, particularly where there is a time management module. The objective of so doing is generally that Head Teachers garner their own

evidence of how they use time in order to inform their future activities, seeking greater efficiency or revealing new perspectives on their role. Anne felt that such exercises were a mixed blessing for, as she put it:

“When I kept a record of the way I used my time, it proved that I sometimes allow myself to be diverted from my plans - a friend described it as “being given a monkey” - I then tried to resist monkeys, or immediately pass them on, but found it just as difficult as ever. No amount of time grids will give you a strategy for action, though they will provide information that you can try and use constructively.”

Hill states that analysing one's time in this way can be distressing, not so much at the revelatory nature of the evidence, but, rather, that it can confirm one's worst fears. In previous research, during which participant Head Teachers kept diaries for periods of time, I confronted the diarists with the data they had supplied. There were two distinct reactions: shock, surprise and disbelief: reluctant acceptance, with comments like, “it's even worse than I expected.”

Mary, too, had completed time analysis schedules, again following management training, but related to classroom practices - time spent

talking, listening, marking, preparing etc. She felt these had been helpful but qualified her remarks:

“It seemed like a good idea before I started....and I suppose I learned something about what I used to do. The problem is does it really help to realise you’re inefficient? Perhaps it does if you can change. The other thing I thought about was am I doing things differently because I’m checking up on myself? Unless I kept repeating the exercise, or did it for much longer, I’ll never know.”

Dean (1987) and Bell (1988) suggest that Head Teachers should keep diaries for short periods - Bell recommends three days is sufficient - to collect information about allocation of time to activities. They could then assess their usage and plan for more control. I have reservations (which accord with Mary’s) about whether truly meaningful and reliable data can be generated in such a small time span, especially bearing in mind the temptation, conscious or otherwise, to behave atypically in order to influence the results. I would, however, agree that quick insights can be usefully gained.

Lyons (1974) conducted a survey of administrative tasks carried out by Head Teachers and senior teachers, using as his principal method the self-report diary. Throughout one year, 513 staff from 16 schools completed 8,000 returns containing 100,000 diary entries which together produced in excess of 2 million items of information. These were coded into 600 categories. Quantity alone does not guarantee quality, but, in this work, it is difficult to argue against the confidence of Lyon's conclusions, based as they were on such a mass of data. The longitudinal nature of the study also lessens the chances of atypicality in respondent behaviour, pre-planning and inaccuracy of recording. It is possible to dispute his categorisations or infer his bias but he confirmed his findings by additional data-analysis methods and, thus, reduced the charge of unreliability to a large degree.

Similarly, Campbell and Neill (1990), commissioned by the Assistant Masters and Mistresses Association to study Key Stage 1 Teacher Time, chose to collect a significant amount of data by reference to a schedule for recording activity. They were very aware that greater accuracy is obtained when events are recorded systematically, regularly and as soon as possible after occurring, hence their use of the schedule which

required teachers to complete an entry indicating the time spent on work, in units of three minutes. As they say:

“The research attempted to reduce the problems of faulty memory and unreliable guesses that can arise when people are asked to say, or to estimate, or to remember things, in broad terms.”

95 teachers completed their entries for 14 consecutive days, 7.00 a.m. to midnight, and the project's conclusions, therefore, are based on 1330 days of teachers' time spent on school-related work and work activities. Campbell and Neill's schedule of recording comprised five broad categories, the first four of which were broken down into sub-categories whilst the fifth was the compartment for activities which could not be accommodated elsewhere. If you are confident that your sample (of respondents) is typical, your methods are sound, your data is accurate and would be replicated at different times of the year (i.e. that it is representative), it is possible to make deductions about time spent throughout the year. More valid is to confront the respondents with the results and seek from them their views on typicality, accuracy and reality, since then eliciting generalisations becomes more appropriate, meaningful and stronger. Campbell and Neill took cognisance of this

both during this work and in their two follow-up studies a year later.

Knight (1989) considered all aspects of time and its management in schools. Like Craig (1987) and Dean (1987) he suggests the use of a log, coded to identify a range of activities, kept for a period of time (e.g. one week) as an audit of current practice and, subsequently, analysed to inform future action. He also introduces a narrative dimension which he suggests is completed at ten minute intervals: actual totals and classification of activities can be completed at the end of the day or week. I stated earlier that short self-surveys of this type can give quick insights into activity and behaviour - Knight does not attempt to suggest more. What initially attracted me to his work was the use of narrative entries which are analysed and coded later rather than transcribed into a coded recording at the time of completing the log.

1	2	3	4		
Time	Activity	Time spent on activity	Classification of activity *		
8.40	Prepared for day	10	PR	T	A
8.50	Saw Mr. Brown and Mr. Smith	10	TS	W	S/O
9.00	Assembly	20	A	T	T
9.20	Around School	15	M	T	A
9.35	Drafting school day report	15	W	N	P
9.50	Spoke to Tony Bloggs	15	D	T	A
10.05	Continued report	10	W	N	P
10.15	Phone call from Education Office	5	PH	M	O
* Codes were given in the text. Source: Knight (1989)					
Table 3 - (1)					

I do believe that this gives the respondent freedom to record events as they are, without the researcher losing any control, and the comments noted may assume a significance and give rise to insights of additional perceptions which would be lost in a more “clinical” method of entry completion:

Head Teacher 20 Diary 5	
10.35	Playtime. Coffee with the Telecom Engineer
10.40	Explain to two boys sent from the yard that Karate is not considered a suitable playground activity.
10.45	Give letter to Secretary. Telephone Education Office - minor matter. Write up Log Book. Add two items to Stock Book. Write reference for a former colleague. Go to Deputy Head's classroom regarding a query about 'Cash & Carry.'
12.00	Corridor supervision of the dinner queue.
12.15	Walk outside. Hall (dinners). Corridor supervision of the sandwich queue.
12.40	Staff-room for coffee and conversation. I still haven't spoken to some staff - one I haven't actually seen yet!
1.00	Kitchen. Eat hot-dog.
1.10	See duty member of staff as children enter school. Look through unopened post - every piece of paper requires a decision..... Stock-room - assessing situation regarding exercise books etc. for next academic year. Mend wall stapler brought by child from his teacher. Called to telephone - it's the person I'm doing this diary for!
2.25	Tea and biscuits.
2.30	Tour of school - not sure why, just feel I should.
Source: Lever (1987)	
Table 3 - (2)	

The diary extract quoted above (from Head Teacher 20) illustrates the quality and freshness of narrative entries. That the content was typical could only be guaranteed if sufficient evidence was collected over time. Countering the charge that any chosen week may be untypical, Knight relates the opportunity of repeating the exercise over further weeks. He also suggests that activities can be regrouped or reclassified. This implies greater subjectivity but it should be borne in mind that his stated purpose for this type of exercise is personal time management. It is personal research for personal gain. However, it is still vital to ensure that evidence is reliably obtained and analysed. On the subject of an annual work pattern, he states, "Obviously you can't log a whole year" but, rather than suggest extending the data by multiplying it out (as Campbell and Neill did in their studies referred to earlier), he adds, "You could think your school year through month by month, and identify the peaks and troughs and the cycle of different tasks."

I had my own convictions about the use of the diary as a research tool. I had my previous experience and that of others to consider. In the first place, I did not wish to collect evidence about primary Head Teacher activity on a short term basis - a week, a month, a term - and merely multiply by whatever number would produce a year's totals, and I

certainly did not want to “think.. (the) .. school year through.” I wanted a year’s totals from a year’s evidence. I chose to collect a year’s evidence from two Head Teachers. There would be obvious similarities and obvious dissimilarities between them and their schools and I have already presented this. I required to know how similarly or dissimilarly they would operate over time, on and off the school premises, and within and beyond the school day. As a comparison and contrast, I also set out to pursue a similar exercise with a group of primary Head Teachers: this group would cover a wide spectrum of age and experience but one controlling factor I felt to be vital was that each of their schools should be similar in size to those of the two principal participants. This determined that the schools would be in that part of the Group 2 range with pupil populations ranging from 200 to 300.

Despite Knight’s dismissal of the notion of a year-long diary completion, that is precisely what I intended. Two primary Head Teachers did log a whole school year (of 365 days), did include narrative entries, did indicate time spent on activities, and did contribute to the classifications. For shorter (but defined) periods of time, other Head Teachers maintained diaries which were analysed for concordance within the sample and also with those of the principal respondents. The fact that

Anne and Mary participated in the decisions concerning diary format, method of completion and activity classification gave them a degree of ownership and I am convinced this stimulated them to continue their enthusiastic support of the project throughout the year. Additionally of course, their commitment was influenced by knowledge that ultimately they would have access to the findings and that these would be a significant aid to their personal and professional development. As Anne said:

“The time spent will be an investment for me. It’s in my interests to stick to what we’ve agreed and....well....to stick to it, no matter what. I’m hoping that the result of all this will help me and, to be honest, that was a key reason in agreeing to do it. I’m very intrigued to know the outcome.”

Mary’s emphasis was slightly different but equally supportive and equally determined:

“I said I’d do it. I will do it. I want to do it and I’ll do it right....otherwise, what’s the point? I know my first year of headship will be difficult....I don’t underestimate that....but filling in these diaries will help me. I want to learn about the

job and I want to learn about myself doing it. This is probably the best year I could do it....it's the only first year I'll ever have!"

Whilst Anne and Mary had a purpose in participating in the project, I had too in compiling it. Selfishness is a strong motivating factor in everyone. Informing the two Head Teachers' future actions would be an outcome, but my concerns were: to find out what each and both did, when and for how long; to compare and contrast their activities in the context of the "experience factor"; to explore the extent to which their activities accorded with their perceptions of role, leadership, management; to investigate the degree to which they were influenced by events, circumstances, personality and the position of headship itself (the socialisation factor); to compare the data generated by a group of Head Teachers and, subsequently, contrast it first with Anne's evidence and second with Mary's; to note changes which might occur as the year progressed; to confront Anne and Mary with the evidence and seek their perceptions; to "re-visit" them one year later and ascertain their thoughts, feelings and opinions about the intervening period and future.

Informal but focused interviews, diary completion, respondent participation, statistical techniques and reference to the work of others would individually and collectively be the means to fulfil my objectives.

CHAPTER 4

The activities a Head Teacher engages in are somewhat difficult to quantify. For instance, if a Head Teacher opens a letter from a parent, reads it and then decides to telephone that parent to discuss the content of the letter, is he:-

- a) dealing with post?
- b) reading?
- c) dealing with parents?
- d) using the telephone?
- e) doing routine administration?
- f) conducting home/school business?
- g) doing all (or some combination) of the above?

Diary evidence generates a plethora of such data. It is, therefore, vital to be clear about the categorisation of any and all activities. Clearly, in the example quoted, a case could be made for including the Head Teacher's activity in one of several categories: indeed, it might be argued that to subsume the various elements into a single classification would be distorting reality. On the other hand, to allocate and refine every element

of behaviour into more and more detailed and discrete categories loses the essential reality and vitality of it. I would compare this with appreciation of poetry - it is perfectly proper to “dismantle” a poem, by dissecting every nuance of meaning and intention, by probing each phrase and line, by considering the style and structure etc., but the danger lies in an over-concentration on the elements at the expense of a response to the whole. A balance has to be struck. So it is with handling qualitative data of the type generated in this study. The strength of the model is that the activities being recorded and classified are both matched individually against 54 precise categorisation criteria, and also considered within 8 broader ‘personnel’ headings.

A structure had to be devised which would both accommodate elements of Head Teacher behaviour and activity and allow the reality and vitality of the emerging picture to shine. To give this activity-classification structure increased reliability, I elected to consult all the Head Teachers about their perceptions of behaviour. Each was asked to enumerate the range of activities Head Teachers engage in - by simply compiling a list. I then grouped their responses under the eight headings which seemed to suggest themselves. These were (with identification codings):

1. Dealings with children	DWC
2. Dealings with teaching staff	DWTS
3. Dealings with non-teaching staff	DWNTS
4. Dealings with parents	DWP
5. Dealings with governors	DWG
6. Dealings with non-school personnel	DWNSP
7. Dealings alone	DA
8. Other dealings	OD

Head Teachers were shown the categories (and components) and supported them. The elements of these 8 categories, given with examples from the Head Teachers' lists or clarification, were:

1. Dealings with Children (DWC)

01. Planned teaching in the classroom. "The timetabled teaching commitment." If a Head Teacher released a teacher to carry out a particular function or duty e.g. monitoring and this was part of a known and planned programme, the time of this activity is also included in this category. Teaching a group qualifies for inclusion.
02. Unplanned teaching in the classroom. "When you suddenly find yourself without a member of staff and you become a supply

teacher.” Also in this category are included occasions when a Head Teacher is suddenly called upon to relieve a teacher in the classroom for a short period of time e.g. teacher unwell, called to the telephone.

03. Disciplining of individual children, class(es) or year group(s) - not the whole school which is accommodated in 07. “One-to-one exchanges between you and him or her or them.”
04. Celebrating with/praising/rewarding individual children, class(es) or year group(s) e.g. complimenting a child on good conduct, issuing a merit award, congratulating a class for success in a competition, praising a year group for their contribution to a school initiative. Testing or review to confirm achievement is included in this category.
05. Pastoral care. “Comforting a distressed child.” Applying First Aid. Sorting out troublesome situations within a group - friends’ disagreements. Providing support for a newly admitted pupil. Giving support for a pupil experiencing difficulty with his/her work.
06. Supervision. “Touring the playground or Dining Room.”
“Walking around during wet lunchtimes to provide additional

cover.” “Timetabled supervision duties before, during or after school.”

07. Involvement in whole school events. Taking Assemblies.

“Fronting” performances (e.g. concerts) or visitors’ presentations.

Rehearsals for school events. Celebrating success with the whole school (e.g. competition win). Whole school drills (e.g. fire practices).

08. Extra curricular activities. Organising or participating. “Watching a school team in action or running a club.”

09. Educational visit. “Accompanying children on a trip.”

2. Dealings with Teaching Staff (DWTS)

01. Appraisal. Conducting the formal process with staff. Being appraised by staff. Mentoring newly qualified teachers.

02. Monitoring. Classroom observation.

03. In-class support. Working alongside.

04. Pastoral care. “Providing support on a personal level.”

Alleviating distress. Celebrating events and occasions (e.g. birthdays, anniversaries, achievements).

05. Formal staff meetings (including year group meetings). Business meetings. Whole staff meetings concerned with school development, curriculum review and development, on-going events and issues, policies and procedures, teaching styles, methodology, finance and administration.
06. Formal and informal meetings with individual teachers about children, school events, personal action plans, professional development, target-setting proposals and outcomes, performance in and contribution to the school. Also included in this category are “Can you spare me 5 minutes?” and “Are you busy?” sessions.

3. Dealings with Non-Teaching Staff (DWNTS)

01. Financial matters - budget; school fund; school meals; other monies - mainly with the secretary.
02. Administration issues - office practices and routines; correspondence - mainly with the secretary.
03. Premises-related concerns - maintenance; repair; Health & Safety; furniture, fixtures and fittings; grounds; security; lettings - mainly with the caretaker and/or cleaners.
04. School Meals matters - menus; routines and procedures; Health &

Safety; staffing - mainly with the cook.

05. Classroom support - routines, policies and procedures; job descriptions and working practices - mainly with Welfare Assistants or Classroom Assistants.

N.B. Activities involving other people supporting the work of children and teachers in the classroom (e.g. parent helpers, peripatetic or advisory teachers) are classified elsewhere if these people are not deemed to be part of the school's Staffing Establishment.

06. Lunch-time Supervision - routines, policies and procedures; accidents; children's behaviour - mainly with the Supervisory Assistants.

07. Pastoral - providing general care and support.

4. Dealings with Parents (DWP)

01. "Attending to queries, comments and complaints." Giving and receiving information. Meetings initiated by parents.
02. Meetings by appointment with individual parents e.g. admission of a new pupil. Welfare and social matters. Discussion about SEN

and/or the statementing process. Issues relating to conduct.

Meetings initiated by the school.

03. Consultation Evenings.

NB. A general point is needed here. It should be acknowledged throughout this exercise that ACTIVITY is the key NOT the person or people. Consequently, and by way of example, if a Head Teacher engaged in an activity unrelated to dealing with parents during a Consultation Evening, the activity is classified in the category deemed most appropriate to it.

04. Matters relating to parents working in school as voluntary helpers.

05. “Spending time with parents in or out of school on things which relate to the school as a community or the school in the community” - formal/informal associations and/or initiatives e.g. Parent:Teacher Association; Friends of the School; Home:School Partnerships. Supporting related social events and activities.

06. General Meetings. New entrants; Inter-Phase transfer arrangements; Matters regarding the curriculum, organisation, policies and procedures. NB. The Annual Meeting is classified under ‘Dealings with Governors.’

5. Dealings with Governors (DWG)

- 01. Meetings with individual governors - telephone queries.
- 02. Meetings of Committees and/or Sub-Committees - personnel; finance; premises; curriculum; appointments; selection and appeal.
- 03. Meetings of the whole Governing Body - the termly meeting; the Annual Meeting. Governor Training.
- 04. Meetings related to school events - presentations; celebrations.

6. Dealings with Non-School Personnel (DWNSP)

- 01. L.E.A. Officers - "People from the Office." Inspectors and Advisers; Chief Officers; Appraisers.
- 02. County Council Personnel - Elected Members; Surveyors; Engineers; Department representatives (e.g. Audio-Visual, Finance); Psychological Service Personnel. Grounds Staff
- 03. Local/District/Parish Council Personnel.
- 04. DFE Personnel - HMI; OFSTED.
- 05. Teachers - Head Teachers; Teachers; Advisory teachers; Supply staff; Peripatetic teachers;
- 06. Students (and their Supervisors) - Work Experience and Placements. Former pupils.

- 07. Contractors.
- 08. Representatives - "Publishing Companies trying to sell or demonstrate a product range and Charity people attempting to enlist support"; Agencies including the police, church, Social Services, medical and welfare. Press/Media personnel.
- 09. General Public - "the casual caller."

7. Dealings Alone (DA)

- 01. Reading - school documentation; letters and circulars; books, magazines and periodicals; children's work; teachers' records, forecasts and documents; promotional materials.
- 02. Writing - letters; reports; forms; Log Book; references; staff notices; documents (policies, procedures etc.); word processing: articles; programmes and "flyers."
- 03. Preparing and Planning - for Assemblies and Worship; teaching; meetings (inc. those of Governors/Staff/Parents); INSET; Budget forecasts and statements.
- 04. "Putting up a display." Mounting an exhibition.
- 05. Opening and looking through Post - "sifting and sorting;" general filing and "paper pushing;" ordering/requisitioning.

06. Eating and drinking (during the school day).
07. Resting and relaxing (during the school day).
08. Studying - for an additional qualification or to extend knowledge regarding school matters or education generally; INSET-related initiatives; completing self-reviews.
09. "Representing the school" - at a public meeting; at a school's Presentation or Award Evening; at a ceremony or official function.
10. "Doing all those trivial activities sometimes knowingly and sometimes without being aware."
11. Engaging in activities not connected with school or education (during the school day).
12. Completing the diary and participating in the research project.

8. Other Dealings (OD)

01. Visiting colleague Head Teachers - networking; appraising.
02. Attending courses, conferences and meetings - as participant or organiser; Case Conferences.
03. Absent ill. Compassionate leave (e.g. to attend a funeral). School-related activities shown as diary entries will be included in the tabulations.

It was noted at the beginning of this section that Head Teacher activities are multi-faceted and, consequently, somewhat difficult to quantify accurately. “Somewhat difficult” does not mean impossible. The categories I have devised (in consultation with the Head Teachers who participated in the collection of data) allow each and all activities to be classified reliably. I will return to the fictitious example I gave of a Head Teacher who receives a letter from a parent, reads it and then telephones the parent to discuss the matter. The classification is:-

DA 01 (Dealings Alone - reading); and

DWP 01 (Dealings with Parents - “Attending to queries, comments and complaints.” Giving and receiving information.

The diary entry will give the amount of time that this matter took and will also reveal any development e.g. if the Head Teacher needed to take any further action.

When I had refined the list of Head Teacher activities to the eight categories and received confirmation from the participants that they were sufficiently broad to illuminate the full range of behaviour and sufficiently tight to retain a sharp focus and clear definition of events, I

matched a sample of five diary entries to the categories to establish the “fit”. These were “real” diary entries retained from an earlier study of Head Teacher activity (1987) and were selected because of their diversity:-

Eg. 1 “Supervisory Assistant brings in a child with torn trousers. He names the perpetrator. Summoned, the perpetrator denies the charge and explains that the tragedy occurred whilst practising “walk-overs”. It transpired that the trousers were already split....the full story will never come out! Draft a note (for parents) and leave on Secretary’s desk.”

From the times given in the diary, the Head Teacher had a very short contact with the Supervisor - nevertheless, as it was significant enough for him to have included it, it should not be lost. Time was then spent with two children before the Head Teacher wrote the draft letter.

The item would have been classified thus:-

DWNTS 06 4 minutes

DWC 05 13 minutes

DA 02 5 minutes

The Head Teacher engaged in three different activities which are identified with timings. The actual diary entry shows the connection

between and the development of the three, retaining the completeness of the event.

Eg. 2 “Saw distressed parent - child not wanting to come to school.
Calmed mother, reassured her.”
A later entry continues.....
“Saw child of distressed mother...chat...established no problem.
Wrote to mother (no Phone).”

The three aspects of this would be classified:-

DWP 01 15 minutes

DWC 05 10 minutes

DA 02 5 minutes

Eg.3 “Begin a corridor display.
Play-time - crisps and coffee.
See teacher re a child’s record card.
Continue corridor display - secretary interrupts to state that the photocopier will not work.
Go to class__ and ask Mr.__ if he will examine photocopier.
Supervise class. He returns after 10 minutes triumphant!
Finish corridor display” .

Identifying and quantifying the range of activities within these entries is relatively straightforward. The vitality of the actual behaviour is demonstrated by the writing and the consequent picture portrayed. The interruption by the secretary is significant as far as the compilation of an “interruptions’ tally” is concerned but would not be included in terms of the Head Teacher’s “dealings with” the secretary since the contact between them was so brief. Similarly, the key activity which ensued was

the Head Teacher supervising the class for 10 minutes not the Head Teacher's "dealings with" the teacher. The classification, therefore, would be:-

DA 04 20 minutes

DA 05 5 minutes

DWTS 06 5 minutes

DA 04 3 minutes

DWC 02 10 minutes

DA 04 15 minutes

Before leaving this example, it is important to clarify one aspect of it. Suppose the Head Teacher had been eating his crisps, drinking his coffee and seeing the teacher at the same time. Clearly, it would have been inaccurate to have classified the eating and drinking in the "Dealings Alone" category since, apart from not being alone, the important feature would have been his "dealings with" the teacher and this would have been appropriately acknowledged. The keyword in handling data of this range must be consistency.

Eg. 4 "Fitted light over piano for music teacher.

Saw caretaker about tonight's arrangements.

Wrote up log book.

Threw away items-not-done list and emptied bin.

Sold 4 more tickets.

Saw various members of staff about the concert.
Disciplined 4 naughty boys.”

There is only one difficulty in classifying these activities. Are the “members of staff” teaching and/or non-teaching? In the study from which these extracts are taken, I referred any queries or uncertainties back to the participants for clarification - this was for more than reassurance: it was to preserve accuracy and guarantee the validity of any conclusions I might draw from the evidence considered. I repeated this strategy for the present project. The Head Teacher’s activities previously recorded were presented thus:-

DA 09 10 minutes

DWNTS 03 10 minutes

DA 02 10 minutes

DA 09 5 minutes

DA 09 5 minutes

DWTS 06 15 minutes

DWC 03 5 minutes

Eg. 5 “Telephoned the Education Office.
Go to kitchen about the new menus.
Spend time with Deputy Head about his appraisal.
Leave school and go to Teachers’ Centre for meeting.”

The four activities would be shown as:-

DWNSP 01 10 minutes

DWNTS 04 8 minutes

DWTS 01 25 minutes

OD 02 135 minutes

Working with the categories proved to be invaluable in that it not only confirmed the strengths but also identified several anomalies which I was able to correct. I had originally devised a category called “Dealings with Visitors” and intended to allocate all Head Teacher activity involving non-members of the school community (i.e. those other than registered children and their parents, staff employed at the school and its governors) to this category. The problems arose with the definition of these people as “visitors.” Consider from Example 5 the entry “Telephoned the Education Office.”. The Head Teacher had “dealings with” a non-school community person but not in the context of “visitor”. There was, therefore, no fit. Whilst it was perfectly possible to classify any and all Head Teacher contacts with people within or beyond school for all other categories, it was not so with the “Dealings with Visitors” grouping. The solution was to rename this category as “Dealings with Non-School Personnel.”

Notwithstanding the difficulties which arose, the process of arriving at the final procedural decisions and conclusions was a valuable and vital experience. The project certainly benefited from several rehearsals.

The challenge was to match accurately the mass of evidence generated by the Head Teachers' diaries to the 56 categorisation criteria contained within the 8 areas of activity. The desired outcomes were twofold: first, to produce a statistical content and time analysis of the range of Head Teacher activity within and beyond the school day; second, to present this evidence as an unfolding narrative which would describe the Head Teacher's professional life.

To complete this section of the study, I turn to one of the actual diaries kept for one year. That it is Anne's is of no significance except in so far as her diary was completed in a fuller, narrative style. I will demonstrate how one week of entries was classified. The purpose is to reinforce the methodology referred to earlier in the description of classification rehearsals and to show how accuracy was established by reference back to the respondent soon after diary completion. This last point is very

important - I believed it vital to have referred queries to the participants at the earliest opportunity for several reasons:

1. ambiguities or unclear entries could be resolved whilst they were fresh in the minds of the diarists, recall being easier;
2. diarists were receiving constant reminders about the need for clarity and consistency. Both Anne and Mary recognised that our contact focussed their attention on this aspect and each acknowledged a confidence in the accuracy of their entries because of it;
3. my relationship with the participants was maintained and the bond of partnership strengthened. Again, I stress that Anne and Mary stated they felt the project was enriched by this process;
4. I was revisiting issues regularly and confirming that the evidence was being reliably generated and treated;
5. benchmarks were established against which to evaluate similar queries raised in the entries of other respondents. Whilst it would have been possible to refer back to these diarists, it was not always necessary - where I felt it to be so, it was done.

Extract From Anne's Diary Showing The Classification
(* indicates an entry referred back for clarification)

Week Beginning: 14.9.92

Monday -Pre-School

08.00 Arrived - caretaker with a query about litter.
DWNTS 03 10 mins.

08.10 8 Spoke to D.Head with a reminder about a document.
DWTS 06 5 mins.

08.15 Saw parent who wants her son to start school here.
DWP 02 10 mins.

08.25 Teacher - put her in the picture about the new pupil she will be getting.
DWTS 06 15 mins.

08.40 Stood by the gate to greet children arriving.
DWC 06 10 mins.

Morning

08.50 Opened some of the mountain of post - where does it all come from and why?
DA 05 20 mins.

09.10 Conducted Assembly.
DWC 07 35 mins.

09.45 Took 5 minutes to convince a Rep that he was wasting his time (and, even worse, mine!).
DWNSP 08 5 mins.

09.50 Began to put up a display in the entrance hall.
DA 04 30 mins.

10.20* Went to 6S to see what was going on. Nothing specific, just a
“see and be seen”.
DWTS 02 15 mins.

10.35 Break. Very welcome coffee.
DA 06 5 mins.

10.40 Left coffee to deal with an injured child. Applied first aid and
offered TLC.
DWC 05 10 mins.

10.50 Saw teacher about a child - minor matter.
DWTS 06 5 mins.

10.55 Peripatetic music teacher.
DWNSP 05 5 mins.

11.00 Observed two lessons in Y4 and Y6 to monitor quality of teaching
and learning.
DWTS 02 1 hour.

Lunch-time

12.00 Counting chairs and tables needed for classroom. I know I
shouldn't have to do this but there was no-one else.....staff need
their break.....
DA 10 15 mins.

12.15 Dining Hall - general supervision.
DWC 06 15 mins.

12.30 Ate apple.
DA 06 5 mins.

12.35 Drawing out a Notice Board title.
A 10 25 mins.

1.00 Wandered round playground.
DWC 06 10 mins.

Afternoon

- 1.10 Continued with my display.
DA 04 30 mins.
- 1.40 Cup of tea! Determined to drink it hot.
DA 06 5 mins.
- 1.45 Building Surveyor called.
DWNSP 02 30 mins.
- 2.15 Checked Staff salaries with secretary.
DWNTS 01 5 mins.
- 2.20 Sat down and enjoyed a cup of tea - on secretary's instruction!
DA 06 10 mins.
- 2.30* Phone call to Education Office for guidance and information re a
Charity associated with school.
DWNSP 01 20 mins.
- 2.50 Routine admin.....another go at the post.
DA 05 30 mins.
- 3.20 Tour of school, yard etc. before children were preparing to leave.
Very worthwhile!
DWC 06 10 mins.
- 3.30 Phone call from Friends' Association Chairman.
DWP 05 5 mins.

After School (inc. Off-Site)

- 3.35 Drive supervision.
DWC 06 10 mins.
- 3.45* Introduced myself to Football Scheme Coach.
DWNSP 05 5 mins.
- 3.50 Phone call to Infant School Head.
DWNSP 05 25 mins.

4.15 Outside looking at the football session.
DWC 08 30 mins.

4.45 Cornered by caretaker with a query about heaters.
DWNTS 03 15 mins.

5.00 Prepared newsletter for parents.
DA 02 20 mins.

5.20 Teacher - discussion about various matters.
DWTS 06 20 mins.

5.40 Cleared desk!
DA 10 10 mins.

Evening Read through a policy document and then some more of
the post which refused to go away!
DA 01 1 hour.

The queries (starred *) were resolved with Anne as follows:

The 10.20 entry was a monitoring activity where the emphasis related to
teaching.

The 2.30 entry related primarily to dealing with the Education Officer
not the Charity.

The 3.45 entry was coded as dealing with a peripatetic teacher not a
student or member of the public.

Tuesday - Pre-School

08.10 Arrived at school and set about my display before anyone could
get at me.
DA 04 30 mins

08.40 Saw secretary about a minor matter.
DWNTS 02 5 mins.

08.45 Deputy Head with a query about a colleague.
DWTS 06 5 mins.

08.50 Read through a DFE Circular - "read" is an exaggeration as Heads learn to scan (but still believe they are reading!).
DA 01 10 mins.

Morning

09.00 Assembly.
DWC 07 25 mins.

09.25 Wrote out a notice for staff.
DA 02 5 mins.

09.30 Meeting with the Senior Management Team.
DWTS 05 35 mins.

10.05 Spent time in both Y3 classrooms observing teaching styles.
DWTS 02 30 mins.

10.35 Needed to see the Y3 teachers. Discussion about the monitoring - over coffee. Particularly hard on them because they're straight back in the classroom.
DWTS 06 15 mins.

10.50 Secretary needed to see me about some correspondence.
DWNTS 02 10 mins.

11.00 Back to a Y3 classroom. Clarification of something which had cropped up in my original visit and subsequent conversation with the teacher.
DWTS 02 15 mins.

11.15 The follow-up of the previous entry was the need to see a pupil about his work. Talk about one thing leading to another.....who's in control here? Shouldn't have written that but won't cross it out.....after all the boy in question has excelled himself. It's hardly his fault that my planning's being derailed.
DWC 04 25 mins.

11.40 Phone call - personal.
DA 11 5 mins.

11.45 Wrote draft of letter to parents.
DA 02 15 mins.

Lunch-time

12.00 School Nurse arrived unexpectedly.
DWNSP 08 10 mins.

12.10 Re-wrote the parents letter.
DA 02 20 mins.

12.30 Hall, supervising dinner queue.
DWC 06 10 mins.

12.40 Saw Supervisory Assistant, advising that she makes more noise
than the children!
DWNTS 06 10 mins.

12.50 Met the peripatetic teacher of music as she arrived - trouble with
violins.
DWNSP 05 10 mins.

1.00 Ate apple and orange and filled this in! I must be a 10 minute
person judging by to-day's entries.....
DA 06 5 mins and DA 12 5 mins.

Afternoon

1.10 Teaching Y3.
DWC 01 35 mins.

1.45 The next instalment of the violin saga with M- (note: Name
omitted).
DWNSP 05 35 mins.

2.20 Saw Chairman of Governors.
DWG 01 10 mins.

- 2.30 Saw child who had been sent to me with beautiful work -
wonderful.
DWC 04 5 mins.
- 2.35 Phone call to High School.
DWNSP 05 10 mins.
- 2.45 Visited Y5 classes.
DWTS 02 20 mins.
- 3.05 Saw one parent, telephoned another - both about violins!!!!
DWP 01 20 mins.
- 3.25 Drive supervision.
DWC 06 10 mins.

After School (inc. Off-Site)

- 3.35 Parent with query (not about violins mercifully).
DWP 01 15 mins.
- 3.50 Watched a bit of football practice.
DWC 08 10 mins.
- 4.00 Discussion with the NQT.
DWTS 06 20 mins.
- 4.20 Admin (post).
DA 05 10 mins.
- 4.30 Staff meeting.
DWTS 05 30 mins.
- 5.00 Cleaner with a complaint about mud.
DWNTS 03 10 mins.
- 5.10 Left school.

Evening Read through an LEA Document and made some notes.
DA 08 1 hour.

Wednesday - Pre-School

08.00 Met a mountain of post - begin the climb.....
DA 05 15 mins.

08.15 Caretaker interrupted with a query about the sewage ejector pump.
DWNTS 03 15 mins.

08.30 Start Governors' Report.
DA 02 20 mins.

08.50 Parent.
DWP 01 10 mins.

Morning

09.00 Assembly.
DWC 07 45 mins.

09.45 SENSS Teacher (by appointment).
DWNSP 05 50 mins.

10.35 Break - saw School Nurse and teacher.
DWNSP 05 10 mins and DWTS 06 5 mins.

10.50 Spend time with secretary and deal with admin items - grab coffee!
DWNTS 02 20 mins.

11.10 Phone call from irate parent.....
DWP 01 20 mins.

11.30 SENSS Teacher to complete earlier discussion.
DWNSP 05 20 mins.

11.50 Phoned parent back (see 11.10).
DWP 01 10 mins.

Lunch-time

12.00 Completed writing the Governors' Report.
DA 02 40 mins.

12.40 Dining Hall.
DWC 06 15 mins.

12.55 Saw teacher briefly.
DWTS 06 5 mins.

1.00 Playground supervision.
DWC 06 10 mins.

Afternoon

1.10 More grappling with the post.
DA 05 1 hour 10 mins.

2.20 Short collapse, long cup of tea.
DA 06 10 mins.

2.30 Meeting with member of staff about PE policy statement.
DWTS 06 45 mins.

3.15 Checked Governors' Report, now typed.
DA 01 5 mins.

3.20 Post again!
DA 05 10 mins.

3.30 Drive supervision.
DWC 06 10 mins.

After School (inc Off-Site)

3.40 Tidied desk and watered plants.
DA 10 5 mins.

Left school and drove to High School for a Pyramid Meeting.

4.00 Attended meeting.
OD 02 1 hour 40 mins.

8.00 - 11.45*

Read documents and prepared materials for staff. The query (starred *) was resolved by contact with Anne. She confirmed that her evening work comprised 1 hour 45 minutes of reading and 2 hours of preparation. It was classified:-

DA 01 1 hour 45 mins and DA 03 2 hours.

Thursday - Pre-School

08.10 Discussed 2 SEN children with their teacher.

DWTS 06 20 mins.

08.30 Time with Deputy Head.

DWTS 06 20 mins.

08.50 Assembly preparation.

DA 03 10 mins.

Morning

09.00 Assembly.

DWC 07 30 mins.

09.30 Went into Y6 to work with some children and their teacher on Mathematics.

DWTS 03 1 hour.

10.30 Spent time with the Y6 teacher discussing the previous lesson.

DWTS 06 10 mins.

10.40 Managed to get a welcome cuppa (sic).

DA 06 5 mins.

10.45* Trying to sort out the post. Had to make a phone call about one item, look up a couple of files about another.....and so it goes on.....post, post and more post!

DA 05 1 hour.

11.45 Welcome interruption to the post to see a child -unfortunately, it was to put a plaster on her cut finger!
DWC 05 10 mins.

11.55 Supervision of first arrivals for dinner.
DWC 06 10 mins.

Lunch-time

12.05 Deputy Head.
DWTS 06 35 mins.

12.40 Ate apple.
DA 06 5 mins.

12.45 Phone call to Infant School Head.
DWNSP 05 5 mins.

12.50 More of the blessed post.
DA 05 45 mins.

Afternoon

1.35 Routine financial items with secretary.
DWNTS 01 10 mins.

1.45 Time with NQT as part of her Induction Programme.
DWTS 06 45 mins.

2.30 Teacher.
DWTS 06 10 mins.

2.40 Closed my door to the world and enjoyed a hot cup of tea! Bliss!
DA 06 10 mins.

2.50 Tidied a desk drawer - no reason except to meet the need to do something mindless for a few minutes.
DA 10 15 mins.

3.05 Left school and drove to Stoke-on-Trent for a meeting about Grant Maintained Schools. The journeys gave time for thinking about

the issues. I wonder how much concentration there was on the driving - frightening!
OD 02 2 hours 45 mins.

N.B. Some of this activity took place after the school afternoon session had been completed .

After School (inc Off-Site)

5.50 Called back at school to prepare for tomorrow.
DA 03 45 mins.

The 10.45 query (starred*) was confirmed by Anne as primarily dealing with the post, hence its classification.

Friday - Pre-School

08.10 Arrived to find a teacher waiting for me! wondered if I'd locked her in last night! Went through several SEN Files.
DWTS 06 30 mins.

08.40 Had another teacher waiting for me - what it is to be needed.....actually, she wants to go on a course.
DWTS 06 10 mins.

08.50 Prepare Assembly.
DA 03 10 mins.

Morning

09.00 Assembly and Hymn Practice and presentations.
DWC 07 1 hour.

10.00 Secretary - correspondence.
DWNTS 02 15 mins.

10.15 Dealt with a couple of letters - ie read and binned.
DA 05 15 mins.

10.30 Fire Practice - too cold to stay out! Evacuation in less than 60 seconds. Guess return was even quicker!
DWC 07 5 mins.

10.35 Sat and got warm with hot drink. (1 minor interruption).
DA 06 15 mins.

10.50 Briefed Students.
DWNSP 06 15 mins.

11.05 Saw the peripatetic SENSS teacher.
DWNSP 05 25 mins.

11.30 Drafted out a letter for parents.
DA 02 20 mins.

11.50 Quick trip into Hall re. dinner queue.
DWC 06 10 mins.

Lunch-time

12.00 Meeting with Y4 staff about SEN children.
DWTS 05 25 mins.

12.25 Deputy Head.
DWTS 06 10 mins.

12.35 Relocated school trophies.
DA 10 10 mins.

2.45 Raise matter with cook.
DWNTS 04 10 mins.

12.55 Secretary.
DWNTS 02 10 mins.

Afternoon

1.05 Phone call to Head Teacher colleague.
DWNSP 05 15 mins.

- 1.20 Post, In-Tray.
DA 05 45 mins.
- 2.05 Tea and fruit.
DA 06 10 mins.
- 2.15 Write up Log Book.
DA 02 20 mins.
- 2.35 Back to the post.
DA 05 40 mins.
- 3.15 Monitoring in Y6.
DWTS 02 10 mins.
- 3.25 Drive supervision.
DWC 06 10 mins.
- 3.35 Teacher about a pupil.
DWTS 06 10 mins.
- 3.45 Phone call from parent interrupted the conversation - it was about the same pupil.....
DWP 01 10mins.
- 3.55 Had another go at relocating the trophies. Gave up the futile exercise and decided to go home early, fighting down the guilt that teachers' cars were still in the car park. It is Friday.
DA 10 20 mins.

After School (inc Off-Site)

- 4.15 Words with the Cleaners - friendly words! A good note to escape on.
DWNTS 03 10 mins.

Weekend - Sunday

Spent time preparing for the coming week - mainly things to do with staff and their teaching, but also working out my own week.

The school year is still new and I am determined to stay in control for as long as possible - time and this diary will tell!
DA 03 1 hour 45 minutes.

At this point, I was very confident that the entries were accurately classified and equally certain that the two principal diarists would continue to support the project. Time invested with Anne and Mary would generate a rich dividend.

As well as regularly receiving the completed diaries and comparing the data with the lists of categories I had devised (from Head Teachers' own submissions it will be remembered), I believed it important to collate the results quickly. There were several practical reasons for so doing: it enabled me to maintain the "feel" of the project and reduced the summative number-crunching exercise. There were two dangers I was aware of - one was arriving at conclusions too early and the other was indicating to the respondents how the results were developing. In the event, neither issue surfaced.

The following is an example of the collation and relates to Anne's week previously presented in full:

Length of Time Worked						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10 hrs 50 m	10 hrs 00 m	13 hrs 10 m	10 hrs 25 m	8 hrs 15 m	-	1 hr 45 m
Total Time Worked Per week - Monday to Friday 52 hours 40 minutes						
Average Time Worked Per Day - Monday to Friday 10 hours 32 minutes						
Total Time Worked Per Day - Monday to Sunday 7 hours 46 minutes						
Table 4 - (1)						

Distribution of Time Spent on Eight Categories (Monday to Friday)	
DEALING WITH CHILDREN (DWC)	7 hours 45 minutes
DEALING WITH TEACHING STAFF (DWTS)	10 hours 40 minutes
DEALING WITH NON TEACHING STAFF (DWNTS)	2 hours 35 minutes
DEALING WITH PARENTS (DWP)	1 hour 40 minutes
DEALING WITH GOVERNORS (DWG)	0 hours 10 minutes
DEALING WITH NON SCHOOL PERSONNEL (DWNSP)	4 hours 55 minutes
DEALINGS ALONE (DA)	20 hours 30 minutes
OTHER DEALINGS (OD)	4 hours 25 minutes
TOTAL 52 hours 40 minutes	
Table 4 - (2)	

Distribution of Time Spent on Eight Categories (Monday to Sunday)	
DEALING WITH CHILDREN (DWC)	7 hours 45 minutes
DEALING WITH TEACHING STAFF (DWTS)	10 hours 40 minutes
DEALING WITH NON TEACHING STAFF (DWNTS)	2 hours 35 minutes
DEALING WITH PARENTS (DWP)	1 hour 40 minutes
DEALING WITH GOVERNORS (DWG)	0 hours 10 minutes
DEALING WITH NON SCHOOL PERSONNEL (DWNSP)	4 hours 55 minutes
DEALINGS ALONE (DA)	22 hours 15 minutes
OTHER DEALINGS (OD)	4 hours 25 minutes
TOTAL 54 hours 25 minutes Table 4 - (3)	

It is interesting to break down the time spent on the eight categories into time spent on each aspect of these categories: for ease of reference, I have listed the categories and components (for a description of the elements of these components, please refer to the earlier section of this chapter).

1. Dealings with Children (DWC) 7 hours 45 minutes:
 01. Planned teaching in the classroom.
 35 minutes
 02. Unplanned teaching in the classroom.
 00
 03. Disciplining of individual children.
 00

- 04. Celebrating with.
30 minutes
- 05. Pastoral care.
20 minutes
- 06. Supervision.
2 hours 20 minutes
- 07. Involvement in whole school events.
3 hours 20 minutes
- 08. Extra curricular events.
40 minutes
- 09. Educational visit.
00
- 2. Dealings with Teaching Staff (DWTS) 10 hours 40 minutes:
 - 01. Appraisal.
00
 - 02. Monitoring.
2 hours 30 minutes
 - 03. In-class support.
1 hour
 - 04. Pastoral care.
00
 - 05. Formal staff meetings.
1 hour 30 minutes
 - 06. Formal and informal meetings with individual teachers.
5 hours 40 minutes

3. Dealings with Non-Teaching Staff (DWNTS) 2 hours 35 minutes:

- 01. Financial matters.
15 minutes
- 02. Administration issues.
1 hour
- 03. Premises-related concerns.
1 hour
- 04. School meals matters:
10 minutes
- 05. Classroom support.
00
- 06. Lunch-time supervision.
10 minutes
- 07. Pastoral.
00

4. Dealings with Parents (DWP) 1 hour 40 minutes:

- 01. Attending to queries.
1 hour 25 minutes
- 02. Meetings with individual parents.
15 minutes

The following were not mentioned in Anne's diary during the week being quoted:

- 03. Consultation evenings.
- 04. Matters relating to parents working in school as voluntary helpers.
- 05. Spending time with parents in or out of school on things which relate to the school as a community or the school in the community.

06. General meetings.

5. Dealings with Governors (DWG) 10 minutes:

01. Meetings with individual governors.
10 minutes

The following were not mentioned in Anne's diary during the week being quoted:

02. Meetings of committees.

03. Meetings of the whole governing body.

04. Meetings related to school events.

6. Dealings with Non-School Personnel (DWNSP) 4 hours 55 minutes:

01. LEA Officers.
20 minutes

02. County Council personnel.
30 minutes

03. Local/district/parish council personnel.
00

04. DFE personnel.
00

05. Teachers.
3 hours 35 minutes

06. Students.
15 minutes

07. Contractors.
00

08. Representatives.
15 minutes

09. General public.
00

7. Dealings Alone (DA) 20 hours 30 minutes:

01. Reading.
3 hours

02. Writing.
2 hours 40 minutes

03. Preparing.
3 hours 5 minutes

04. Putting up a display.
1 hour 30 minutes

05. Opening and looking through post.
6 hours

06. Eating and drinking.
1 hour 25 minutes

07. Resting and relaxing.
00

08. Studying.
1 hour

09. Representing the school.
00

10. Mundane, trivial activities.
1 hour 40 minutes

11. Engaging in activities not connected with school.
5 minutes

- 12. Completing the diary.
5 minutes.
- 8. Other Dealings (OD) 4 hours 25 minutes:
- 01. Visiting colleagues.
00
- 02. Attending courses.
4 hours 25 minutes
- 03. Absent ill.
00

Finally, it is interesting to note the frequency with which Anne changed activities during the week (Monday to Friday). It will be noted that she returned to the same activity on several occasions, either because of interruptions or as a consequence of a prior commitment. Some activities by their nature were repeated at different times of the day, for example eating and drinking. I feel it is more appropriate, therefore, to view this table as the number of times Anne changed activity rather than the number of activities she engaged in.

Frequency of Anne’s Activity Changes in One Week Monday to Friday				
Monday	Tuesday	Wednesday	Thursday	Friday
38	36	26	21	28
		Average 29.80		
		Table 4 - (4)		

The results which follow were compiled in the same way as those given for Anne during the week selected. It should be noted that the tabulations show the total amount of time spent on the 8 categories - there is no attempt to break down each category into its components. This information is presented weekly for the complete academic year. Frequency of activity changes is not calculated for weekends and holidays: it is calculated for Non-Pupil Training Days. Anne and Mary share the same term and holiday dates and have the same number of Non-Pupil Training Days, though these are not necessarily allocated on the same dates. Mary's school is used as a Polling Station for Local Elections and was closed for one day for this purpose - it will be noted that Mary worked at home and completed a diary entry as usual.

During the February half-term break, Anne participated in a five day educational visit to Paris. This was organised and led by an LEA Officer. The focus was National Curriculum Art, particularly at Key Stage 2, and the party visited several Galleries. Anne discussed the venture before leaving and gave her thoughts about whether the activities qualified for inclusion in her diary as work relating to school and her headship. When she returned to school with notes made during the visit, it was perfectly plain that much of what she had engaged in related to

Dealing Alone (DA) 07 Studying - the category refers to “to extend knowledge regarding school matters or education generally”. However, these activities could not be described as “Dealing Alone”. A decision was made not to include any data from the five days in the project since, as Anne herself stated, “My reason for joining the trip was not primarily motivated by any desire to improve the lot of my school”. She added, “But it did! Think of all those posters, slides, books.....not to mention all the knowledge I’ve picked up!”

Whilst no data is included in the tabulations, the entry notes Anne made are, since they add to the richness of her diary.

Anne Week Beginning Tuesday 1st September (Holiday)						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	-	-	-	-	-
DWTS	-	-	-	30	2h	2h 30
DWNTS	-	-	-	-	-	-
DWP	-	-	-	-	-	-
DWG	-	-	-	-	-	-
DWNSP	-	-	-	30	-	0h 30
DA	-	4h	-	3h	1h	8h 00
OD	-	-	-	-	-	-
(ACTCH)	-	-	-	-	-	-
<u>Total Time (Tuesday - Friday):</u> 11 hours 00 mins <u>Daily Average:</u> 2 hours 45 mins						
	Saturday	Sunday				Total
DA	-	4h				4h 00
<u>Total Time (Tuesday - Sunday):</u> 15 hours 00 mins <u>Daily Average:</u> 2 hours 30 mins						
Table 4 - (5)						

Table 4 - (5)

Mary Week Beginning 1st September (Holiday)						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	-	-	-	-	-
DWTS	-	1h	1h	30	1h	3h 30
DWNTS	-	-	-	-	-	-
DWP	-	-	-	-	-	-
DWG	-	-	-	2h	-	2h 00
DWNSP	-	-	-	1h	-	1h 00
DA	-	3h	2h	3h	1h	9h 00
OD	-	-	-	-	-	-
(ACTCH)	-	-	-	-	-	-
<u>Total Time (Tuesday - Friday):</u> 15 hours 30 mins <u>Daily Average:</u> 3 hours 53 mins						
	Saturday	Sunday				Total
DA	3h	4h				7h 00
<u>Total Time (Tuesday - Sunday):</u> 22 hours 30 mins <u>Daily Average:</u> 3 hours 45 mins						
Table 4 - (6)						

Table 4 - (6)

No frequency of activity change is given as it was holiday.

Anne Week Beginning Monday 7th September (Monday is a non-pupil training day)						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	Absent ill*	Absent ill*	1h 25	1h 45	3h 10
DWTS	5h	-	-	1h 45	45	7h 30
DWNTS	30	-	-	35	30	1h 35
DWP	30	-	-	-	25	0h 55
DWG	-	-	-	-	-	-
DWNSP	30	-	-	30	-	1h 00
DA	2h	-	-	5h 20	4h 15	11h 35
OD	-	-	-	-	-	-
(ACTCH)	(11)	-	-	(20)	(17)	
<u>Total Time (Monday - Friday):</u> 25 hours 45 mins <u>Daily Average:</u> 5 hours 09 mins (8 hours 35 mins for days worked)						
	Saturday	Sunday				Total
DA	-	2h 30				2h 30
<u>Total Time (Monday - Sunday):</u> 28 hours 15 mins <u>Daily Average:</u> 4 hours 02 mins						
Table 4 - (7)						

* Anne’s absence was coded OD 03 for the 2 days. There is no time allocation as there were no diary entries. The days are, however, included in the overall calculations of total and average time spent.

Mary Week Beginning Monday 7th September (Monday is a non-pupil training day)						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	2h 05	2h	2h 15	2h 20	8h 40
DWTS	3h 45	45	30	30	30	6h 00
DWNTS	40	15	1h 15	1h 45	30	4h 25
DWP	-	15	20	45	15	1h 35
DWG	50	1h	-	1h	45	3h 35
DWNSP	1h	25	2h 10	1h 30	30	5h 35
DA	3h 45	5h 45	3h 25	50	3h 30	17h 15
OD	-	-	-	45	-	0h 45
(ACTCH)	(18)	(19)	(19)	(14)	(15)	
<u>Total Time (Monday - Friday):</u> 47 hours 50 mins <u>Daily Average:</u> 9 hours 38 mins						
	Saturday	Sunday				Total
DA	-	1h 30				1h 30
<u>Total Time (Monday - Sunday):</u> 49 hours 20 mins <u>Daily Average:</u> 7 hours 03 mins						
Table 4 - (8)						

Anne	Week Beginning Monday 14th September					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 10	2h	1h 20	50	1h 25	7h 45
DWTS	2h	2h 50	55	3h 20	1h 35	10h 40
DWNTS	30	35	35	10	45	2h 35
DWP	15	35	40	-	40	1h 40
DWG	-	10	-	-	-	0h10
DWNSP	1h 30	1h 05	1h 20	05	55	4h 55
DA	4h 25	2h 45	6h 40	3h 15	3h 25	20h 30
OD	-	-	1h 40	2h 45	-	4h 25
(ACTCH)	(38)	(36)	(26)	(21)	(28)	
<u>Total Time (Monday - Friday):</u> 52 hours 40 mins <u>Daily Average:</u> 10 hours 32 mins						
	Saturday	Sunday				Total
DA	-	1h 45				1h 45
<u>Total Time (Monday - Sunday):</u> 54 hours 25 mins <u>Daily Average:</u> 7 hours 46 mins						
Table 4 - (9)						

Mary	Week Beginning Monday 14th September					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 45	25	40	1h 30	1h 35	5h 55
DWTS	30	1h 10	1h 15	2h 20	1h 20	6h 35
DWNTS	1h 25	1h 35	2h 20	1h	-	6h 20
DWP	15	30	1h 15	30	3h 15	5h 45
DWG	-	1h 05	-	1h 20	30	2h 55
DWNSP	1h	-	-	40	30	2h 10
DA	3h 45	4h 45	5h 05	1h 10	3h 50	18h 35
OD	-	45	-	-	-	0h 45
(ACTCH)	(14)	(15)	(16)	(11)	(21)	
<u>Total Time (Monday - Friday):</u> 49 hours 00 mins <u>Daily Average:</u> 9 hours 48 mins						
	Saturday	Sunday				Total
DA	-	2h				2h
<u>Total Time (Monday - Sunday):</u> 51 hours 00 mins <u>Daily Average:</u> 7 hours 17 mins						
Table 4 - (10)						

Anne Week Beginning Monday 21st September						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 10	1h 30	2h 10	1h 55	1h 30	8h 15
DWTS	1h 25	4h	1h 15	3h 30	1h 30	11h 40
DWNTS	50	25	5	-	35	1h 55
DWP	-	15	25	3h	10	3h 50
DWG	-	-	-	10	5	0h 15
DWNSP	2h 10	25	-	45	10	3h 30
DA	4h 20	3h 55	7h 05	3h 15	4h 10	22h 45
OD	-	-	-	-	-	-
(ACTCH)	(20)	(28)	(24)	(25)	(24)	
<u>Total Time (Monday - Friday): 52 hours 10 mins</u> <u>Daily Average: 10 hours 26 mins</u>						
	Saturday	Sunday				Total
DA	-	2h 30				2h 30
<u>Total Time (Monday - Sunday): 54 hours 40 mins</u> <u>Daily Average: 7 hours 49 mins</u>						
Table 4 - (11)						

Mary Week Beginning Monday 21st September						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	4h 15	-	-	2h	1h 35	7h 50
DWTS	05	-	-	2h 30	3h	5h 35
DWNTS	-	-	-	-	-	-
DWP	-	-	-	-	35	0h 35
DWG	-	-	-	-	-	-
DWNSP	2h 10	-	-	2h	1h	5h 10
DA	2h 50	-	-	4h	2h 30	9h 20
OD	-	8h 30	8h	-	-	16h 30
(ACTCH)	(13)	(1)	(1)	(15)	(13)	
<u>Total Time (Monday - Friday): 45 hours 00 mins</u> <u>Daily Average: 9 hours 00 mins</u>						
	Saturday	Sunday				Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday): 48 hours 00 mins</u> <u>Daily Average: 6 hours 51 mins</u>						
Table 4 - (12)						

Anne Week Beginning Monday 28th September						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 10	-	1h	1h 10	2h 35	5h 55
DWTS	1h 20	-	1h 40	1h 30	35	5h 05
DWNTS	30	-	10	15	30	1h 25
DWP	-	-	30	35	20	1h 25
DWG	-	-	-	-	10	0h 10
DWNSP	-	-	-	-	-	-
DA	4h 15	2h 15	1h 35	4h 25	3h 50	16h 20
OD	1h 30	6h	4h	4h 30	-	16h 00
(ACTCH)	(18)	(2)	(15)	(18)	(23)	
<u>Total Time (Monday - Friday): 46 hours 20 mins</u> <u>Daily Average: 9 hours 16 mins</u>						
	Saturday	Sunday				Total
DA	-	3h 30				3h 30
<u>Total Time (Monday - Sunday): 49 hours 50 mins</u> <u>Daily Average: 7 hours 07 mins</u>						
Table 4 - (13)						

Mary Week Beginning Monday 28th September						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	3h 03	-	2h 10	30	1h 50	7h 35
DWTS	30	-	1h 35	1h 35	1h 40	5h 20
DWNTS	1h 20	-	-	30	30	2h 20
DWP	1h 50	-	25	20	-	2h 35
DWG	30	-	20	20	-	1h 10
DWNSP	-	-	30	5h	2h	7h 30
DA	3h 55	4h	3h 05	45	1h 40	13h 25
OD	-	7h 30	-	-	-	7h 30
(ACTCH)	(16)	(4)	(18)	(15)	(14)	
<u>Total Time (Monday - Friday): 47 hours 25 mins</u> <u>Daily Average: 9 hours 29 mins</u>						
	Saturday	Sunday				Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday): 50 hours 25 mins</u> <u>Daily Average: 7 hours 12 mins</u>						
Table 4 - (14)						

Anne Week Beginning Monday 5th October						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	-	4h 05	3h 10	2h 45	10h 00
DWTS	30	-	2h	2h 15	30	5h 15
DWNTS	-	-	10	20	30	1h 00
DWP	-	-	2h 50	25	-	3h 15
DWG	-	-	20	3h	10	3h 30
DWNSP	-	-	-	1h 35	-	1h 35
DA	2h	-	1h 55	3h 30	5h 10	12h 35
OD	6h	7h	-	-	-	13h 00
(ACTCH)	(3)	(1)	(20)	(21)	(25)	
<u>Total Time (Monday - Friday):</u> 50 hours 10 mins <u>Daily Average:</u> 10 hours 02 mins						
	Saturday	Sunday				Total
DA	2h 45	2h 30				5h 15
<u>Total Time (Monday - Sunday):</u> 55 hours 25 mins <u>Daily Average:</u> 7h hours 55 mins						
Table 4 - (15)						

Mary Week Beginning Monday 5th October						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 05	1h 40	1h 35	-	-	5h 20
DWTS	05	15	45	1h	-	2h 05
DWNTS	2h 30	1h	1h	2h 50	-	7h 20
DWP	35	15	25	30	-	1h 45
DWG	4h 30	-	-	1h	-	5h 30
DWNSP	10	2h 20	30	3h 10	-	6h 10
DA	2h 25	6h 30	3h 45	15	-	12h 55
OD	-	-	-	-	7h 30	7h 30
(ACTCH)	(17)	(11)	(14)	(14)	(1)	
<u>Total Time (Monday - Friday):</u> 48 hours 35 mins <u>Daily Average:</u> 9 hours 43 mins						
	Saturday	Sunday				Total
DA	-	2h				2h 00
<u>Total Time (Monday - Sunday):</u> 50 hours 35 mins <u>Daily Average:</u> 7 hours 14 mins						
Table 4 - (16)						

Anne Week Beginning Monday 12th October						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 20	2h 05	10	3h 20	4h 20	11h 15
DWTS	2h 30	4h 15	20	55	1h 15	9h 15
DWNTS	1h	30	15	10	15	2h 10
DWP	10	40	10	3h 40	10	4h 50
DWG	-	-	-	-	-	-
DWNSP	-	30	-	-	25	0h 55
DA	4h 05	2h 05	1h 15	1h 25	3h 15	12h 05
OD	-	-	5h 50	1h 50	-	7h 40
(ACTCH)	(26)	(19)	(8)	(17)	(28)	
<u>Total Time (Monday - Friday):</u> 48 hours 10 mins <u>Daily Average:</u> 9 hours 38 mins						
	Saturday	Sunday				Total
DA	-	1h 30				1h 30
<u>Total Time (Monday - Sunday):</u> 49 hours 40 mins <u>Daily Average:</u> 7 hours 06 mins						
Table 4 - (17)						

Mary Week Beginning Monday 12th October						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	40	30	-	2h 25	2h 50	6h 25
DWTS	-	45	30	2h	15	3h 30
DWNTS	-	1h 35	-	1h 15	45	3h 35
DWP	15	2h	-	30	3h	5h 45
DWG	-	-	-	1h	-	1h 00
DWNSP	45	45	-	-	45	2h 15
DA	5h 55	6h 40	3h 30	2h 35	1h 15	19h 55
OD	3h 15	-	5h	-	-	8h 15
(ACTCH)	(12)	(10)	(7)	(17)	(14)	
<u>Total Time (Monday - Friday):</u> 50 hours 40 mins <u>Daily Average:</u> 10 hours 08 mins						
	Saturday	Sunday				Total
DA	-	1h 30				1h 30
<u>Total Time (Monday - Sunday):</u> 52 hours 10 mins <u>Daily Average:</u> 7 hours 27 mins						
Table 4 - (18)						

Anne Week Beginning Monday 19th October						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 50	1h 20	2h 35	15	1h 40	7h 40
DWTS	2h 25	1h 15	2h 15	4h	1h 20	11h 15
DWNTS	40	15	20	50	1h 25	3h 30
DWP	15	3h 30	1h 45	-	-	5h 30
DWG	30	-	-	-	-	0h 30
DWNSP	1h 45	2h 50	35	-	15	5h 25
DA	1h 40	4h	20	2h	4h 25	12h 25
OD	-	-	3h 20	4h	-	7h 20
(ACTCH)	(30)	(21)	(15)	(15)	(24)	
<u>Total Time (Monday - Friday):</u> 53 hours 35 mins <u>Daily Average:</u> 10 hours 43 mins						
	Saturday	Sunday	Half-term Holiday			Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday):</u> 56 hours 35 mins <u>Daily Average:</u> 10 hours 43 mins						
Table 4 - (19)						

Mary Week Beginning Monday 19th October						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	30	1h 10	1h 55	2h 25	3h 25	9h 25
DWTS	35	50	1h 30	30	35	4h 00
DWNTS	15	1h 15	30	1h 15	30	3h 45
DWP	45	15	30	15	40	2h 25
DWG	3h 30	45	1h	1h	-	6h 15
DWNSP	3h 15	30	15	2h 10	1h 25	7h 35
DA	2h 15	8h 15	3h 20	1h	1h	15h 50
OD	-	-	-	-	-	-
(ACTCH)	(14)	(15)	(16)	(14)	(15)	
<u>Total Time (Monday - Friday):</u> 49 hours 15 mins <u>Daily Average:</u> 9 hours 51 mins						
	Saturday	Sunday	Half-term Holiday			Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 49 hours 15 mins <u>Daily Average:</u> 7 hours 02 mins						
Table 4 - (20)						

Anne: Week Beginning Monday 26th October (Half-term Holiday)

	<u>Monday</u>	<u>Total</u>
<u>DA</u>	4h 30	4h 30

Mary: Week Beginning Monday 26th October (Half-term Holiday)

	<u>Friday</u>	<u>Total</u>
<u>DA</u>	5h 00	5h 00

Table 4 - (21)

Both Anne and Mary made entries in their diaries showing that the time spent should be categorised as DA 01.

Anne, for instance, wrote:

“Spent time both before and after lunch catching up on reading which you can’t fit into the normal working week - things like the Heads’ Legal Guide and magazine articles. Also looked at the staff’s next half termly forecasts. Must say I resented the intrusion into the holiday but at least it was done early. I am determined not to write another word in this diary till next week!”

Whereas Mary penned:

“My first half term over.....wanted to have a complete break but finally gave in and read a pile of stuff including teachers’ records and a couple of policies.”

The times of these activities appear in the overall tabulations.

Anne Week Beginning Monday 2nd November						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 45	2h 20	1h 10	4h	2h 25	11h 40
DWTS	1h 25	1h	2h 05	1h 10	35	6h 15
DWNTS	2h 15	15	-	15	10	2h 55
DWP	5	30	15	5h 10	40	6h 40
DWG	-	-	10	-	15	0h 25
DWNSP	35	2h	-	40	25	3h 40
DA	4h	2h 10	35	2h 35	3h 20	12h 40
OD	-	-	5h 15	-	-	5h 15
(ACTCH)	(30)	(19)	(13)	(21)	(22)	
<u>Total Time (Monday - Friday): 49 hours 30 mins</u> <u>Daily Average: 9 hours 54 mins</u>						
	Saturday	Sunday				Total
DA	-	2h				2h 00
<u>Total Time (Monday - Sunday): 51 hours 30 mins</u> <u>Daily Average: 7 hours 21 mins</u>						
Table 4 - (22)						

Mary Week Beginning Monday 2nd November (Friday* is a non-pupil training day)						
	Monday	Tuesday	Wednesday	Thursday	Friday*	Total
DWC	1h 15	-	2h	3h 15	-	5h 30
DWTS	2h 45	-	3h 10	2h 40	7h 15	15h 50
DWNTS	40	-	1h	1h 30	-	3h 10
DWP	20	-	1h 35	45	-	2h 40
DWG	3h	-	20	25	-	3h 45
DWNSP	45	45	-	-	-	1h 30
DA	1h 35	11h	1h 05	1h 20	1h	16h 00
OD	-	-	-	-	-	-
(ACTCH)	(17)	(3)	(19)	(20)	(4)	
<u>Total Time (Monday - Friday): 48 hours 15 mins</u> <u>Daily Average: 9 hours 39 mins</u>						
	Saturday	Sunday				Total
DA	-	1h				1h 00
<u>Total Time (Monday - Sunday): 49 hours 15 mins</u> <u>Daily Average: 7 hours 02 mins</u>						
Table 4 - (23)						

Anne Week Beginning Monday 9th November						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 30	3h 40	2h 30	35	1h 45	11h 00
DWTS	1h 45	2h 15	-	1h 20	15	5h 35
DWNTS	30	-	-	35	30	1h 35
DWP	20	-	-	40	10	1h 10
DWG	-	-	-	-	-	-
DWNSP	20	1h	1h 30	3h 05	-	5h 55
DA	4h 05	3h 10	1h 30	2h 45	4h 20	15h 50
OD	2h	-	7h	-	-	9h 00
(ACTCH)	(28)	(19)	(5)	(27)	(11)	
<u>Total Time (Monday - Friday):</u> 50 hours 05 mins <u>Daily Average:</u> 10 hours 01 min						
	Saturday	Sunday				Total
DWP	7h	-				7h 00
DA	-	1h				1h 00
<u>Total Time (Monday - Sunday):</u> 58 hours 05 mins <u>Daily Average:</u> 8 hours 18 mins						
Table 4 - (24)						

Mary Week Beginning Monday 9th November						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 05	1h 55	2h	1h 30	1h 45	9h 15
DWTS	3h 05	45	1h	2h 35	1h 05	8h 30
DWNTS	15	1h 35	1h 50	55	1h 40	6h 15
DWP	10	25	50	3h 20	45	5h 30
DWG	3h 30	-	-	2h	15	5h 45
DWNSP	30	35	25	1h	1h 50	4h 20
DA	1h 40	5h 05	2h 50	1h 40	2h	13h 15
OD	-	1h 05	50	-	-	1h 55
(ACTCH)	(12)	(14)	(13)	(13)	(19)	
<u>Total Time (Monday - Friday):</u> 54 hours 45 mins <u>Daily Average:</u> 10 hours 57 mins						
	Saturday	Sunday				Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday):</u> 57 hours 45 mins <u>Daily Average:</u> 8 hours 15 mins						
Table 4 - (25)						

Anne Week Beginning Monday 16th November						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 10	2h 10	2h 15	45	2h 45	9h 05
DWTS	1h 30	3h 05	25	3h 45	35	9h 20
DWNTS	35	1h 10	15	30	20	2h 50
DWP	45	45	55	-	-	2h 25
DWG	-	10	50	-	-	1h 00
DWNSP	1h 45	50	2h 15	10	25	5h 25
DA	2h 15	1h 05	2h 50	4h 35	4h 10	14h 55
OD	-	-	-	2h	-	2h 00
(ACTCH)	(25)	(28)	(22)	(24)	(25)	
<u>Total Time (Monday - Friday):</u> 47 hours 00 mins <u>Daily Average:</u> 9 hours 24 mins						
	Saturday	Sunday				Total
DA	-	1h				1h 00
<u>Total Time (Monday - Sunday):</u> 48 hours 00 mins <u>Daily Average:</u> 6 hours 51 mins						
Table 4 - (26)						

Mary Week Beginning Monday 16th November						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h	1h 50	1h 45	3h 05	1h 30	10h 10
DWTS	1h 25	1h 40	2h	1h 45	2h 10	9h 00
DWNTS	1h 40	2h	1h 30	25	1h 45	7h 20
DWP	50	25	1h	45	55	3h 55
DWG	3h 20	40	25	5	-	4h 30
DWNSP	1h 40	1h 55	30	1h	45	5h 50
DA	2h 05	4h 50	2h	1h 40	1h 50	12h 25
OD	-	-	45	1h	20	2h 05
(ACTCH)	(16)	(13)	(12)	(17)	(15)	
<u>Total Time (Monday - Friday):</u> 55 hours 15 mins <u>Daily Average:</u> 11 hours 03 mins						
	Saturday	Sunday				Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday):</u> 58 hours 15 mins <u>Daily Average:</u> 8 hours 19 mins						
Table 4 - (27)						

Anne Week Beginning Monday 23rd November						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 55	4h 30	1h 15	15	1h 55	9h 50
DWTS	2h 30	1h 20	1h 15	1h 05	1h 40	7h 50
DWNTS	20	05	05	10	1h	1h 40
DWP	20	40	15	30	-	1h 45
DWG	-	-	-	1h	10	1h 10
DWNSP	15	10	20	4h 05	35	5h 25
DA	4h 20	1h 50	5h 35	2h 25	3h 10	17h 20
OD	-	-	-	-	-	-
(ACTCH)	(35)	(21)	(22)	(21)	(22)	
<u>Total Time (Monday - Friday):</u> 45 hours 00 mins <u>Daily Average:</u> 9 hours 00 mins						
	Saturday	Sunday				Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 45 hours 00 mins <u>Daily Average:</u> 6 hours 26 mins						
Table 4 - (28)						

Mary Week Beginning Monday 23rd November						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 05	55	2h	25	1h 40	6h 05
DWTS	1h 20	1h 45	45	50	25	5h 05
DWNTS	1h	1h	50	55	1h 05	4h 50
DWP	45	1h	55	1h 40	35	4h 55
DWG	-	10	3h 30	25	-	4h 05
DWNSP	2h 10	45	35	1h 50	-	5h 20
DA	2h 40	5h 10	2h 15	2h 50	3h	15h 55
OD	-	-	-	-	40	0h 40
(ACTCH)	(12)	(16)	(15)	(9)	(13)	
<u>Total Time (Monday - Friday):</u> 46 hours 55 mins <u>Daily Average:</u> 9 hours 23 mins						
	Saturday	Sunday				Total
DA	-	4h				4h 00
<u>Total Time (Monday - Sunday):</u> 50 hours 55 mins <u>Daily Average:</u> 7 hours 16 mins						
Table 4 - (29)						

Anne Week Beginning Monday 30th November						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 50	1h 15	2h	1h 25	3h 15	9h 45
DWTS	50	2h 05	1h 25	2h 50	1h 15	8h 25
DWNTS	50	20	25	30	20	2h 25
DWP	05	10	-	2h	50	3h 05
DWG	-	-	-	-	-	-
DWNSP	40	40	1h 50	1h 10	-	4h 20
DA	5h 20	4h 55	4h	1h 55	2h 05	18h 15
OD	-	-	-	-	-	-
(ACTCH)	(26)	(25)	(23)	(25)	(25)	
<u>Total Time (Monday - Friday):</u> 46 hours 15 mins <u>Daily Average:</u> 9 hours 15 mins						
	Saturday	Sunday				Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 46 hours 15 mins <u>Daily Average:</u> 6 hours 36 mins						
Table 4 - (30)						

Mary Week Beginning Monday 30th November. School was used for Local Elections on Thursday* and was closed to staff and pupils. Mary worked at home.						
	Monday	Tuesday	Wednesday	Thursday*	Friday	Total
DWC	1h	2h 45	2h 05	-	1h	6h 50
DWTS	55	50	1h 50	-	1h 30	5h 05
DWNTS	1h 25	1h 35	1h	-	50	4h 50
DWP	25	35	-	-	1h 50	2h 50
DWG	45	25	-	-	25	1h 35
DWNSP	2h	1h 50	45	-	20	4h 55
DA	4h 05	4h 05	2h 40	6h	3h 40	20h 30
OD	-	-	-	-	-	-
(ACTCH)	(16)	(13)	(11)	(2)	(19)	
<u>Total Time (Monday - Friday):</u> 46 hours 35 mins <u>Daily Average:</u> 9 hours 19 mins						
	Saturday	Sunday				Total
DA	-	3h 30				3h 30
<u>Total Time (Monday - Sunday):</u> 50 hours 05 mins <u>Daily Average:</u> 7 hours 09 mins						
Table 4 - (31)						

Anne Week Beginning Monday 7th December						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	4h 15	3h 35	2h	2h 35	3h 50	16h 15
DWTS	1h 30	2h 10	1h 35	2h 40	40	8h 35
DWNTS	-	45	30	10	-	1h 25
DWP	10	35	10	45	35	2h 15
DWG	-	-	25	-	-	0h 25
DWNSP	1h 10	3h 30	55	-	-	5h 35
DA	1h 45	1h 20	5h 10	2h 40	3h 35	14h 30
OD	-	-	-	-	-	-
(ACTCH)	(21)	(29)	(28)	(24)	(18)	
<u>Total Time (Monday - Friday):</u> 49 hours 00 mins <u>Daily Average:</u> 9 hours 48 mins						
	Saturday	Sunday				Total
DA	-	1h				1h 00
<u>Total Time (Monday - Sunday):</u> 50 hours 00 mins <u>Daily Average:</u> 7 hours 09 mins						
Table 4 - (32)						

Mary Week Beginning Monday 7th December						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 45	2h	3h 10	55	1h 40	10h 30
DWTS	1h	2h 50	1h 05	1h 45	2h 40	9h 20
DWNTS	35	40	45	1h 50	25	4h 15
DWP	30	10	35	30	45	2h 30
DWG	1h	1h 05	-	-	25	2h 30
DWNSP	55	-	45	1h 50	30	4h 00
DA	3h 55	4h	2h 15	1h 05	1h 45	13h 00
OD	-	15	-	-	25	0h 40
(ACTCH)	(18)	(21)	(16)	(12)	(15)	
<u>Total Time (Monday - Friday):</u> 46 hours 45 mins <u>Daily Average:</u> 9 hours 21 mins						
	Saturday	Sunday				Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday):</u> 49 hours 45 mins <u>Daily Average:</u> 7 hours 06 mins						
Table 4 - (33)						

Anne Week Beginning Monday 14th December						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	55	3h 15	2h 55	2h 40	2h 35	12h 20
DWTS	1h 55	2h 45	2h 45	1h 30	1h	9h 55
DWNTS	40	15	-	30	10	1h 35
DWP	-	-	45	-	-	0h 45
DWG	-	-	-	-	1h 15	1h 15
DWNSP	15	-	2h	10	-	2h 25
DA	7h 30	3h 40	-	3h 50	4h 10	19h 10
OD	-	-	-	-	-	-
(ACTCH)	(26)	(17)	(12)	(20)	(16)	
<u>Total Time (Monday - Friday):</u> 47 hours 25 mins <u>Daily Average:</u> 9 hours 29 mins						
	Saturday (Holiday)	Sunday (Holiday)	Holidays began on Friday 16th December*			Total
DA	1h	2h 30				3h 30
<u>Total Time (Monday - Sunday):</u> 50 hours 55 mins <u>Daily Average:</u> 7 hours 16 mins						
Table 4 - (34)						

Mary Week Beginning Monday 14th December						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 50	1h 40	3h	3h 55	1h 05	11h 30
DWTS	45	1h 10	1h 25	1h	1h 45	6h 05
DWNTS	1h	-	1h 15	55	55	4h 05
DWP	50	3h 15	1h	1h 25	40	7h 10
DWG	30	45	10	1h	1h 50	4h 15
DWNSP	2h 45	-	-	45	45	4h 15
DA	4h 05	3h 50	4h 55	1h 50	1h 40	16h 20
OD	-	40	20	-	-	1h 00
(ACTCH)	(21)	(17)	(19)	(22)	(14)	
<u>Total Time (Monday - Friday):</u> 54 hours 30 mins <u>Daily Average:</u> 10 hours 54 mins						
	Saturday (Holiday)	Sunday (Holiday)	Holidays began on Friday 16th December*			Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 54 hours 30 mins <u>Daily Average:</u> 7 hours 47 mins						
Table 4 - (35)						

Anne Christmas Holidays Week Beginning 21st December:

	<u>Monday</u>	<u>Total</u>
<u>DWNTS</u>	2h 30	2h 30
<u>(ACTCH)</u>	(1)	

Anne Christmas Holidays Week Beginning 28th December:

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Total</u>
<u>DA</u>	4h 15	5h 10	4h 00	13h 25
<u>(ACTCH)</u>	(2)	(3)	(2)	

Mary Christmas Holidays Week Beginning 21st December:

	<u>Tuesday</u>	<u>Total</u>
<u>DA</u>	2h 00	2h 00
<u>(ACTCH)</u>	(2)	

Mary Christmas Holidays Week Beginning 28th December:

	<u>Tuesday</u>	<u>Total</u>
<u>DA</u>	1h 50	1h 50
<u>(ACTCH)</u>	(1)	

Table 4 - (36)

Anne Week Beginning Monday 4th January (Monday* is a non-pupil Training Day)						
	Monday*	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	1h 20	1h 15	50	2h 30	5h 55
DWTS	8h	3h	2h 20	25	40	14h 25
DWNTS	-	15	10	10	25	1h 00
DWP	-	30	-	15	10	0h 55
DWG	-	-	-	-	-	-
DWNSP	-	05	2h 30	25	05	3h 05
DA	-	3h 40	3h 10	2h 55	5h 55	15h 40
OD	-	-	-	3h	-	3h 00
(ACTCH)	(1)	(21)	(23)	(18)	(22)	
<u>Total Time (Monday - Friday):</u> 44 hours 00 mins <u>Daily Average:</u> 8 hours 48 mins						
	Saturday	Sunday				Total
DA	1h	3h				4h 00
<u>Total Time (Monday - Sunday):</u> 48 hours 00 mins <u>Daily Average:</u> 6 hours 51 mins						
Table 4 - (37)						

Mary Week Beginning Monday 4th January						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	55	-	2h	1h 45	35	5h 15
DWTS	50	-	45	1h	30	3h 05
DWNTS	25	-	55	1h	50	3h 05
DWP	35	-	1h 45	1h 30	25	4h 15
DWG	2h 55	-	30	10	25	4h 00
DWNSP	30	7h	20	35	50	9h 15
DA	4h 10	55	3h 10	2h 55	5h 20	16h 30
OD	-	-	2h	2h 45	-	4h 45
(ACTCH)	(21)	(3)	(23)	(17)	(19)	
<u>Total Time (Monday - Friday):</u> 50 hours 10 mins <u>Daily Average:</u> 10 hours 02 mins						
	Saturday	Sunday				Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday):</u> 53 hours 10 mins <u>Daily Average:</u> 7 hours 36 mins						
Table 4 - (38)						

Anne Week Beginning Monday 11th January						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 15	0h 35	1h 15	1h 40	1h 40	6h 25
DWTS	1h 35	2h 10	2h 10	4h 20	50	11h 05
DWNTS	1h 40	1h 05	20	25	20	3h 50
DWP	-	2h 35	-	15	-	2h 50
DWG	-	1h 25	-	-	-	1h 25
DWNSP	40	-	40	30	20	2h 10
DA	3h	5h 25	7h 35	2h 40	1h 45	20h 25
OD	-	-	-	-	3h	3h 00
(ACTCH)	(28)	(32)	(27)	(28)	(15)	
<u>Total Time (Monday - Friday):</u> 51 hours 10 mins <u>Daily Average:</u> 10 hours 14 mins						
	Saturday	Sunday				Total
DA	2h	1h				3h 00
<u>Total Time (Monday - Sunday):</u> 54 hours 10 mins <u>Daily Average:</u> 7 hours 44 mins						
Table 4 - (39)						

Mary Week Beginning Monday 11th January (Friday* is a non-pupil Training Day)						
	Monday	Tuesday	Wednesday	Thursday	Friday*	Total
DWC	1h 40	55	1h 35	1h 40	-	5h 50
DWTS	50	1h 15	55	2h	6h	11h 00
DWNTS	55	2h	1h 10	25	30	5h 00
DWP	1h	-	25	45	40	2h 50
DWG	25	35	1h	15	-	2h 15
DWNSP	25	30	-	55	-	1h 50
DA	3h 50	4h 35	1h 55	4h 05	3h 15	17h 40
OD	45	05	2h 45	-	20	3h 55
(ACTCH)	(18)	(16)	(20)	(19)	(9)	
<u>Total Time (Monday - Friday):</u> 50 hours 20 mins <u>Daily Average:</u> 10 hours 04 mins						
	Saturday	Sunday				Total
DA	1h	5h				6h 00
<u>Total Time (Monday - Sunday):</u> 56 hours 20 mins <u>Daily Average:</u> 8 hours 03 mins						
Table 4 - (40)						

Anne Week Beginning Monday 18th January						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	40	1h 55	1h 10	1h 40	2h 45	8h 10
DWTS	2h 30	2h 20	2h 25	1h 40	1h 25	10h 20
DWNTS	30	15	10	1h 40	20	2h 55
DWP	-	10	-	5	10	0h 25
DWG	-	-	-	-	-	-
DWNSP	1h 30	2h 50	25	1h	10	5h 55
DA	3h 55	2h 25	4h 05	2h 45	3h 15	16h 25
OD	-	-	1h 45	-	-	1h 45
(ACTCH)	(25)	(32)	(27)	(28)	(39)	
<u>Total Time (Monday - Friday):</u> 45 hours 55 mins <u>Daily Average:</u> 9 hours 11 mins						
	Saturday	Sunday				Total
DA	3h	3h 20				6h 20
<u>Total Time (Monday - Sunday):</u> 52 hours 15 mins <u>Daily Average:</u> 7 hours 28 mins						
Table 4 - (41)						

Mary Week Beginning Monday 18th January						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	1h 50	6h 15	-	-	8h 05
DWTS	35	50	25	-	-	1h 50
DWNTS	10	1h 50	15	-	-	2h 15
DWP	-	15	-	-	-	0h 15
DWG	-	1h	-	-	-	1h 00
DWNSP	-	30	05	-	-	0h 35
DA	15	5h 10	50	25	30	7h 10
OD	7h 15	-	45	7h	7h	22h 00
(ACTCH)	(5)	(21)	(11)	(2)	(4)	
<u>Total Time (Monday - Friday):</u> 43 hours 10 mins <u>Daily Average:</u> 8 hours 38 mins						
	Saturday	Sunday				Total
DA	-	4h				4h 00
<u>Total Time (Monday - Sunday):</u> 47 hours 10 mins <u>Daily Average:</u> 6 hours 44 mins						
Table 4 - (42)						

Anne Week Beginning Monday 25th January						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 50	1h 40	40	30	2h	6h 40
DWTS	1h 15	3h 05	1h 55	4h 10	1h 45	12h 10
DWNTS	15	15	15	15	35	1h 35
DWP	5	55	5	30	10	1h 45
DWG	-	10	10	-	-	0h 20
DWNSP	1h 55	2h	2h 20	25	35	7h 15
DA	5h 30	3h 40	5h 50	2h 35	3h 25	21h 00
OD	-	-	-	-	-	-
(ACTCH)	(26)	(34)	(30)	(24)	(30)	
<u>Total Time (Monday - Friday): 50 hours 45 mins</u> <u>Daily Average: 10 hours 09 mins</u>						
	Saturday	Sunday				Total
DA	3h	3h				6h 00
<u>Total Time (Monday - Sunday): 56 hours 45 mins</u> <u>Daily Average: 8 hours 06 mins</u>						
Table 4 - (43)						

Mary Week Beginning Monday 25th January						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	3h 10	3h 35	35	50	1h 50	10h 00
DWTS	2h	55	1h	1h 15	1h 45	6h 55
DWNTS	50	35	25	25	50	3h 05
DWP	1h 10	-	35	10	45	2h 30
DWG	25	1h	50	45	5	3h 05
DWNSP	35	20	-	-	50	1h 45
DA	2h 15	4h 40	5h 15	3h 40	4h 25	20h 15
OD	40	-	-	35	-	1h 15
(ACTCH)	(18)	(14)	(23)	(21)	(21)	
<u>Total Time (Monday - Friday): 48 hours 50 mins</u> <u>Daily Average: 9 hours 46 mins</u>						
	Saturday	Sunday				Total
DA	-	2h 15				2h 15
<u>Total Time (Monday - Sunday): 51 hours 05 mins</u> <u>Daily Average: 7 hours 18 mins</u>						
Table 4 - (44)						

Anne Week Beginning Monday 1st February						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 10	1h 05	-	1h 15	2h 40	7h 10
DWTS	1h 10	4h 40	-	2h 10	1h10	9h 10
DWNTS	10	-	-	15	10	0h 35
DWP	10	-	-	35	10	0h 55
DWG	-	-	-	3h 25	-	3h 25
DWNSP	30	1h	-	2h 05	1h 40	5h 15
DA	2h 25	2h 45	2h	4h	2h 25	13h 35
OD	1h 55	-	8h 20	-	-	10h 15
(ACTCH)	(23)	(18)	(5)	(23)	(2)	
<u>Total Time (Monday - Friday):</u> 50 hours 20 mins <u>Daily Average:</u> 10 hours 04 mins						
	Saturday	Sunday				Total
DA	1h	4h				5h 00
<u>Total Time (Monday - Sunday):</u> 55 hours 20 mins <u>Daily Average:</u> 7 hours 54 mins						
Table 4 - (45)						

Mary Week Beginning Monday 1st February						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	15	2h 30	1h 50	55	25	5h 55
DWTS	25	1h	1h 15	45	10	3h 35
DWNTS	5	45	50	25	15	2h 20
DWP	1h	5	15	25	-	1h 45
DWG	-	1h	-	30	6h 15	7h 45
DWNSP	4h 45	35	-	50	35	6h 45
DA	2h 25	3h 55	4h	5h 15	10	15h 45
OD	-	-	30	-	-	0h 30
(ACTCH)	(11)	(22_	(21)	(24)	(7)	
<u>Total Time (Monday - Friday):</u> 44 hours 20 mins <u>Daily Average:</u> 8 hours 52 mins						
	Saturday	Sunday				Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday):</u> 47 hours 20 mins <u>Daily Average:</u> 6 hours 46 mins						
Table 4 - (46)						

Anne Week Beginning Monday 8th February						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 50	3h 20	1h 40	45	3h 45	11h 20
DWTS	2h	4h	2h 15	2h 25	45	11h 25
DWNTS	10	15	15	20	15	1h 15
DWP	55	10	5	25	-	1h 35
DWG	-	-	-	2h 10	-	2h 10
DWNSP	1h 10	20	40	-	25	2h 35
DA	5h	4h 25	6h 35	6h 35	3h 20	25h 55
OD	-	-	-	-	-	-
(ACTCH)	(29)	(22)	(30)	(23)	(30)	
<u>Total Time (Monday - Friday):</u> 56 hours 15 mins <u>Daily Average:</u> 11 hours 15 mins						
	Saturday	Sunday	Half-term holiday			Total
DA	5h 30	-				5h 30
<u>Total Time (Monday - Sunday):</u> 61 hours 45 mins <u>Daily Average:</u> 8 hours 49 mins						
Table 4 - (47)						

Mary Week Beginning Monday 8th February						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	5h 30	3h 10	-	1h 30	2h 45	12h 55
DWTS	40	45	-	20	50	2h 35
DWNTS	20	45	-	1h	35	2h 40
DWP	10	-	2h 15	35	3h 10	6h 10
DWG	15	45	-	-	-	1h 00
DWNSP	25	1h 50	-	35	25	3h 15
DA	35	1h 25	-	4h	40	6h 40
OD	55	-	8h	-	35	9h 30
(ACTCH)	(19)	(15)	(3)	(12)	(18)	
<u>Total Time (Monday - Friday):</u> 44 hours 45 mins <u>Daily Average:</u> 8 hours 57 mins						
	Saturday	Sunday	Half-term Holiday			Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 44 hours 45 mins <u>Daily Average:</u> 6 hours 24 mins						
Table 4 - (48)						

Anne Week Beginning Monday 15th February (Half-term Holiday)

Anne went on an educational visit to Paris to study Art with a particular focus on national Curriculum Art at Key Stage 2. The trip was organised by an LEA Officer and lasted for five nights (six days) from Sunday to Friday. Although it was established retrospectively that many of the visit’s activities were completely in sympathy with the project - specifically the category Dealing Alone (DA) 08 “to extend knowledge regarding school matters or education generally” - a decision was taken not to include any of the data in the overall tabulations, since it was difficult to be precise and accurate about the exact nature and times of some of the activities. However, the notes Anne made during the visit are included in her diary as they contribute to the richness of the year she relates.

Mary Week Beginning Monday 15th February (Half-term Holiday)

	<u>Friday</u>	<u>Total</u>
<u>DA</u>	3h 00	3h 00

Mary wrote in her diary:-

“Went into school at 9am to look at the budget and see what last year’s carry-over was and how we’re doing this year. Couldn’t resist doing a bit of planning ready for next week. Left at 12 o’clock precisely.

Table 4 - (49)

Anne Week Beginning Monday 22nd February (Monday* is a non-pupil Training Day)						
	Monday*	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	40	1h 30	2h 55	2h 15	7h 20
DWTS	6h 30	1h 45	2h 10	-	1h 30	11h 55
DWNTS	-	5	10	-	15	0h 30
DWP	-	-	50	6h 50	25	8h 05
DWG	-	20	15	-	-	0h 35
DWNSP	-	25	35	-	40	1h 40
DA	3h	3h 55	3h 05	1h 15	3h 20	14h 35
OD	-	3h	-	-	-	3h 00
(ACTCH)	(5)	(18)	(27)	(9)	(29)	
<u>Total Time (Monday - Friday):</u> 47 hours 40 mins <u>Daily Average:</u> 9 hours 32 mins						
	Saturday	Sunday				Total
DA	30	1h 30				2h 00
<u>Total Time (Monday - Sunday):</u> 49 hours 40 mins <u>Daily Average:</u> 7 hours 06 mins						
Table 4 - (50)						

Mary Week Beginning Monday 22nd February						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	45	1h	55	1h 35	50	5h 05
DWTS	50	25	1h	1h 05	45	4h 05
DWNTS	25	25	50	45	1h	3h 25
DWP	45	50	25	4h 25	25	6h 50
DWG	25	35	30	-	2h 35	4h 05
DWNSP	25	-	50	45	-	2h 00
DA	5h 15	3h	2h 55	2h 05	2h 25	15h 40
OD	-	2h 45	-	-	-	2h 45
(ACTCH)	(18)	(18)	(17)	(21)	(20)	
<u>Total Time (Monday - Friday):</u> 43 hours 55 mins <u>Daily Average:</u> 8 hours 47 mins						
	Saturday	Sunday				Total
DA	-	2h				2h 00
<u>Total Time (Monday - Sunday):</u> 45 hours 55 mins <u>Daily Average:</u> 6 hours 34 mins						
Table 4 - (51)						

Anne Week Beginning Monday 1st March						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	3h 10	1h 05	55	3h 20	8h 30
DWTS	-	3h 20	1h 50	2h 40	25	8h 15
DWNTS	-	45	35	10	25	1h 55
DWP	-	35	5	20	50	1h 50
DWG	-	-	-	-	-	-
DWNSP	-	-	1h 40	1 15	1h	3h 55
DA	3h 30	1h 20	4h 05	2h 40	2h 05	13h 40
OD	6h	-	-	-	-	6h 00
(ACTCH)	(4)	(23)	(26)	(28)	(18)	
<u>Total Time (Monday - Friday):</u> 44 hours 05 mins <u>Daily Average:</u> 8 hours 49 mins						
	Saturday	Sunday				Total
DA	-	1h 30				1h 30
<u>Total Time (Monday - Sunday):</u> 45 hours 35 mins <u>Daily Average:</u> 8 hours 49 mins						
Table 4 - (52)						

Mary Week Beginning Monday 1st March						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	45	50	35	1h	1h 45	4h 55
DWTS	50	35	45	45	35	3h 30
DWNTS	25	45	1h 15	1h	45	4h 10
DWP	35	5	45	20	2h 25	4h 10
DWG	25	50	5	5	10	1h 30
DWNSP	25	1h	35	55	15	3h 10
DA	5h 15	4h 55	2h 45	4h 35	3h	20h 30
OD	1h	-	3h 15	-	-	4h 15
(ACTCH)	(23)	(21)	(21)	(23)	(19)	
<u>Total Time (Monday - Friday):</u> 46 hours 10 mins <u>Daily Average:</u> 9 hours 14 mins						
	Saturday	Sunday				Total
DA	3h	-				3h 00
<u>Total Time (Monday - Sunday):</u> 49 hours 10 mins <u>Daily Average:</u> 7 hours 01 min						
Table 4 - (53)						

Anne Week Beginning Monday 8th March						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 40	1h 10	2h 20	3h 30	5h 30	14h 10
DWTS	40	1h 45	1h 10	1h	35	5h 10
DWNTS	35	-	1h 30	20	-	2h 25
DWP	10	15	25	30	25	1h 45
DWG	-	-	1h 20	-	-	1h 20
DWNSP	1h 40	-	25	35	10	2h 50
DA	3h 45	3h 15	5h 10	3h 10	4h 15	19h 35
OD	-	2h 30	-	-	-	2h 30
(ACTCH)	(23)	(15)	(22)	(23)	(14)	
<u>Total Time (Monday - Friday):</u> 49 hours 45 mins <u>Daily Average:</u> 9 hours 57 mins						
	Saturday	Sunday				Total
DA	30	2h 30				3h 00
<u>Total Time (Monday - Sunday):</u> 52 hours 45 mins <u>Daily Average:</u> 7 hours 32 mins						
Table 4 - (54)						

Mary Week Beginning Monday 8th March						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 15	-	2h	2h 50	2h 30	9h 35
DWTS	30	-	50	3h 05	1h 05	5h 30
DWNTS	45	-	25	-	35	1h 45
DWP	45	-	25	10	45	2h 05
DWG	3h 30	-	-	30	5	4h 05
DWNSP	10	-	25	20	15	1h 10
DA	2h 05	4h 30	4h 35	3h 55	5h 35	20h 40
OD	45	7h	1h 25	-	-	9h 10
(ACTCH)	(13)	(4)	(19)	(21)	(15)	
<u>Total Time (Monday - Friday):</u> 54 hours 00 mins <u>Daily Average:</u> 10 hours 48 mins						
	Saturday	Sunday				Total
OD	11h	7h				16h 00
<u>Total Time (Monday - Sunday):</u> 70 hours 00 mins <u>Daily Average:</u> 10 hours 00 mins						
Table 4 - (55)						

Anne Week Beginning Monday 15th March						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 10	3h 15	1h 35	2h 30	3h 15	12h 45
DWTS	40	3h 10	25	20	40	5h 15
DWNTS	35	-	25	2h	20	3h 20
DWP	-	15	4h	55	10	5h 20
DWG	10	-	-	15	15	0h 40
DWNSP	5h 20	30	-	1h 20	15	7h 25
DA	1h 10	4h	5h 45	1h	4h 15	16h 10
OD	-	-	-	2h	-	2h 00
(ACTCH)	(22)	(20)	(19)	(24)	(24)	
<u>Total Time (Monday - Friday): 52 hours 55 mins</u> <u>Daily Average: 10 hours 35 mins</u>						
	Saturday	Sunday				Total
DWC	2h 30	-				2h 30
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday): 58 hours 25 mins</u> <u>Daily Average: 8 hours 21 mins</u>						
Table 4 - (56)						

Mary Week Beginning Monday 15th March						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	45	2h 20	1h 05	2h 15	1h	7h 25
DWTS	25	55	45	2h 45	45	5h 35
DWNTS	1h 20	45	10	-	45	3h 00
DWP	55	25	5	10	55	2h 30
DWG	10	-	5	2h 50	-	3h 05
DWNSP	45	25	1h 55	2h	4h 45	9h 50
DA	3h 45	4h	2h 50	55	2h 35	14h 05
OD	45	-	1h 35	45	1h	4h 05
(ACTCH)	(16)	(21)	(19)	(19)	(24)	
<u>Total Time (Monday - Friday): 49 hours 35 mins</u> <u>Daily Average: 9 hours 55 mins</u>						
	Saturday	Sunday				Total
DWP	2h 15	-				2h 15
<u>Total Time (Monday - Sunday): 51 hours 50 mins</u> <u>Daily Average: 10 hours 22 mins</u>						
Table 4 - (57)						

Anne Week Beginning Monday 22nd March						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	3h 55	4h 40	3h 30	3h 20	3h 15	18h 40
DWTS	55	2h 20	55	25	35	5h 10
DWNTS	45	-	-	10	-	0h 55
DWP	5	5	-	-	30	0h 40
DWG	1h 30	-	-	-	-	1h 30
DWNSP	25	35	1h 20	10	2h 10	4h 40
DA	2h 55	1h 20	4h 40	5h 05	2h 40	16h 40
OD	-	-	-	-	-	-
(ACTCH)	(27)	(25)	(25)	(18)	(24)	
<u>Total Time (Monday - Friday):</u> 48 hours 15 mins <u>Daily Average:</u> 9 hours 39 mins						
	Saturday	Sunday				Total
DWP	7h	-				7h 00
DA	1h	3h				4h 00
<u>Total Time (Monday - Sunday):</u> 59 hours 15 mins <u>Daily Average:</u> 8 hours 28 mins						
Table 4 - (58)						

Mary Week Beginning Monday 22nd March						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	45	1h 40	30	50	30	4h 15
DWTS	10	40	45	55	15	2h 45
DWNTS	20	1h 25	45	5	15	2h 50
DWP	5	15	15	1h 30	-	2h 05
DWG	3h	-	-	-	5h 45	8h 45
DWNSP	3h 30	1h 35	1h 30	-	-	6h 35
DA	25	3h 25	1h 40	2h 20	40	8h 30
OD	-	-	2h 45	2h 35	-	5h 20
(ACTCH)	(19)	(21)	(20)	(17)	(15)	
<u>Total Time (Monday - Friday):</u> 41 hours 05mins <u>Daily Average:</u> 8 hours 13 mins						
	Saturday	Sunday				Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday):</u> 44 hours 05 mins <u>Daily Average:</u> 6 hours 18 mins						
Table 4 - (59)						

Anne Week Beginning Monday 29th March						
	Monday	Tuesday	Wednesday	Thursday	Friday*	Total
DWC	3h 45	2h 15	4h 35	4h	2h 45	17h 20
DWTS	25	1h 45	2h	30	2h 30	7h 10
DWNTS	10	-	-	10	-	0h 20
DWP	5	30	10	-	-	0h 45
DWG	-	-	40	-	-	0h 40
DWNSP	50	-	-	-	-	0h 50
DA	4h 35	5h	5h 40	8h 15	4h 25	27h 55
OD	-	-	-	-	-	-
(ACTCH)	(24)	(18)	(20)	(16)	(15)	
<u>Total Time (Monday - Friday):</u> 55 hours 00 mins <u>Daily Average:</u> 11 hours 00 mins						
	Saturday	Sunday	School closed for Easter Holidays on Friday*			Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 55 hours 00 mins <u>Daily Average:</u> 7 hours 51 mins						
Table 4 - (60)						

Mary Week Beginning Monday 29th March						
	Monday	Tuesday	Wednesday	Thursday	Friday*	Total
DWC	3h 10	3h 45	3h 20	2h 25	3h 15	15h 55
DWTS	45	15	1h 45	2h	15	5h 00
DWNTS	30	1h	45	2h	10	4h 25
DWP	15	45	2h 30	-	-	3h 30
DWG	4h 10	-	-	1h	-	5h 10
DWNSP	-	-	1h	1h 05	1h	3h 05
DA	2h 30	7h 15	2h 45	2h 15	1h 15	16h 00
OD	-	-	1h 10	-	-	1h 10
(ACTCH)	(21)	(25)	(22)	(18)	(12)	
<u>Total Time (Monday - Friday):</u> 54 hours 15 mins <u>Daily Average:</u> 10 hours 51 mins						
	Saturday	Sunday	School closed for Easter Holidays on Friday*			Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 55 hours 00 mins <u>Daily Average:</u> 7 hours 51 mins						
Table 4 - (61)						

Anne Week Beginning 5th April (Easter Holiday)

	<u>Tuesday</u>	<u>Saturday</u>	<u>Sunday</u>	<u>Total</u> __
<u>DA</u>	1h	2h	3h	6h 00

Mary Week Beginning 5th April (Easter Holiday)

	<u>Saturday</u>	<u>Total</u>
<u>DA</u>	1h 45	1h 45

Anne Week Beginning 12 April (Easter Holiday)

	<u>Saturday</u>	<u>Sunday</u>	<u>Total</u>
<u>DA</u>	1h 30	1h 30	3h 00

Mary Week Beginning 12th April (Easter Holiday)

	<u>Sunday</u>	<u>Total</u>
<u>DA</u>	2h	2h 00

Table 4 - (62)

Anne travelled to Gloucester Docks on Thursday, 15th April, to visit the Museum of Packaging with a view to arranging an educational trip for her Year 6 pupils in the Summer term. For the same reasons as previously given (regarding her Art trip to Paris during the February half-term holiday), her notes appear in the diary but the data is not included in the overall tabulations.

The data given above for Anne and Mary indicating time spent on school-related activities during the Easter Holiday is, of course, included in the overall totals.

Anne Week Beginning Monday 19th April						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 20	1h 20	55	1h 10	3h 30	8h 15
DWTS	3h	3h 35	2h 30	2h 10	30	11h 45
DWNTS	15	15	40	5	20	1h 35
DWP	1h 15	30	2h 10	15	-	4h 10
DWG	-	-	1h 30	-	-	1h 30
DWNSP	1h	25	1h	1h	1h 20	4h 45
DA	4h 10	3h 55	2h 50	4h 45	4h	19h 40
OD	-	-	-	1h 30	-	1h 30
(ACTCH)	(32)	(27)	(25)	(27)	(24)	
<u>Total Time (Monday - Friday):</u> 53 hours 10 mins <u>Daily Average:</u> 10 hours 38 mins						
	Saturday	Sunday				Total
DA	-	2h				2h 00
<u>Total Time (Monday - Sunday):</u> 55 hours 10 mins <u>Daily Average:</u> 7 hours 53 mins						
Table 4 - (63)						

Mary Week Beginning Monday 19th April						
	Monday*	Tuesday	Wednesday	Thursday	Friday* *	Total
DWC	35	2h 05	1h 50	2h 10	-	6h 40
DWTS	35	25	1h 55	3h 15	-	6h 10
DWNTS	15	25	15	55	-	1h 50
DWP	-	-	25	-	-	0h 25
DWG	45	10	-	30	-	1h 25
DWNSP	-	25	2h 45	2h 45	-	5h 55
DA	4h 45	3h 45	2h 50	1h 10	-	12h 30
OD	-	1h 25	-	-	-	1h 25
(ACTCH)	(9)	(22)	(19)	(18)	-	
<p>Mary was called home early on Monday*, a relative having died. She attended the funeral on Friday** and was unable to be in school).</p> <p><u>Total Time (Monday - Friday): 36 hours 20 mins THIS FIGURE WAS USED</u></p> <p><u>Daily Average: 7 hours 16 mins</u></p> <p><u>Daily Average Monday - Thursday: 9 hours 49 THIS FIGURE WAS NOT USED</u></p>						
	Saturday	Sunday				Total
DA	-	2h				2h 00
<p><u>Total Time (Monday - Sunday): 38 hours 20 mins</u></p> <p><u>Daily Average: 5 hours 29 mins</u></p>						

Table 4 - (64)

Anne Week Beginning Monday 26th April. (Friday* is a non-pupil Training Day)						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 05	2h	50	1h	-	4h 55
DWTS	15	3h 10	3h 05	2h 30	4h 30	13h 30
DWNTS	35	10	35	10	-	1h 30
DWP	40	-	2h 20	30	1h	4h 30
DWG	-	-	-	2h	-	2h 00
DWNSP	20	2h 15	1h 55	20	-	4h 50
DA	4h 55	1h 50	2h 45	2h 30	3h 15	15h 15
OD	2h	-	-	-	-	2h 00
(ACTCH)	(19)	(23)	(33)	(22)	(5)	
<u>Total Time (Monday - Friday):</u> 48 hours 30 mins <u>Daily Average:</u> 9 hours 42 mins						
	Saturday	Sunday				Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 48 hours 30 mins <u>Daily Average:</u> 6 hours 56 mins						
Table 4 - (65)						

Mary Week Beginning Monday 26th April						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	4h 20	2h 45	1h 45	3h 45	2h 15	14h 50
DWTS	15	45	1h 15	15	1h 30	4h 00
DWNTS	10	1h 30	1h	1h	15	3h 55
DWP	15	10	5	1h 30	-	2h 00
DWG	-	-	-	1h	30	1h 30
DWNSP	30	1h 15	-	2h 30	1h	5h 15
DA	3h 05	4h 15	2h 50	3h	35	13h 45
OD	-	-	1h 45	-	2h	3h 45
(ACTCH)	(21)	(19)	(14)	(26)	(23)	
<u>Total Time (Monday - Friday):</u> 49 hours 00 mins <u>Daily Average:</u> 9 hours 48 mins						
	Saturday	Sunday				Total
DA	-	4h				4h 00
<u>Total Time (Monday - Sunday):</u> 53 hours 00 mins <u>Daily Average:</u> 7 hours 34 mins						
Table 4 - (66)						

Anne Week Beginning Monday 3rd May. Monday* is the May Day Holiday.						
	Monday*	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	1h 30	40	50	2h 25	5h 25
DWTS	-	2h	2h 50	3h 40	1h 05	9h 35
DWNTS	-	10	25	30	5	1h 10
DWP	-	1h 50	55	3h 15	15	6h 15
DWG	-	-	-	-	-	-
DWNSP	-	5	2h	15	30	2h 50
DA	2h 30	1h 10	1h 20	3h	3h 50	9h 20
OD	-	3h 30	-	-	-	3h 30
(ACTCH)	-	(23)	(23)	(36)	(31)	
<u>Total Time (Tuesday - Friday):</u> 38 hours 05 mins <u>Daily Average:</u> 9 hours 31 mins						
	Saturday	Sunday				Total
DA	1h 35	3h				4h 35
<u>Total Time (Tuesday - Sunday):</u> 42 hours 40 mins <u>Daily Average:</u> 7 hours 07 mins						
Table 4 - (67)						

Mary	Week Beginning Monday 3rd May. Monday* is the May Day Holiday. Tuesday• is a non-pupil Training Day. School was used for Elections on Thursday° and was closed to staff and pupils.					
	Monday*	Tuesday•	Wednesday	Thursday°	Friday	Total
DWC	-	-	3h 15	-	2h 05	5h 20
DWTS	-	7h	1h 30	-	15	8h 45
DWNTS	-	-	25	-	25	0h 50
DWP	-	-	15	-	-	0h 15
DWG	-	-	-	-	-	-
DWNSP	-	15	-	-	5	0h 05
DA	-	2h 30	1h 40	3h	2h 55	10h 05
OD	-	-	1h 30	-	3h	4h 30
(ACTCH)	-	(4)	(19)	(1)	(15)	
NB Thursday is counted in the tabulations as it is not deemed to be a holiday. Total Time (Tuesday - Friday): 29h hours 50 mins Daily Average: 7 hours 28 mins						
	Saturday	Sunday				Total
DA	-	3h				3h 00
Total Time (Tuesday - Sunday): 32 hours 50 mins Daily Average: 5 hours 28 mins						
Table 4 - (68)						

Anne Week Beginning Monday 10th May						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h	1h 30	5h 30	4h 20	2h 40	16h 00
DWTS	1h 50	3h 40	20	1h 05	2h 55	9h 50
DWNTS	15	20	5	1h 20	25	2h 25
DWP	10	3h 25	-	-	15	3h 50
DWG	-	-	-	2h	35	2h 35
DWNSP	30	15	-	-	40	1h 25
DA	5h 15	2h 40	1h 15	50	1h 25	11h 25
OD	-	-	2h	-	-	2h 00
(ACTCH)	(32)	(31)	(20)	(14)	(27)	
<u>Total Time (Monday - Friday):</u> 49 hours 30 mins <u>Daily Average:</u> 9 hours 54 mins						
	Saturday	Sunday				Total
DA	-	1h 45				1h 45
<u>Total Time (Monday - Sunday):</u> 51 hours 15 mins <u>Daily Average:</u> 7 hours 19 mins						
Table 4 - (69)						

Mary Week Beginning Monday 10th May						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	4h 50	2h 55	2h 25	3h	2h 45	15h 55
DWTS	2h 10	3h 20	2h 55	3h 45	50	13h 00
DWNTS	30	45	1h 05	45	55	4h 00
DWP	15	10	-	5	30	1h 00
DWG	-	5	15	-	-	0h 20
DWNSP	15	45	45	-	15	2h 00
DA	2h 30	3h 35	1h 55	3h	2h 50	13h 50
OD	-	-	-	-	2h 15	2h 15
(ACTCH)	(21)	(19)	(22)	(20)	(15)	
<u>Total Time (Monday - Friday):</u> 52 hours 20 mins <u>Daily Average:</u> 10 hours 28 mins						
	Saturday	Sunday				Total
DA	-	3h 30				3h 30
<u>Total Time (Monday - Sunday):</u> 55 hours 50 mins <u>Daily Average:</u> 7 hours 59 mins						
Table 4 - (70)						

Anne Week Beginning Monday 17th May						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 15	1h 40	1h 35	25	1h 45	6h 40
DWTS	2h 25	2h 50	2h	1h	1h 10	9h 25
DWNTS	20	10	25	15	-	1h 10
DWP	30	2h	35	10	30	3h 45
DWG	-	-	-	4h 15	10	4h 25
DWNSP	50	1h 10	-	10	1h 25	3h 35
DA	4h 35	1h 50	3h 35	2h 35	2h 40	15h 15
OD	-	-	-	3h	-	3h 00
(ACTCH)	(40)	(31)	(23)	(14)	(22)	
<u>Total Time (Monday - Friday):</u> 47 hours 15 mins <u>Daily Average:</u> 9 hours 27 mins						
	Saturday	Sunday				Total
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday):</u> 50 hours 15 mins <u>Daily Average:</u> 7 hours 11 mins						
Table 4 - (71)						

Mary Week Beginning Monday 17th May						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 45	3h 50	3h 25	1h 40	3h 50	15h 30
DWTS	1h 05	30	1h	10	50	3h 35
DWNTS	1h	45	1h 15	55	35	4h 30
DWP	15	15	45	20	3h 25	5h 00
DWG	2h 30	10	25	-	-	3h 05
DWNSP	1h 50	50	45	10	10	3h 45
DA	2h 45	4h 10	3h 40	3h 35	2h 10	16h 20
OD	-	-	-	3h	-	3h 00
(ACTCH)	(25)	(18)	(18)	(13)	(17)	
<u>Total Time (Monday - Friday):</u> 54 hours 45 mins <u>Daily Average:</u> 10 hours 57 mins						
	Saturday	Sunday				Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 54 hours 45 mins <u>Daily Average:</u> 7 hours 49 mins						
Table 4 - (72)						

Anne Week Beginning Monday 24th May. School closed on Friday* for half-term.						
	Monday	Tuesday	Wednesday	Thursday	Friday*	Total
DWC	1h 30	55	4h 05	2h	1h 10	9h 40
DWTS	1h 40	5h 10	1h 45	1h 35	10	10h 20
DWNTS	-	25	-	30	15	1h 10
DWP	40	30	2h 50	25	-	4h 25
DWG	45	10	1h 20	15	4h 15	6h 45
DWNSP	1h 25	55	40	2h	1h 25	6h 25
DA	2h 30	1h	2h	1h 50	2h 30	9h 50
OD	-	-	-	-	-	-
(ACTCH)	(27)	(23)	(24)	(22)	(15)	
<div>Total Time (Monday - Friday): 48 hours 35 mins</div> <div>Daily Average: 9 hours 43 mins</div>						
	Saturday	Sunday	Half-term holiday			Total
DA	-	-				-
Table 4 - (73)						

Mary Week Beginning Monday 24th May. School closed on Friday* for Half-term						
	Monday	Tuesday	Wednesday	Thursday	Friday*	Total
DWC	2h 45	3h 10	3h 15	4h 30	50	14h 30
DWTS	30	50	45	3h	25	5h 30
DWNTS	2h 05	45	45	50	45	5h 10
DWP	20	-	1h 25	20	25	2h 30
DWG	-	-	15	5	15	0h 35
DWNSP	30	55	25	30	55	3h 15
DA	2h 30	5h 15	5h 05	1h 45	4h 30	19h 05
OD	1h 30	-	-	-	-	-
(ACTCH)	(19)	(12)	(21)	(21)	(16)	
<div>Total Time (Monday - Friday): 50 hours 35 mins</div> <div>Daily Average: 10 hours 07 mins</div>						
	Saturday	Sunday	Half-term holiday			Total
DA	-	-				-
Table 4 - (74)						

Anne Week Beginning Monday 31st May. Half-term Holiday.						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DA	2h	3h	2h	2h 30	-	9h 30
	Saturday	Sunday				Total
DA	3h	4h 15				7h 15
<u>Total Time (Monday - Sunday):</u> 16 hours 45 mins						
<u>Daily Average:</u> 2 hours 24 mins						
Table 4 - (75)						

It will be noted from Anne’s diary that she spent much of the time quoted above working on an embroidery panel for a school anniversary celebration described in the second part of the Summer term. Her comment about the reason for engaging in this activity during the holiday is revealing:

“I had to do all the sewing at home because there’s no way I could justify spending school time on it - even if I had it!”

The panel would eventually be hung on a wall in the school entrance hall for all time.....

Mary Week Beginning Monday 31st May. Half-term holiday.						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DA	2h 45	-	-	-	-	2h 45
	Saturday	Sunday				Total
DA	1h 25	3h				4h 25
<u>Total Time (Monday - Sunday):</u> 7 hours 10 mins						
<u>Daily Average:</u> 1 hours 01 min						
Table 4 - (76)						

Mary commented in her diary:

“Though I’d do a bit on Monday and worked on the new PE Policy. Then, left it and left it until it was weekend and almost too late.”

Anne Week Beginning Monday 7th June						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	2h 35	2h 35	40	2h 05	7h 55
DWTS	-	2h 20	1h 10	4h 10	1h 20	9h 00
DWNTS	-	10	20	35	5	1h 10
DWP	-	-	40	45	20	1h 45
DWG	-	-	-	-	-	-
DWNSP	-	1h 10	25	40	1h 40	3h 55
DA	2h	2h 45	4h 35	2h 35	1h 25	13h 20
OD	6h 30	-	-	-	-	6h 30
(ACTCH)	(3)	(22)	(24)	(23)	(18)	
<u>Total Time (Monday - Friday):</u> 43 hours 35 mins <u>Daily Average:</u> 8 hours 43 mins						
	Saturday	Sunday				Total
DWNSP	20	-				0h 20
DA	-	6h				6h 00
<u>Total Time (Monday - Sunday):</u> 49 hours 55 mins <u>Daily Average:</u> 7 hours 08 mins						
Table 4 - (77)						

Mary	Week Beginning Monday 7th June					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 45	1h 50	2h 15	1h 05	2h 30	10h 25
DWTS	2h 05	1h 40	1h 45	1h 30	30	7h 30
DWNTS	45	15	20	45	1h	3h 05
DWP	1h	40	3h	-	1h 30	6h 10
DWG	-	1h	-	1h 30	1h 30	4h 00
DWNSP	30	1h 40	2h	45	30	5h 25
DA	1h 50	4h 20	2h 05	3h 05	3h 20	14h 40
OD	-	-	-	-	-	-
(ACTCH)	(13)	(15)	(14)	(17)	(16)	
<u>Total Time (Monday - Friday):</u> 51 hours 15 mins <u>Daily Average:</u> 10 hours 15 mins						
	Saturday	Sunday				Total
DWC	3h	-				3h 00
DA	3h	2h				5h 00
<u>Total Time (Monday - Sunday):</u> 59 hours 15 mins <u>Daily Average:</u> 8 hours 28 mins						
Table 4 - (78)						

Anne Week Beginning Monday 14th June						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 50	30	2h 30	3h 05	1h 50	9h 45
DWTS	2h 55	3h 10	1h 15	1h 35	1h 45	10h 40
DWNTS	-	1h	15	-	20	1h 35
DWP	40	30	2h 45	1h 35	-	5h 30
DWG	-	-	30	-	-	0h 30
DWNSP	-	35	1h 25	-	30	2h 30
DA	4h 25	3h 35	3h 45	2h 35	3h 20	17h 40
OD	-	-	-	-	5h 45	5h 45
(ACTCH)	(25)	(24)	(29)	(17)	(26)	
<u>Total Time (Monday - Friday):</u> 53 hours 55 mins <u>Daily Average:</u> 10 hours 47 mins						
	Saturday	Sunday				Total
OD	12h 30	6h				18h 30
<u>Total Time (Monday - Sunday):</u> 72 hours 25 mins <u>Daily Average:</u> 10 hours 21 mins						
Table 4 - (79)						

Mary Week Beginning Monday 14th June						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 15	4h 55	3h	4h	4h 45	18h 55
DWTS	10	30	35	2h 50	1h	5h 05
DWNTS	20	30	55	1h 45	25	3h 55
DWP	30	25	3h 15	45	-	4h 55
DWG	30	25	-	25	-	1h 20
DWNSP	1h 30	1h	1h 40	50	2h 05	7h 05
DA	4h 10	4h 50	3h 45	1h 35	1h 50	16h 10
OD	2h	-	-	2h 30	-	4h 30
(ACTCH)	(21)	(23)	(26)	(26)	(19)	
<u>Total Time (Monday - Friday):</u> 61 hours 55 mins <u>Daily Average:</u> 12 hours 23 mins						
	Saturday	Sunday				Total
DA	-	3h 15				3h 15
<u>Total Time (Monday - Sunday):</u> 65 hours 10 mins <u>Daily Average:</u> 9 hours 19 mins						
Table 4 - (80)						

Anne Week Beginning Monday 21st June						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 50	3h	2h	30	1h 15	8h 35
DWTS	3h 25	3h 30	15	2h 05	40	9h 55
DWNTS	10	25	1h 30	1h	10	3h 15
DWP	5	-	10	40	10	1h 05
DWG	-	-	-	-	-	-
DWNSP	30	30	30	50	2h 30	4h 50
DA	4h 45	2h 05	5h 10	3h 50	3h 30	19h 20
OD	-	-	1h 45	-	-	1h 45
(ACTCH)	(31)	(21)	(22)	(26)	(22)	
<u>Total Time (Monday - Friday):</u> 48 hours 45 mins <u>Daily Average:</u> 9 hours 45 mins						
	Saturday	Sunday				Total
DA	-	2h				2h 00
<u>Total Time (Monday - Sunday):</u> 50 hours 45 mins <u>Daily Average:</u> 7 hours 15 mins						
Table 4 - (81)						

Mary Week Beginning Monday 21st June						
	Monday*	Tuesday	Wednesday	Thursday	Friday	Total
DWC	-	4h	2h 15	2h 55	3h 50	13h 00
DWTS	-	1h	1h 45	45	50	4h 20
DWNTS	-	1h 25	45	1h 25	45	4h 20
DWP	-	25	1h	1h 15	-	2h 40
DWG	2h 45	10	-	-	-	2h 55
DWNSP	-	35	35	1h 50	50	3h 50
DA	-	1h 35	5h 05	3h	3h 25	13h 05
OD	-	2h	-	-	-	2h 00
(ACTCH)	(2)	(23)	(19)	(16)	(16)	
<p><u>Note: Mary was absent ill on Monday* but returned to school for 2 evening meetings</u></p> <p><u>Total Time (Monday - Friday): 46 hours 10 mins</u></p> <p><u>Daily Average: 9 hours 14 mins</u></p>						
	Saturday	Sunday				Total
DWC	3h					3h 00
DA	-	2h				2h 00
<p><u>Total Time (Monday - Sunday): 51 hours 10 mins</u></p> <p><u>Daily Average: 7 hours 18 mins</u></p>						
Table 4 - (82)						

Anne Week Beginning Monday 28th June						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 30	3h 55	2h 15	3h	1h 30	12h 10
DWTS	2h 45	2h 15	1h 35	1h 40	1h 10	9h 25
DWNTS	1h 05	20	10	5	45	2h 25
DWP	15	15	1h	10	40	2h 20
DWG	-	-	-	-	-	-
DWNSP	30	20	1h 55	40	2h 15	5h 40
DA	2h 35	2h 25	2h 15	5h 45	2h 30	15h 30
OD	1h	-	-	-	-	1h 00
(ACTCH)	(39)	(23)	(24)	(33)	(25)	
<u>Total Time (Monday - Friday):</u> 48 hours 30 mins <u>Daily Average:</u> 9 hours 42 mins						
	Saturday	Sunday				Total
DWP	4h	-				4h 00
DA	-	7h				7h 00
<u>Total Time (Monday - Sunday):</u> 59 hours 30 mins <u>Daily Average:</u> 8 hours 30 mins						
Table 4 - (83)						

Mary Week Beginning Monday 28th June						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h 45	3h	1h 50	2h	2h 25	12h 00
DWTS	1h 35	35	2h	1h 25	45	6h 20
DWNTS	55	35	1h 05	15	50	3h 40
DWP	25	1h	3h 25	15	5	5h 10
DWG	15	45	-	3h 15	10	4h 25
DWNSP	50	1h 10	45	50	15	3h 50
DA	2h	3h 55	2h 10	2h 50	3h 15	14h 10
OD	-	-	-	-	-	-
(ACTCH)	(12)	(14)	(17)	(12)	(13)	
<u>Total Time (Monday - Friday):</u> 49 hours 35 mins <u>Daily Average:</u> 9 hours 55 mins						
	Saturday	Sunday				Total
DWP	9h	-				9h 00
DA	-	3h				3h 00
<u>Total Time (Monday - Sunday):</u> 61 hours 35 mins <u>Daily Average:</u> 8 hours 48 mins						
Table 4 - (84)						

Anne Week Beginning Monday 5th July						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 15	5h	45	1h	2h 10	10h 10
DWTS	50	2h 05	45	20	30	4h 30
DWNTS	20	20	30	35	20	2h 05
DWP	5	20	-	10	-	0h 35
DWG	-	-	20	-	5	0h 25
DWNSP	1h	3h	50	35	25	5h 50
DA	7h 10	50	4h 45	5h 10	4h 40	22h 35
OD	-	-	-	-	5h 30	5h 30
(ACTCH)	(29)	(25)	(22)	(25)	(24)	
<div>Total Time (Monday - Friday): 51 hours 40 mins</div> <div>Daily Average: 10 hours 20 mins</div>						
	Saturday	Sunday				Total
DA	-	30				0h 30
OD	12h 30	6h 15				18h 45
<div>Total Time (Monday - Sunday): 70 hours 55 mins</div> <div>Daily Average: 10 hours 08 mins</div>						
Table 4 - (85)						

Mary	Week Beginning Monday 5th July					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	1h 55	3h 50	3h 45	4h 45	2h 35	16h 50
DWTS	45	45	1h	1h 50	50	5h 10
DWNTS	25	45	1h 35	25	45	3h 55
DWP	35	2h 25	25	10	5h 45	9h 20
DWG	15	-	10	-	1h 35	2h 00
DWNSP	3h	35	50	45	30	5h 40
DA	1h 55	1h 25	2h	55	3h 45	10h 00
OD	-	1h 25	-	-	-	1h 25
(ACTCH)	(12)	(23)	(14)	(9)	(16)	
<u>Total Time (Monday - Friday):</u> 54 hours 20 mins <u>Daily Average:</u> 10 hours 52 mins						
	Saturday	Sunday				Total
DWC	2h	-				2h 00
<u>Total Time (Monday - Sunday):</u> 56 hours 20 mins <u>Daily Average:</u> 8 hours 03 mins						
Table 4 - (86)						

Anne Week Beginning Monday 12th July						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	5h	1h 50	1h 30	50	3h 45	12h 55
DWTS	35	1h 40	15	45	-	3h 15
DWNTS	25	30	5	20	-	1h 20
DWP	1h 10	1h 30	2h 15	1h 10	-	6h 05
DWG	40	-	30	-	-	1h 10
DWNSP	30	2h 20	35	20	-	3h 45
DA	4h 35	5h 30	8h 20	3h 35	5h	27h 00
OD	-	-	-	1h 50	-	1h 50
(ACTCH)	(29)	(27)	(29)	(26)	(5)	
<u>Total Time (Monday - Friday): 57 hours 20 mins</u> <u>Daily Average: 11 hours 28 mins</u>						
	Saturday	Sunday				Total
DA	2h	3h				5h 00
<u>Total Time (Monday - Sunday): 62 hours 20 mins</u> <u>Daily Average: 8 hours 54 mins</u>						
Table 4 - (87)						

Mary Week Beginning Monday 12th July						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWC	2h	6h 50	2h 45	1h 55	1h 25	14h 55
DWTS	1h 05	15	1h	50	30	3h 40
DWNTS	45	10	45	35	5	2h 20
DWP	10	10	35	4h 55	-	5h 50
DWG	-	3h 15	10	-	-	3h 25
DWNSP	5h 45	-	45	35	25	7h 30
DA	1h	-	1h 45	45	9h 25	12h 55
OD	-	-	-	-	-	-
(ACTCH)	(15)	(7)	(15)	(14)	(27)	
<u>Total Time (Monday - Friday): 50 hours 35 mins</u> <u>Daily Average: 10 hours 07 mins</u>						
	Saturday	Sunday				Total
DWC	4h 15	-				4h 15
DA	-	4h				4h 00
<u>Total Time (Monday - Sunday): 58 hours 50 mins</u> <u>Daily Average: 8 hours 24 mins</u>						

Table 4 - (88)

Anne Week Beginning Monday 19th July. School closed for the Summer holiday on Friday*						
	Monday	Tuesday	Wednesday	Thursday	Friday*	Total
DWC	1h 45	5h 15	3h 25	2h 30	3h 20	16h 15
DWTS	1h	30	35	1h	1h 35	4h 40
DWNTS	30	-	25	55	-	1h 50
DWP	-	2h 30	35	35	10	3h 50
DWG	5	-	-	10	10	0h 25
DWNSP	50	-	30	40	-	2h 00
DA	6h 40	50	5h 25	6h 45	3h 10	22h 50
OD	1h 25	-	-	-	-	1h 25
(ACTCH)	(34)	(10)	(26)	(24)	(16)	
<u>Total Time (Monday - Friday):</u> 53 hours 15 mins <u>Daily Average:</u> 10 hours 39 mins						
	Saturday	Sunday				Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 53 hours 15 mins <u>Daily Average:</u> 7 hours 36 mins						
Table 4 - (89)						

Mary Week Beginning Monday 19th July. School closed for the Summer holiday on Friday*						
	Monday	Tuesday	Wednesday	Thursday	Friday*	Total
DWC	1h 50	3h 55	9h 15	2h 50	1h 30	19h 20
DWTS	35	35	15	45	2h 30	4h 40
DWNTS	25	45	10	50	35	2h 45
DWP	-	5	-	25	20	0h 50
DWG	45	1h 25	25	50	3h 05	6h 30
DWNSP	3h 45	55	-	2h	1h	7h 40
DA	5h 30	2h 45	1h 45	4h 55	3h 10	18h 05
OD	-	-	-	-	-	-
(ACTCH)	(21)	(19)	(12)	(26)	(25)	
<u>Total Time (Monday - Friday):</u> 59 hours 50 mins <u>Daily Average:</u> 11 hours 58 mins						
	Saturday	Sunday				Total
DA	-	-				-
<u>Total Time (Monday - Sunday):</u> 59 hours 50 mins <u>Daily Average:</u> 8 hours 33 mins						
Table 4 - (90)						

Anne	Week Beginning Monday 26th July.			Summer Holiday.		
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWNTS	-	-	-	1h 15	-	1h 15
DA	3h	1h	-	2h	2h 15	8h 15
<u>Total Time (Monday - Friday): 9 hours 30 mins</u>						
	Saturday	Sunday*				Total
DA	-	2h 30				2h 30
<u>Total Time (Monday - Sunday): 12 hours 00 mins</u>						
Table 4 - (91)						

Anne’s school year would not end here*, for she notes in her diary:

“Sorting briefcase! Deciding what to take on holiday (to France) to read or make notes about.”

Anne	Week Beginning Monday 30th August.			Summer Holiday		
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWTS	30	1h	-	-	-	1h 30
DWNTS	-	20	-	-	-	0h 20
DWNSP	-	40	-	-	-	0h 40
DA	1h	-	-	-	-	1h 00
Total Time (Monday - Tuesday): 3 hours 30 mins Tuesday completes the academic year						
Table 4 - (92)						

Anne’s final comment is:

“Tour of school - see caretaker. Meet contractors and check work - still in school - 1 classroom can’t possibly be ready for next week! What a start! And an end to this diary year.

Plus ça change, plus c’est la même chose.....”

(Is this proof that I gained something from the holiday?)

Mary	Week Beginning Monday 26th July.			Summer Holiday.		
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWNTS	-	1h 30	-	-	-	1h 30
DWG	15	-	15	-	-	0h 30
DWNSP	30	-	45	-	-	1h 15
DA	5h	4h	4h 45	-	-	13h 45
<u>Total Time (Monday - Friday): 17 hours 00 mins</u>						
	Saturday	Sunday				Total
DA	-	1h 30				1h 30
<u>Total Time (Monday - Sunday): 18 hours 30 mins</u>						
Table 4 - (93)						

Mary wrote in her diary:

“My first year of Headship started with the school in danger of falling down - windows were cracking and the walls appeared to be moving apart. My year is ending in similar fashion - the problem this time relates to people though! Why me? I’ll just have to try my best to put it all back together again. Who puts Heads back together again? Answers on a postcard, please!”

Mary	Week Beginning Monday 30th August.			Summer Holiday.		
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
DWNTS	30	-	-	-	-	0h 30
DWG	2h	-	-	-	-	2h 00
DWNSP	25	-	-	-	-	0h 25
DA	4h 15	30	-	-	-	4h 45
Total Time (Monday - Tuesday): 7 hours 40 mins Tuesday completes the academic year						
Table 4 - (94)						

Mary’s last entry (Tuesday) is:

“Last time I will write something in this diary - seems right to have done so on the final day of my first year as a Head Teacher - and what a year!”

The tables which follow indicate how Anne and Mary spent their time on school-related activities throughout the academic year. The distribution of time spent on these activities is given for designated school days, weekends and holidays. Teachers were contracted to work on 195 days, of which 5 were non-pupil Training Days - the data from these 5 days is included with that generated from the 190 days. During the year, there were 104 weekend days and time spent by the diarists on school-related work is indicated. Similarly, time spent on school-related activities during any of the 66 Monday to Friday holiday days is identified.

Both of the main respondents had at least one day's absence from school (illness, attending a funeral). These days are included in the overall totals since they were designated school days.

Mary's school was used as a Polling Station on 2 separate days and, consequently, closed to staff and pupils. Again, these days are included in the overall totals since they were designated school days - it will be noted that Mary engaged in school-related activities on both days.

Data collected from other respondents is treated in exactly the same fashion. There is no data on use of holiday time given by these participants, although a sample of them provided evidence of work completed during weekends - these were term-time weekends i.e. the Head Teachers worked in school on the Friday and Monday either side of the weekend. Travelling time - between home and school, school and home, school and locations of meetings, conferences etc. - was not included even where Head Teachers indicated that they sometimes used this as an opportunity for planning, “thinking things through,” relaxing or “winding down.” An earlier note confirmed that time spent on or during holiday or weekend visits to various places also providing opportunities for Head Teachers to consider issues for school, buy materials, glean information etc. was not included.

Hours Worked Throughout the Academic Year - 1st September to 31st August

Totals for 195 designated school days	
Anne	1903 hours 15 minutes
Mary	1907 hours 40 minutes

Table 4 - (95)

Average number of hours worked per day	
Anne	9 hours 46 minutes
Mary	9 hours 47 minutes

Table 4 - (96)

Totals for weekends - 104 days	
Anne	177 hours 30 minutes
Mary	138 hours 55 minutes

Table 4 - (97)

Totals for holidays - 66 days	
Anne	62 hours 55 minutes
Mary	58 hours 30 minutes

Table 4 - (98)

Time Allocated to the Eight Categories over 195 Designated School Days

Totals for each activity (to nearest hour)	
Anne - 1903 hours	
DWC	387 hours
DWTS	344 hours
DWNTS	72 hours
DWP	115 hours
DWG	41 hours
DWNSP	150 hours
DA	662 hours
OD	132 hours

Table 4 - (99)

Totals for each activity (to nearest hour)	
Mary - 1908 hours	
DWC	384 hours
DWTS	225 hours
DWNTS	145 hours
DWP	135 hours
DWG	124 hours
DWNSP	177 hours
DA	579 hours
OD	139 hours

Table 4 - (100)

Note:

- DWC

=

Dealing With Children
- DWTS

=

Dealing With Teaching Staff
- DWNTS

=

Dealing With Non-teaching Staff
- DWP

=

Dealing With Parents
- DWG

=

Dealing With Governors
- DWNSP

=

Dealing With Non-School Personnel
- DA

=

Dealing Alone
- OD

=

Other Dealings

See the beginning of this section for a complete breakdown of the above eight categories into their fifty four component parts.

The following section deals with the group of Head Teacher respondents who kept diaries following the same format as agreed with Anne and Mary. As related in the introduction, 25 kept diaries for 14 consecutive days (i.e. Monday - Sunday x 2), 25 for 4 weekends (Saturday - Sunday) and 25 for 10 weekday evenings (defined as post 5pm.). The first 25 did not participate separately in the weekend or weekday evening part of the project. Of the 31 respondents who variously completed diaries for weekends and/or weekday evenings I randomly sampled 25.

During previous research, I had come to realise how participants sometimes anticipate what outcomes might, or indeed, should be. To eradicate any possibility of Head Teachers preparing for diary completion, perhaps by planning atypical behaviour, or “judiciously” creating circumstances which would generate activities they thought more appropriate for inclusion in a study of their behaviour, I did not give them advance notice of the dates of their participation. Neither were they aware of others’ involvement. I also invested considerable time and effort in outlining the content and process, stressing the confidentiality of results. I am sure that this investment paid dividends in terms of accuracy

of results and the way participants generally sustained effort and interest throughout the period of research.

Time Allocated to the Eight Categories over 14 Designated School Days

Totals for each activity Monday - Friday x 2		
Head Teacher 1 - 97 hours 45		
DWC	12h 45	13h 00
DWTS	7h 55	8h 10
DWNTS	3h 40	3h 25
DWP	4h 00	3h 10
DWG	3h 10	3h 20
DWNSP	3h 50	3h 35
DA	13h 45	14h 00
OD	-	-
Totals for each activity Saturday - Sunday x 2		
2 hours		
DA	-	2h 00

Table 4 - (101)

Totals for each activity Monday - Friday x 2		
Head Teacher 2 - 95 hours 15		
DWC	12h 45	12h 55
DWTS	8h 00	6h 45
DWNTS	4h 00	3h 25
DWP	3h 05	3h 15
DWG	3h 10	3h 10
DWNSP	4h 25	3h 45
DA	12h 15	14h 20
OD	-	-
Totals for each activity Saturday - Sunday x 2		
3 hours		
DA	2h 30	30

Table 4 - (102)

Totals for each activity Monday - Friday x 2		
Head Teacher 3 - 96 hours 25		
DWC	13h 40	11h 55
DWTS	8h 25	6h 45
DWNTS	3h 45	5h 10
DWP	3h 35	3h 25
DWG	3h 25	-
DWNSP	4h 00	6h 35
DA	12h 00	13h 45
OD		
Totals for each activity Saturday - Sunday x 2		
10 hours 15		
DA	4h 00	6h 15

Table 4 - (103)

Time Allocated to the Eight Categories over 14 Designated School Days

Totals for each activity Monday - Friday x 2		
Head Teacher 4 - 93 hours 45		
DWC	13h 00	12h 35
DWTS	7h 00	7h 10
DWNTS	3h 45	3h 35
DWP	6h 05	0h 55
DWG	-	-
DWNSP	7h 35	3h 55
DA	14h 15	13h 55
OD	-	-
Totals for each activity Saturday - Sunday x 2		
5 hours 30		
DWC	3h 00	-
DA	-	2h 30

Table 4 - (104)

Totals for each activity Monday - Friday x 2		
Head Teacher 5 - 108 hours 25		
DWC	11h 35	13h 55
DWTS	11h 00	8h 05
DWNTS	3h 45	3h 50
DWP	4h 00	4h 25
DWG	0h 10	-
DWNSP	7h 25	5h 05
DA	13h 00	22h 10
OD	-	-
Totals for each activity Saturday - Sunday x 2		
00 hours		
DA	-	-

Table 4 - (105)

Totals for each activity Monday - Friday x 2		
Head Teacher 6 - 97 hours 05		
DWC	13h 00	12h 50
DWTS	10h 30	11h 30
DWNTS	5h 50	7h 25
DWP	0h 35	1h 00
DWG	4h 00	0h 15
DWNSP	3h 25	0h 40
DA	12h 00	14h 05
OD	-	-
Totals for each activity Saturday - Sunday x 2		
3 hours 00		
DA	-	3h 00

Table 4 - (106)

Time Allocated to the Eight Categories over 14 Designated School Days

Totals for each activity Monday - Friday x 2		
Head Teacher 7 - 88 hours 15		
DWC	13h 45	12h 50
DWTS	7h 15	7h 00
DWNTS	3h 45	4h 50
DWP	1h 00	0h 25
DWG	-	-
DWNSP	5h 45	5h 50
DA	13h 00	12h 50
OD	-	-
Totals for each activity Saturday - Sunday x 2		
3 hours 30		
DA	1h 00	2h 30

Table 4 - (107)

Totals for each activity Monday - Friday x 2		
Head Teacher 8 - 93 hours 10		
DWC	13h 00	13h 15
DWTS	11h 50	12h 00
DWNTS	1h 00	1h 00
DWP	0h 35	0h 45
DWG	-	0h 35
DWNSP	6h 00	7h 20
DA	12h 45	13h 05
OD	-	-
Totals for each activity Saturday - Sunday x 2		
4 hours 00		
DA	2h 00	2h 00

Table 4 - (108)

Totals for each activity Monday - Friday x 2		
Head Teacher 9 - 95 hours 35		
DWC	13h 35	13h 10
DWTS	12h 00	11h 45
DWNTS	3h 50	5h 00
DWP	0h 50	0h 10
DWG	0h 15	2h 00
DWNSP	4h 45	3h 35
DA	12h 55	11h 45
OD	-	-
Totals for each activity Saturday - Sunday x 2		
5 hours 00		
DA	2h 00	3h 00

Table 4 - (109)

Time Allocated to the Eight Categories over 14 Designated School Days

Totals for each activity Monday - Friday x 2		
Head Teacher 10 - 97 hours 00		
DWC	13h 00	7h 45
DWTS	11h 00	16h 45
DWNTS	4h 30	6h 50
DWP	2h 15	3h 45
DWG	-	-
DWNSP	1h 55	1h 45
DA	13h 30	14h 00
OD	-	-
Totals for each activity Saturday - Sunday x 2		
6 hours 00		
DA	2h 30	3h 30

Table 4 - (110)

Totals for each activity Monday - Friday x 2		
Head Teacher 11 - 96 hours 05		
DWC	13h 45	13h 15
DWTS	11h 45	11h 55
DWNTS	4h 00	5h 00
DWP	0h 45	0h 30
DWG	-	2h 15
DWNSP	3h 45	4h 55
DA	12h 30	11h 45
OD	-	-
Totals for each activity Saturday - Sunday x 2		
2 hours 00		
DA	-	2 h 00

Table 4 - (111)

Totals for each activity Monday - Friday x 2		
Head Teacher 12 - 95 hours 40		
DWC	12h 55	13h 00
DWTS	11h 55	11h 45
DWNTS	5h 35	5h 45
DWP	1h 10	0h 35
DWG	0h 35	0h 15
DWNSP	2h 30	0h 35
DA	14h 15	14h 50
OD	-	-
Totals for each activity Saturday - Sunday x 2		
3 hours 30		
DA	0h 30	3h 00

Table 4 - (112)

Time Allocated to the Eight Categories over 14 Designated School Days

Totals for each activity Monday - Friday x 2		
Head Teacher 13 - 94 hours 25		
DWC	13h 00	13h 15
DWTS	11h 35	11h 45
DWNTS	2h 45	4h 55
DWP	0h 25	0h 10
DWG	-	-
DWNSP	4h 45	5h 00
DA	14h 00	12h 50
OD	-	-
Totals for each activity Saturday - Sunday x 2		
11 hours 30		
DWP	4h 30	-
DA	5h 00	2h 00

Table 4 - (113)

Totals for each activity Monday - Friday x 2		
Head Teacher 14 - 98 hours 40		
DWC	13h 00	3h 15
DWTS	11h 50	11h 25
DWNTS	10h 55	5h 55
DWP	0h 35	2h 10
DWG	0h 05	3h 25
DWNSP	4h 25	1h 00
DA	18h 40	12h 00
OD	-	-
Totals for each activity Saturday - Sunday x 2		
4 hours 00		
DA	2h 00	2h 00

Table 4 - (114)

Totals for each activity Monday - Friday x 2		
Head Teacher 15 - 95 hours 35		
DWC	13h 00	11h 45
DWTS	11h 45	11h 35
DWNTS	5h 45	4h 50
DWP	0h 25	0h 15
DWG	-	-
DWNSP	4h 35	5h 35
DA	13h 05	13h 00
OD	-	-
Totals for each activity Saturday - Sunday x 2		
6 hours 15		
DWC	2h 00	-
DA	1h 00	3h 15

Table 4 - (115)

Time Allocated to the Eight Categories over 14 Designated School Days

Totals for each activity Monday - Friday x 2		
Head Teacher 16 - 95 hours 00		
DWC	12h 45	13h 00
DWTS	11h 40	7h 55
DWNTS	3h 15	5h 30
DWP	0h 30	0h 30
DWG	-	0h 20
DWNSP	5h 30	7h 50
DA	13h 30	12h 45
OD	-	-
Totals for each activity Saturday - Sunday x 2		
4 hours 00		
DA	2h 00	2h 00

Table 4 - (116)

Totals for each activity Monday - Friday x 2		
Head Teacher 17 - 96 hours 50		
DWC	15h 00	13h 00
DWTS	12h 30	12h 00
DWNTS	1h 30	3h 00
DWP	0h 35	0h 45
DWG	1h 10	5h 35
DWNSP	1h 00	0h 50
DA	12h 40	17h 15
OD	-	-
Totals for each activity Saturday - Sunday x 2		
12 hours 30		
DWP	4h 30	0h 30
DA	3h 00	4h 30

Table 4 - (117)

Totals for each activity Monday - Friday x 2		
Head Teacher 18 - 98 hours 35		
DWC	12h 50	13h 00
DWTS	4h 00	11h 55
DWNTS	10h 25	1h 15
DWP	4h 25	2h 25
DWG	-	-
DWNSP	0h 50	9h 00
DA	13h 00	11h 30
OD	4h 00	-
Totals for each activity Saturday - Sunday x 2		
1 hour 00		
DA	-	1h 00

Table 4 - (118)

Time Allocated to the Eight Categories over 14 Designated School Days

Totals for each activity Monday - Friday x 2		
Head Teacher 19 - 98 hours 50		
DWC	13h 00	12h 45
DWTS	9h 40	12h 00
DWNTS	5h 00	7h 30
DWP	1h 00	0h 20
DWG	0h 20	3h 00
DWNSP	2h 25	6 00
DA	12h 30	11h 35
OD	1h 45	-
Totals for each activity Saturday - Sunday x 2		
4 hours 00		
DA	3h 00	1h 00

Table 4 - (119)

Totals for each activity Monday - Friday x 2		
Head Teacher 20 - 98 hours 40		
DWC	11h 50	13h 00
DWTS	12 h 00	7h 40
DWNTS	5h 00	5h 05
DWP	0h 35	0h 35
DWG	-	0h 15
DWNSP	7h 30	0h 30
DA	12h 00	22h 40
OD	-	-
Totals for each activity Saturday - Sunday x 2		
9 hours		
DWC	2h 00	-
DWP	-	3h 00
DA	2h 45	1h 15

Table 4 - (120)

Totals for each activity Monday - Friday x 2		
Head Teacher 21 - 86 hours 50		
DWC	13h 00	13h 25
DWTS	8h 45	5h 00
DWNTS	3h 40	5h 55
DWP	1h 00	0h 15
DWG	1h 00	4h 00
DWNSP	2h 50	1h 35
DA	13h 45	12h 40
OD	-	-
Totals for each activity Saturday - Sunday x 2		
2 hours 00		
DA	2h 00	-

Table 4 - (121)

Time Allocated to the Eight Categories over 14 Designated School Days

Totals for each activity Monday - Friday x 2		
Head Teacher 22 - 95 hours 10		
DWC	11h 15	13h 45
DWTS	5h 35	7h 45
DWNTS	4h 40	2h 50
DWP	2h 10	1h 15
DWG	0h 20	-
DWNSP	3h 15	4h 30
DA	14h 20	12h 30
OD	11h 00	-
Totals for each activity Saturday - Sunday x 2		
1 hour		
DA	-	1h 00

Table 4 - (122)

Totals for each activity Monday - Friday x 2		
Head Teacher 23 - 89 hours 45		
DWC	12h 00	3h 00
DWTS	11h 30	11h 45
DWNTS	9h 40	1h 15
DWP	4h 00	1h 45
DWG	-	-
DWNSP	5h 00-	5h 00
DA	12h 50	12h 00
OD	-	-
Totals for each activity Saturday - Sunday x 2		
1 hour 00		
DA	1h 00	-

Table 4 - (123)

Totals for each activity Monday - Friday x 2		
Head Teacher 24 - 82 hours 25		
DWC	12h 00	11h 20
DWTS	11h 30	11h 10
DWNTS	5h 45	3h 40
DWP	1h 15	-
DWG	-	-
DWNSP	2h 15	3h 05
DA	6h 35	13h 50
OD	-	-
Totals for each activity Saturday - Sunday x 2		
3 hours 00		
DA	3h 00	-

Table 4 - (124)

Time Allocated to the Eight Categories over 14 Designated School Days

Totals for each activity Monday - Friday x 2		
Head Teacher 25 - 98 hours 20		
DWC	12h 00	12h 05
DWTS	11h 35	12h 00
DWNTS	6h 25	5h 50
DWP	0h 15	2h 25
DWG	2h 30	-
DWNSP	4h 30	3h 30
DA	12h 30	12h 45
OD	-	-
Totals for each activity Saturday - Sunday x 2		
4 hours 15		
DA	2h 00	2h 15

Table 4 - (125)

The Head Teachers were allocated two consecutive weeks distributed at random throughout the school year. Since my intention was to generate evidence relating to the pattern and range of Head Teacher behaviour and activity over time, it was important to vary the times of participation by the 25 respondents - for example, had I chosen to collect data from the same two weeks, the results could have been contaminated by the time of year selected. Would the diarists have provided reliable data had the last two weeks of the Autumn Term been identified as the research time? I think not - the multifarious pre-Christmas activities ensure that Head Teacher behaviour is somewhat erratic compared with periods of less frenetic activity at other times of the school year!

Interestingly, several of the Head Teachers were alert to this issue and voiced their concerns in one form or another.

Head Teacher 6 added a note on his diary sheets:

“If you wonder why my governor time is high one week, it’s because we had the termly governors’ meeting. I nearly rang you to see if you wanted me to change weeks.”

Head Teacher 17 wrote this comment next to his weekend entry:

“You got the PTA Summer Fayre which I support - do you mind? Please ignore if nec (sic) .”

Head Teacher 22 added this note to his diary:

“I’ll do another if you want.

The numbers are crazy - you wouldn’t know but you picked a week when I spent over a day on a course. Give me a ring and we’ll find a better time. Sorry.”

Finally, Head Teacher 24 summed up the situation thus:

“I’ve filled in the sheets to tell it as it is. BUT - you must realise that my two weeks were not like the usual madcap times we know and love. I have just come back to school after being off ill and I’m still easing myself back in - that’s why my weeks are short. I’ve never worked such short weeks. If I did your diaries next week and the one after, I’d probably break the world record for something. You’ve got the truth - painful! ugh!”

Putting aside the fact that Head Teacher 24’s two “short” weeks totalled in excess of 82 hours, and his comments about the atypical nature of time back in school after absence, I did ensure that none of the fortnight blocks coincided either with the beginning or end of a holiday. Had it

been possible (let alone desirable) to manipulate the times to “suit” Head Teachers, the spirit of the project would have been fatally wounded. Any and all comments made by Head Teachers - written on notes, made over the telephone or in person, added to diary entries etc. - made some contribution to the overall evidence and its interpretation.

Average Daily Frequency of Activity Change		
Anne	195 days	22.08 changes
Mary	195 days	15.72 changes
25 Head Teachers	250 days	23.01 changes

Table 4 - (126)

Greater analysis of all the statistics is made later though the table above is worthy of mention now as it relates to an interesting development noted as the research progressed - noted not just by myself but, also, by Mary. There is a significant correlation between the frequency of activity change by Anne and the 25 Head Teachers, whereas Mary apparently tends to remain for longer on an activity. I use the word “apparently” with some caution, hence its juxtaposition with the word “tends” which is quite a neutral term in itself. From earlier data, it will be noted that, overall, Mary devotes the same amount of time throughout the academic year to school-related activities as Anne - the similarities in their results is striking. What is the explanation for this variation in changes of activity?

Mary commented in the early stages of the project (which, it will be remembered was her first year of Headship) that she seemed to find quite a lot of time to concentrate on the activities and tasks she had planned. It will also be remembered that one of her stated intentions on beginning this new stage in her career was “to get to know the children.” It is quite apparent from her diary that she was able to engage in planned teaching - to a degree which surprised her. Equally noticeable (to Mary) was an initial reluctance by the staff to take the initiative in contacts between themselves and their new colleague. Contacts with parents were largely at Mary’s instigation, although the Governors were more actively involved in day-to-day matters.

Her diary evidence confirms this. In the first two months of the school year, Mary changed activities on average about 10 times during each day. Interruptions were infrequent.

As the year progressed, staff and parents became more pro-active and Mary faced many more demands on her time. The amount of planned teaching reduced. Interruptions increased. Changes of activity escalated, often being in excess of 30 per day. Mary was still spending the same

amount of time on school-focused activities, but was using this time differently and, in common with Anne and the other Head Teacher participants, was operating reactively for much of the time. In the Spring term, a pattern of behaviour emerged which more closely matched that of experienced Head Teachers, being variously relaxed and frenetic, proactive and reactive, focused on people, paper and premises.

The question is, “did Mary establish the pattern, or did the pattern.....?”

Socialisation of Head Teachers is an issue referred to later, when the data is analysed more fully.

The following four tables give comparative information on all participants:

Time Allocated to the Eight Categories by 25 Head Teachers Over 10 School Days (of a 2 Consecutive Week Period)

Totals for each activity				
Category	Time (to nearest hour)	% of Heads' Overall Time Spent	% of Anne's Overall Time Spent	% of Mary's Overall Time Spent
DWC	618 hours	25.93	20.34	20.13
DWTS	506 hours	21.23	18.08	11.79
DWNTS	235 hours	09.86	03.78	07.60
DWP	80 hours	03.36	06.04	07.08
DWG	49 hours	02.06	02.15	06.50
DWNSP	205 hours	08.60	07.88	09.28
DA	673 hours	28.25	34.79	30.35
OD	17 hours	00.71	06.94	07.29
TOTALS	2383 hours	100.00	100.00	100.02

Table 4 - (127)

NB The overall time referred to in the table above for Anne and Mary is the 195 days.

Average Number of Hours Worked Per Week (Monday - Friday)

25 Head Teachers - 2 weeks	47 hours 40 minutes
Anne - 39 weeks	48 hours 50 minutes
Mary - 39 weeks	48 hours 55 minutes

Table 4 - (128)

NB.
None of the weeks selected included non-pupil Training Days - this was not a deliberate policy.

Average Number of Hours Worked Per School Day

25 Head Teachers - 10 days	9 hours 32 minutes
Anne - 195 days	9 hours 46 minutes
Mary - 195 days	9 hours 47 minutes

Table 4 - (129)

Average Number of Hours Worked Per Weekend

25 Head Teachers - 2 weekends	2 hours 11 minutes
25 Head Teachers - 4 weekends	2 hours 20 minutes
Anne - 52 weekends	1 hour 42 minutes
Mary - 52 weekends	1 hour 20 minutes

Table 4 - (130)

NB 1.

The weekends for Anne and Mary include those in the holidays. If only those weekends falling in term time are selected, their times increase by 45 and 55 minutes respectively to 2 hours 27 minutes and 2 hours 25 minutes.

NB 2.

None of the weekends selected for the two groups of 25 Head Teachers coincided with the beginning or end of a holiday.

CHAPTER 5

Literature associated with research into the role and behaviour patterns of Primary Head Teachers is full of references to the difficulties in collecting the data. American and Australian researchers investigating the work of education managers - Secondary and Elementary School Principals - have faced the same problems. My own previous research alerted me to the need to anticipate areas of potential difficulty at the planning stage. My choice of methodology in studying the behaviour patterns of Primary Head Teachers was determined by many factors, some of which I have referred to in an earlier section of the work. Balancing the competing claims of being the sole researcher, the plethora and generalizability of evidence I expected to be generated, and the length of time the study would need, actually made this choice more straightforward. I focused on what I sought to achieve before selecting from various methodologies their best contribution. Notwithstanding this, one has to be practical and realistic but determined and quite clear about the objectives.

Put simplistically, I could have done one of three things:

1. asked those involved with a Head Teacher for their opinions about his/her managerial behaviour
2. observed it for myself
3. asked the Head Teacher

There are advantages and disadvantages to each. In the first method, one can interview and/or use questionnaires to ascertain perceptions about the quality of interpersonal behaviour but not to determine what the Head Teacher is doing when not visible to the respondent. Information may be nothing more than speculation. Observation, the second method, is very time-intensive and can range from unstructured anthropological monitoring of behaviour to rigidly tallying occurrences of prescribed behaviours. Sproull (1977) develops this issue and refers to Mintzberg's (1973) "structured observation" as a useful compromise in systematically gathering information about managerial activity, particularly if the researcher's intention is an in-depth study of an individual. Choice 3, asking the Head Teacher, can provide perceptions of behaviour but will not necessarily yield accuracy, especially regarding the use of time. Retrospective enquiry is an inexact science - compare the text of eye-witnesses' versions of the same traffic accident - but as a research

methodology can be effective if the parameters and remit are known and understood. Crystal-ball gazing is questionable as a method of prediction, although forecasts can be reviewed in the light of experience.

Diaries and logs can provide a wealth of information, though rarely indicate much about content and even less about quality - they can also be intrusive.

Observation was not possible over the length of time this project would take place and, whilst I considered a pattern of short observation sessions - of the two principal participants - I rejected the notion on the grounds that it would not contribute significantly to the study. In fact, it could well have caused the Head Teachers to behave differently during these sessions and, consequently, distorted or skewed the evidence. Anne and Mary were involved in the project at all stages from planning onwards and agreed (independently - they did not meet) that the observations would be difficult to set up and, perhaps, difficult to cope with.

I decided not to issue questionnaires to the staff of their schools, or, indeed to those working in the schools of the remaining 25 Head

Teachers who would be involved, nor to engage them in structured or formal interviews, partly for logistical reasons, but mainly because I was primarily interested to establish what the Head Teachers themselves recorded. As they would doubtless spend a vast amount of time not in the sight or company of the staff, there would be less significance in the perceptions of staff. Another factor was, in Mary's case, the staff did not know her and, initially at least, might have been influenced by comparing their perceptions of her behaviour with that of her predecessor, with whom they had all worked for some considerable time. I did, however, have informal contacts with the staff of both schools with and without the Head Teachers present.

As I have noted earlier, I sought to establish and maintain the Head Teachers' involvement in and commitment to the project by constant contact, reinforcing my strategy of their direct participation. The intention was to establish that, whilst, of course, they were involved for my benefit, there would also be a gain for themselves. I am reassured that they did ultimately acknowledge that participation had helped them to identify where they could operate more efficiently - especially resisting interruptions, or, as Anne described it, "being passed monkeys!"

I conducted separate interviews with Anne and Mary one year after they had completed the diaries and then one year later. These occasions gave me an opportunity to elicit further information about any changes in their patterns of behaviour each felt had taken place. Apart from their acknowledgement about the usefulness of the project in helping shape their thinking about the issues of time management, interpersonal relationships, leadership roles and responsibilities, organisation and working practices, I recognised what the tremendous similarity in their situation, experience and vision. After twelve months, Anne's views and comments were remarkably consistent with those originally expressed - she felt that it was her role "to manage, to develop, to lead and to care for the pupils and staff, to raise standards and work towards greater school effectiveness, offering enhanced learning opportunities and experiences for all." She reaffirmed her commitment to school and its community. Mary, who had originally been concerned "to get to know the children," to teach, to "take the school forward" and to learn, became far more specific about her role one year on, saying that she should "now look at changing some of the organisation to ensure that the curriculum more accurately reflects the needs of all the children" and "delegate more of the run-of-the-mill stuff to the clerical assistant and others" and "not get

involved in things other people should be doing and that I shouldn't."

After a further year, Anne maintained her personal and professional stances and was making comments like, "I know I can't work any harder but I'm always on the lookout for ways of working smarter (sic) so that this place (school) gets the best of me, because if it does, the children will get the best out of it - well, the best I can make it." Anne was confident but always modest and self-effacing, referring to the "team effort" and "the quality " she had to work with. Mary had by now completed three years as a Primary Head Teacher and commented, "It's great, I'm not the new person any more - I can look at some people and say, "I appointed you" which is a good feeling." She spoke of her plans to "improve our results," to develop the staff, "show the school in the best possible light," and "generally do our best - after all, that's what we're constantly telling the children to do."

Mary's staff described her as hard working and caring - "a very supportive Head who's always on the go, but always has time for you."

She was accorded "vision and a sense of purpose." Anne was characterised by being "formidable - she knows exactly what she wants and makes sure she gets it." One teacher said, "She works incredibly

hard, stands no nonsense, sets high standards and is there to help and support us - she's a good Head to work for, she knows such a lot."

It is important to consider these comments in the context in which they were made. I agree with Bernbaum (1970) that from such informal meetings with people "revealing and truthful answers emerge" which contribute to a better understanding of the inside workings of organisations, but I am also mindful of the demerits he cites. What weight can we attach to people's comments? On the one hand, they can provide insights to the truth, but, on the other, they have at least as much chance of distorting it unless it is possible to check the personal statements against observed behavioural features. In his study of 40 Secondary Head Teachers in the East Midlands, Bernbaum conducted a series of interviews which were taped and, subsequently, typed and opines, "the evidence collected as a result of the interviews has served in the first instance as qualitative data relating to the headmaster's role, providing a source of richness and detail impossible to obtain in any other way." I would take issue with him. Anne's diary, in my opinion, has a freshness and detail which comes alive from the pages - one can hear her words, feel the frustrations, experience the unfolding dramas.....

I must make a point here. It refers to the researcher's involvement or, perhaps, "immersion," in his work and the degree to which he can remain outside it, or "retract" from it. Burgess (1985) believes this is very difficult to achieve. Sjoberg and Nett (1968) argue that "a researcher must often be able to remove himself intellectually and emotionally from the immediate social situation, to step back and examine his activities in broader perspective," (p.72) otherwise, as Eldridge (1980) states he is left potentially helpless with "endless description and a sequence of plausible stories" (p.131). Referring to the work of ethnographers, Brown (1977) comments that they "so stressed the uniqueness of their subject's worlds, they could not articulate the linkages and interdependencies of these groups and the larger social system" (p.63). Whilst I agree with the sentiments, I believe it is perfectly possible (and certainly vital) for a researcher to immerse himself in the muddy waters of other people's situations without drowning. A swim to the shore of objectivity is the means to evaluate. Put another way, method triangulation (as distinct from method compromise) reduces the risk of theory outrunning data and frees the researcher from the dangers expressed by Burgess and others. The methodologies I used helped to generate the data and also evaluate it, helped me to be immersed but not submersed. Having meetings with

and diaries from the group of 25 Head Teachers, making informal contacts with members of staff from Anne and Mary's schools, and re-visiting the two principal respondents a year and two years after they had completed their diary year, provided the opportunity to re-immense whilst the need to evaluate the material - which often involved taking it back to the participants for clarification - and the necessity of constantly updating myself on current research in this field determined periods of retraction, not to mention the opportunity to see more clearly through the muddy waters I referred to on the previous page.

In Chapter 2, I raised the issue of influence which should be considered when evaluating the behaviour of Head Teachers. To what degree does the Head Teacher influence the role or the role influence the Head Teacher? Both is the answer. I have referred earlier to Mary's intentions as a newly appointed Head Teacher but I should now explore the factors which have played a part in shaping these intentions, forming her view of the role of Head Teacher and, more specifically, her view of herself as a Head Teacher. My discussions with her before, during and after the study, and relevant comments from her diary generated the evidence. Anne's comments were both a retrospective assessment of what she

thought had influenced her and a general assessment of what she thought influenced Head Teachers as a body.

Anne and Mary offered the following list of factors which they believed influenced Head Teachers' perceptions of role and management style (including their own) before and during appointment :

- The attitude of one's parents to education and Head Teachers' authority Their parents believed strongly that a "good education" is the key to success in career and life. Their parents were very supportive of their daughters as they progressed through the various phases and acknowledged the professional authority of the Head Teachers of their schools. Anne's parents had been governors of a Primary School and, for several years, her father was Chairman - they believed that the role of governors was to support and not to direct the Head Teacher and staff. Anne was convinced that her parents would no longer relish the role and responsibilities of governor - she, herself, had taken time to adjust to the need to involve governors more in the life and work of the school and felt that if she were to repeat the diary exercise in the future, a significantly greater amount of her time would be spent dealing with them one way or another. She referred to

this one year after completing the diary and emphasised it more strongly after a further twelve months had elapsed, citing the need to “have them firmly on board when OFSTED comes around.” Mary, being in an Aided RC Primary School acknowledged the greater involvement of governors in the management and organisation of school than in her previous school, from the LEA maintained sector.

- One’s own schooling

Both spoke kindly of their school days, staff and Head Teachers. They referred fondly to their Primary schooling and were agreed that their Head Teachers were rather remote figures, but, nonetheless, caring. Anne made the point that “distance lends enchantment and the eyes of a child see only what they want to see - or, is it that we have selective memories?”

- Initial Training and experience working in schools

Mary believed this had had little influence if any: Anne referred to Teaching Practice in a school where she learned much about what she described as “the wrong sort of Headmaster who was not much more than a bully.”

- Teaching experience under different Head Teachers, each with a unique attitude and style

Anne said, “learning what to do and what not to do”

Note: both used the word “under” to describe the relationship. This in itself might be significant in terms of their attitude to a school hierarchical organisation

- Experience as a Deputy Head Teacher

both had worked for a Male Head Teacher, though neither mentioned gender as an issue. They did, however, refer to their former Head Teachers’ attitudes to staffing, parents, governors, pupils, teaching, administration and education generally as helping to shape their attitudes - Anne repeated her opinion about learning from observation what to do/not to do in various circumstances. Mary who was, of course, fresh from being a Deputy Head Teacher thought the influence of her former Head Teacher was stronger, though she commented, “I am my own person!”

- Prior knowledge of the school

“I was the same person before I was appointed as I am now,” said Anne “and I brought into this school the same values, attitudes and expectations that I would have taken anywhere else. That said, I knew the school and my predecessor had good reputations and I suppose it

made me more determined to put my stamp on it and succeed. I knew the school was in a relatively well-to-do area and perhaps that made me think about my relationships with the parents and community. I still think, on balance, that I wouldn't have changed the essential me."

Mary also "knew" much about her school on appointment: "I realised I would have to get back into the Catholic ethos as was made clear to me by the governors. I knew it would be different for everyone at --- (school name deleted) because they were getting their first woman. Apart from the physical, I was as different as chalk from cheese to --- (name deleted) ! But that was good. I knew they were in for a change and so did they."

- "Your own views on it all" (Anne).

Mary saw herself initially as a Head Teacher whose skills, assembled over the years, would help her to make secure relationships with the children, be an example of good practice to other staff, retain her "touch," establish and then reinforce her credibility as a practitioner in the eyes of the pupils, staff and parents. She would be the "leading professional" (Hughes, 1973). Other duties, activities and responsibilities would take their place after this. During her year of keeping the diary, Mary realised that planned teaching was becoming

increasingly difficult to maintain - a comment she made indicates her uncertainty about whether it was the most suitable use of her time: “apart from the children, nobody learns from my teaching, because nobody sees me do it!” She also notes: “so much paper to move...so many people to deal with...this blessed building to keep standing...etc...etc...teaching’s sometimes the last thing on my agenda unless it’s crisis management or I need the therapy of talking to children.” To use Hughes’ terminology again, Mary was being sucked into the “chief executive” aspect of the role. After two years, she was operating in both roles and talking positively about their competing demands and her strategies for resolving them.

Collins and Porras (1989) state that “individual organisational members must change their on-the-job behaviours in order for the organisation to change over a longer term.” Their point is that the complex environment surrounding employees in the work setting is the primary catalyst for behaviour to change - the signals which individuals receive directly from the work setting and indirectly from their vision of the organisation cause them to respond by modifying their behaviour. They regard the work setting as having four major streams of variables - “organising arrangements...social factors...technology...physical setting,” each of which comprises

groups of sub-variables which are shaped by vision (guiding beliefs and principles; purpose which grows from these beliefs; and a “catalysing mission” which moves the organisation towards achieving the purpose) to give cohesion and direction. Both Anne and Mary indicated factors which cause change in Head Teacher behaviour - both in the sense of reacting to situations (being deflected; reassessing priorities etc.) and in positively promoting developments (challenging practice; appraisal and evaluation etc.). They also said that assuming the role of Head Teacher itself is a catalyst to self-enquiry, from which some decisions must be made about how to proceed from Day 1. Mary said, “The first change is in your head. Questions need answering there before other people ask them - in fact, to stop people asking them sometimes.” I will examine some of these questions/factors of change in so far as they shed light on Anne and Mary’s attitudes for this will give more contextual clues to their behaviour, (as recorded in their diaries), to the changes within themselves and the changes they aspire to in others. First, four questions:-

- What do I wear?

“It’s easier for men,” stated Anne, “a suit is a suit. For women it’s harder...you don’t want to go in for power dressing because of the messages that gives, but you do need to be smart...image is important. I require the children to be smart in their appearance and conduct, so I must set the standard. I expect the staff to be and do the same.” Mary thought the same: “I’m not going to buy a new wardrobe but I won’t be jogging around the school in track suit and trainers - the children have a uniform...I suppose Heads have too.”

- What do I call the staff?

Anne had established the convention from the outset. She addressed members of staff by their first names but required them to use her title, Mrs ---. Over time, this caused difficulty in only one situation, namely social functions like the Staff Christmas Meal, for, despite being exhorted to use her first name on these occasions, staff felt unable to do so. After 9 years of Headship, only three members of the teaching staff regularly addressed her by her first name outside school (and none within). The relationship between Head Teacher and staff was excellent and, perhaps because it was a convention, everyone felt

comfortable and did not seek change. Anne said, “If I got another Headship tomorrow, I would have it the same way.” Mary had worked with a Head Teacher whose view about names was the same as Mary’s - she commented, “I was the only person allowed to use his first name: I think that was to show the staff that as Deputy I had a closer relationship with him than they did. No-one was concerned. I couldn’t do it that way though and I won’t.” After a year of her Headship, Mary said, “It’s not a problem - not worth discussing.”

- What will they think of me?

Mary was only concerned that she gained respect. Anne said, “I never really considered it. Naturally, you prefer people to like you than loathe you...I’m pretty sure I’ve always had their respect even when I’ve had to be hard. One of the troubles with this job is you never get much feedback - unless it’s trouble - so, I suppose no news has been good news. Ask them, but if I wouldn’t like what they say, don’t tell me. Actually, don’t tell me anyway.” Neither Head Teacher changed her attitude one or two years later.

- Where shall I have my tea?

There are distinct parallels here with the earlier perceptions about the “appropriate” forms of address between Head Teacher and staff. Anne

decided when she was appointed to respect the staffroom as the province of the staff, as her room was to her. She stated, “I believed that the staff were entitled to their privacy and their breaks in peace. Not that I thought of it as a no-go area, far from it. I wouldn’t countenance no-go areas. As time has passed though and we have all got to know each other so much better, I do spend some break and lunch times in there with them. I still think of it primarily as their room. I know they feel that my room is always available to them - when the “engaged” light is not on - but it’s not a social room for them. Often, they need to see me in private. They always knock on my door and I knock on the staff room door, though I admit I don’t wait to hear, ‘Come in.’ Mary said, “I decided from the word go that I would have as many breaks as possible in the staffroom - I’m a member of staff too. Apart from being more friendly, it’s very useful for passing on information and listening in to the chat.”

Other factors identified as having the potential to influence behaviour:-

- School location

as mentioned previously, Anne had been conscious when taking up the Headship of the reputation of the school and its setting in a reasonably affluent area, the relationship it enjoyed in the community,

high parental expectation, the excellent reputations of the nearby Infant and Comprehensive schools, the esteem in which it was held by the LEA. Mary's school was sited in a more urban setting but, because of its denominational character, attracted from further afield children whose parents were committed equally to the faith and standards of educational provision. Mary's Year 6 pupils transferred to the Borough RC Comprehensive School and this had implications for Mary's networking relationships and meetings. The three RC Schools joined for some activities another cluster or "pyramid" (comprising 4 LEA maintained Primary Schools and 1 Comprehensive School) based on geographical location - only Mary's school was some distance away. When she had been in post for some time, she commented, "I go to pyramid meetings many of which have nothing much to do with my school - I go to be sociable, I suppose. The Catholic Schools have their meetings too."

- Type, size and state of premises

Both Anne and Mary were involved in caretaking co-operatives, resulting in their school having a basic allocation of time, according to size of buildings, additional facilities (both schools have swimming pools), types of heating system, number of pupils etc. Extra time to

deal with contractors, and effect repairs and maintenance has to be bid for. Both Head Teachers agreed that there were many occasions when there was no supervisor available, resulting, often, in their dealing with contractors, LEA engineers and departmental representatives, minor emergencies, mundane but vital tasks like furniture moving. Locking the school after evening functions also caused problems - Anne said, "Usually its quicker to do it myself, ridiculous though that is - I wonder if the Chairman of ICI has keys to the doors and gate?" Mary, too, felt that much of her time was spent on premises-related issues, especially at the start of her year when the school was faced with sudden and very major repair. She said after one year, "I'm used to it now, but I'm a very expensive part-time caretaker." Anne's school is in a relatively good state of repair and she is dedicated to maintaining this "even if I have to become an expert on the sewage ejector pump!" Attendance at school in the event of break-ins or vandalism was also accepted as part of the job - both were resigned to being called out by the Police and/or Site Supervisor at any time, weekends and holidays included.

- The school's roll and staffing

Anne had experienced expansion and contraction during her 9 year tenure, involving the recruitment and redeployment of staff, closure of rooms and acquiring of temporary accommodation. She described it as “a roller coaster existence” which often determined how she would spend time. During the diary year, a member of staff had elected to take early retirement, avoiding the need for a redeployment or redundancy situation, and the same occurrence twelve months later eased the pressure on everyone: “Staffing matters take hours to sort out but I’ve been very lucky on the whole - I know some Heads who are practically taken over by staffing issues.” Mary understood this all too well, for almost at the end of her first year, a very serious and totally unexpected staffing situation developed which threatened to take over most of her waking hours - it continued into the Summer Holiday. With typical understatement (a Head Teacher’s characteristic!) she described it as “pretty bad - not something I ever want to go through again.”

It will be recalled from an earlier section that Mary’s diary showed that her time devoted to Dealings with Teaching Staff (DWTS) increased

significantly after a relatively low level at the beginning of her Headship. Mary set out to evaluate the performance of her staff by allowing them to perform. She was quite clear about her agenda regarding members of staff and made it clear to them that there would be no change in working practices, policies and procedures until she had had the opportunity to review practice - this would take time. She felt that after the change of Headship, staff needed time to re-establish themselves individually and collectively - her style might be described as “supporting” leadership (Paisey and Paisey, 1987), using deferential rule and leading from behind. After a period of time, however, Mary began to assert herself and be more proactive in dealings with members of staff - Paisey and Paisey would refer to this as a move towards “activating and stabilising leadership,” managing the school by initiating changes in an orderly and systemic fashion along conventional lines. The staff for their part came to Mary for advice and support, to pass comment and make suggestion. Mary said, “they decided I was approachable, so I began to exploit this, spending more time in staff meetings and pressing through changes,” now moving into a “reforming” style. Anne remembers a similar situation when she was first appointed - similar but in reverse! She commented, “In my early days, I decided I wasn’t going to play myself

in for long - after all, if a bad ball comes along, you knock it for six. It's the next ball you have to watch." Anne led from the front immediately, adopting a reforming stance though sometimes packaging her intentions in the wrapping paper of support. She said, "Some people would call it manipulative management, but I would call it professional persuasion."

On another occasion, she referred to times when staff bring their problems for the Head Teacher to resolve... saying, "You know, when you've listened and they say, "Well, I'll leave it with you"." Anne's phrase "being passed monkeys" adequately describes the situation. Her steely response, honed by experience "is to pass them straight back before they tighten their grip round your neck." Here, the phrase could have been used by Mary in her diary when she wrote, "Saw teacher full of woes - she left happy: I'm left with the woes!"

I now return to consider other factors having the potential to influence behaviour:-

- In-Service Training

Mary was firmly of the opinion that she had learned most about the job after having taken up the post. "Experience and so on helped, but there is no substitute for just doing it." She did not recall any training which had

prepared her for the role. During her Headship, Anne noted that Management Courses for Senior Managers, several of which she had attended, were more carefully focused on the needs of participants and had been of some help “mostly in clarifying thinking.” Mary thought that her attendance at a Course for Deputy Head Teachers (as aspiring Head Teachers) had been extremely useful, conducted as it had been by an experienced Head Teacher, and had helped her prepare for Headship interview. Having met both Anne and Mary long after the completion of their diaries, I received the same information - that In-Service Training had been and was of limited value, except for “Update Sessions,” LMS and some IT meetings. Both agreed that the greatest value in attending In-Service was the opportunity to be away from school and talk to colleagues about issues of mutual concern.

Mary was studying part-time for a Master’s Degree throughout the year of her diary (and beyond). She reported that the Course was interesting, though a great demand on her time, and was more concerned with theory than practice. She had not enrolled in the hope or belief that she would benefit specifically as a Head Teacher but felt that there were indirect benefits - for example, developing her self esteem, extending her general educational knowledge, meeting teachers from different LEAs,

backgrounds and school situations. Anne, who had previously completed a Degree by part-time study dismissed thoughts of enrolling for further, lengthy study, saying, "I haven't got time. There aren't enough hours in the day as it is. What would be the point?" Regarding the question of time, it is interesting to compare the total amount both Anne and Mary devoted to school-related activities throughout the year and note the similarity - 1903 and 1908 hours respectively. Mary spent an average of 5 hours per week on the Degree Course. Would Mary "discover" 5 hours or so each week once her Degree was completed? Could Anne "discover" 5 hours or so each week if she were to enrol for a further Degree and, if so, would it be at the expense of something else? Mary's answer was, "I hope so but I'll be surprised." Anne's was, "I suppose I could fit it in, but it's more to do with motivation - you can always find time for what you think is the most important. As far as school is concerned, I don't really think I have any more time to give, but then you don't count it up, do you?" When I had counted it up and presented Anne with some of the findings, she said, "I thought the days would have been even longer."

- Literature including research

Neither believed that any reading (except for the occasional article in the 'Times Educational Supplement') had influenced them. The same was true of research.

- Particular people

Apart from references to Head Teachers they had worked "under," and one or two LEA Officers with whom they could "touch base" (Anne) because they had the "right pedigree" (Mary) to offer support, namely that they had been Primary Head Teachers and "talked knowingly and sympathetically about life in real schools" (Mary), they felt no individual or group had exerted real influence. In my 1995 visit to Anne, she said, "Isn't it an irony that most Head Teachers to-day never taught the National Curriculum, and most Inspectors as Heads did not have to introduce the National Curriculum nor manage a budget under LMS?" In 1994 and 1995, both Anne and Mary talked about parents, pupils, staff, governors and colleague Head Teachers in general but more in the sense of relationships. Interestingly, both referred to the key players of influence in school as being, in Anne's phrase, "The Three C's" -

Caretaker, Cook and Clerical Assistant. She added, “control them and you’re made: let them control you and Goodnight Vienna!” Hardly, an inspiring choice of words, but very expressive.....

- The general world of education

Both agreed that the introduction of the National Curriculum and its assessment, and Local Management of Schools had been a major influence on Head Teacher behaviour. Their comments in 1994 and 1995 echoed previous diary evidence about: planning and development meetings; monitoring and evaluation responsibilities; contacts with parents and governors; relationships within and beyond school; the proliferation of paper; the constant changes in and to initiatives, guidelines, requirements; and a host of other issues too numerous to relate here - but each and all having an impact on Head Teacher activity and behaviour. Anne described it as “frenzied, like a nightmare with your eyes open.” Mary had not been prepared for the volume of paperwork which arrived in school every day and said, “You couldn’t read it, you couldn’t remember where you’d put it, you couldn’t keep pace - but you couldn’t ignore it. Sometimes I was glad when it was a PTA or governors’ meeting....I’d stay at school and try to catch up before people arrived. I used to think it was just me when I started and I was ever so

glad when I found out everybody was in the same boat. How did the boat stay afloat I wonder?" Anne's solution was to take it home on Friday night. In 1995, both Head Teachers thought a significant influence was impending OFSTED inspection - "more paper to prepare" (Mary).

I have previously discussed the reasons for my choice of methodology in collecting and analysing evidence. I have also converted much of this evidence into tables of statistics and it is to these I now turn for further investigation and explanation. I would first add a series of tables regarding the classification of Anne and Mary's behaviour patterns and those of the 25 Head Teachers for school days. A description of the classification range was given in Chapter 4.

**Breakdown of Anne and Mary's Activities On 195 School Days And
25 Head Teachers On 250 School Days (25 x 10) Into 56
Classifications**

Anne - Dealing with Children (DWC)			
Classification	Time	% of 387 hours	% of 1903 hours
01	82 hours	21.19	4.31
02	21 hours	5.43	1.10
03	21 hours	5.43	1.10
04	17 hours	4.39	0.89
05	14 hours	3.62	0.74
06	53 hours	13.69	2.79
07	158 hours	40.83	8.30
08	19 hours	4.91	0.99
09	2 hours	0.52	0.10
Totals	387 hours	100.01	20.32

Table 5 - (1)

Mary - Dealing with Children (DWC)			
Classification	Time	% of 384 hours	% of 1908 hours
01	57 hours	14.84	2.99
02	32 hours	8.33	1.68
03	30 hours	7.81	1.57
04	43 hours	11.20	2.25
05	31 hours	8.07	1.62
06	43 hours	11.20	2.25
07	117 hours	30.47	6.13
08	25 hours	6.51	1.31
09	6 hours	1.56	0.31
Totals	384 hours	99.99	20.11

Table 5 - (2)

25 Head Teachers - Dealing with Children (DWC)			
Classification	Time	% of 618 hours	% of 2383 hours
01	62 hours	10.03	2.60
02	53 hours	8.58	2.22
03	46 hours	7.44	1.93
04	72 hours	11.65	3.02
05	58 hours	9.39	2.43
06	114 hours	18.45	4.78
07	129 hours	20.87	5.41
08	76 hours	12.30	3.19
09	8 hours	1.29	0.34
Totals	618 hours	100.00	25.92

Table 5 - (3)

Anne - Dealing with Teaching Staff (DWTS)			
Classification	Time	% of 344 hours	% of 1903 hours
01	24 hours	6.98	1.26
02	51 hours	14.82	2.68
03	19 hours	5.52	0.99
04	9 hours	2.62	0.47
05	68 hours	19.77	3.57
06	173 hours	50.29	9.09
Totals	344 hours	100.00	18.06

Table 5 - (4)

Mary - Dealing with Teaching Staff (DWTS)			
Classification	Time	% of 225 hours	% of 1908 hours
01	18 hours	8.00	0.94
02	22 hours	9.78	1.15
03	17 hours	7.56	0.89
04	11 hours	4.89	0.58
05	63 hours	28.00	3.30
06	94 hours	41.78	4.93
Totals	225 hours	100.01	11.79

Table 5 - (5)

25 Head Teachers - Dealing with Teaching Staff (DWTS)			
Classification	Time	% of 506 hours	% of 2383 hours
01	32 hours	6.32	1.34
02	57 hours	11.26	2.39
03	29 hours	5.73	1.22
04	37 hours	7.31	1.55
05	142 hours	28.06	5.96
06	209 hours	41.30	8.77
Totals	506 hours	99.98	21.23

Table 5 - (6)

Anne - Dealing with Non-Teaching Staff (DWNTS)			
Classification	Time	% of 72 hours	% of 1903 hours
01	8 hours	11.11	0.42
02	37 hours	51.39	1.94
03	17 hours	23.61	0.89
04	5 hours	6.94	0.26
05	2 hours	2.78	0.11
06	2 hours	2.78	0.11
07	1 hour	1.39	0.05
Totals	72 hours	100.00	3.78

Table 5 - (7)

Mary - Dealing with Non-Teaching Staff (DWNTS)			
Classification	Time	% of 145 hours	% of 1908 hours
01	11 hours	7.59	0.58
02	49 hours	33.79	2.57
03	27 hours	18.62	1.42
04	13 hours	8.97	0.68
05	22 hours	15.17	1.15
06	17 hours	11.72	0.89
07	6 hours	4.14	0.31
Totals	145 hours	100.00	7.60

Table 5 - (8)

25 Head Teachers - Dealing with Non-Teaching Staff (DWNTS)			
Classification	Time	% of 235 hours	% of 2383 hours
01	27 hours	11.49	1.13
02	63 hours	26.81	2.64
03	55 hours	23.40	2.31
04	19 hours	8.09	0.80
05	21 hours	8.94	0.88
06	39 hours	16.60	1.64
07	11 hours	4.68	0.46
Totals	235 hours	100.01	9.86

Table 5 - (9)

Anne - Dealing with Parents (DWP)			
Classification	Time	% of 115 hours	% of 1903 hours
01	35 hours	30.43	1.84
02	16 hours	13.91	0.84
03	17 hours	14.78	0.89
04	6 hours	5.22	0.32
05	33 hours	28.70	1.73
06	8 hours	6.96	0.42
Totals	115 hours	100.00	6.04

Table 5 - (10)

Mary - Dealing with Parents (DWP)			
Classification	Time	% of 135 hours	% of 1908 hours
01	41 hours	30.37	2.15
02	32 hours	23.70	1.68
03	8 hours	5.93	0.42
04	7 hours	5.39	0.37
05	36 hours	26.67	1.89
06	11 hours	8.15	0.58
Totals	135 hours	100.01	7.09

Table 5 - (11)

25 Head Teachers - Dealing with Parents (DWP)			
Classification	Time	% of 80 hours	% of 2383 hours
01	22 hours	27.50	0.92
02	16 hours	20.00	0.67
03	11 hours	13.75	0.46
04	5 hours	6.25	0.21
05	18 hours	22.50	0.76
06	8 hours	10.00	0.34
Totals	80 hours	100.01	3.36

Table 5 - (12)

Anne - Dealing with Governors (DWG)			
Classification	Time	% of 41 hours	% of 1903 hours
01	17 hours	41.46	0.89
02	14 hours	34.15	0.74
03	9 hours	21.95	0.47
04	1 hour	2.44	0.05
Totals	41 hours	100.00	2.15

Table 5 - (13)

Mary - Dealing with Governors (DWG)			
Classification	Time	% of 124 hours	% of 1908 hours
01	64 hours	51.61	3.35
02	40 hours	32.26	2.10
03	16 hours	12.90	0.84
04	4 hours	3.23	0.21
Totals	124 hours	100.00	6.50

Table 5 - (14)

25 Head Teachers - Dealing with Governors (DWG)			
Classification	Time	% of 49 hours	% of 2383 hours
01	18 hours	36.73	0.76
02	21 hours	42.86	0.88
03	8 hours	16.33	0.34
04	2 hours	4.08	0.08
Totals	49 hours	100.00	2.06

Table 5 - (15)

Anne - Dealing with Non-School Personnel (DWNSP)			
Classification	Time	% of 150 hours	% of 1903 hours
01	27 hours	18.00	1.42
02	18 hours	12.00	0.95
03	7 hours	4.67	0.37
04	0 hours	0.00	0.00
05	59 hours	39.33	3.10
06	19 hours	12.67	0.99
07	6 hours	4.00	0.32
08	13 hours	8.67	0.68
09	1 hour	0.67	0.05
Totals	150 hours	100.01	7.88

Table 5 - (16)

Mary - Dealing with Non-School Personnel (DWNSP)			
Classification	Time	% of 177 hours	% of 1908 hours
01	29 hours	16.38	1.52
02	33 hours	18.64	1.73
03	2 hours	1.13	0.10
04	0 hours	0.00	0.00
05	37 hours	20.90	1.94
06	6 hours	3.39	0.31
07	31 hours	17.51	1.62
08	32 hours	18.08	1.68
09	7 hours	3.95	0.37
Totals	177 hours	99.98	9.27

Table 5 - (17)

25 Head Teachers - Dealing with Non-School Personnel (DWNSP)			
Classification	Time	% of 205 hours	% of 2383 hours
01	31 hours	15.12	1.30
02	33 hours	16.10	1.38
03	7 hours	3.41	0.29
04	3 hours	1.46	0.13
05	53 hours	25.85	2.22
06	8 hours	3.90	0.34
07	28 hours	13.66	1.17
08	37 hours	18.05	1.55
09	5 hours	2.44	0.21
Totals	205 hours	99.99	8.59

Table 5 - (18)

Anne - Dealing Alone (DA)			
Classification	Time	% of 662 hours	% of 1903 hours
01	51 hours	7.70	2.68
02	104 hours	15.71	5.47
03	165 hours	24.92	8.67
04	32 hours	4.83	1.68
05	157 hours	23.72	8.25
06	39 hours	5.89	2.05
07	3 hours	0.45	0.16
08	7 hours	1.06	0.37
09	14 hours	2.11	0.74
10	81 hours	12.24	4.26
11	2 hours	0.30	0.11
12	7 hours	1.06	0.37
Totals	662 hours	99.99	34.81

Table 5 - (19)

Mary - Dealing Alone (DA)			
Classification	Time	% of 579 hours	% of 1908 hours
01	82 hours	14.16	4.30
02	60 hours	10.36	3.14
03	67 hours	11.57	3.51
04	21 hours	3.63	1.10
05	103 hours	17.79	5.40
06	31 hours	5.35	1.62
07	4 hours	0.69	0.21
08	72 hours	12.44	3.77
09	13 hours	2.25	0.68
10	81 hours	13.99	4.25
11	14 hours	2.42	0.73
12	31 hours	5.35	1.62
Totals	579 hours	100.00	30.33

Table 5 - (20)

25 Head Teachers - Dealing Alone (DA)			
Classification	Time	% of 673 hours	% of 2383 hours
01	98 hours	14.56	4.11
02	79 hours	11.74	3.32
03	120 hours	17.83	5.04
04	41 hours	6.09	1.72
05	161 hours	23.92	6.76
06	39 hours	5.79	1.64
07	12 hours	1.78	0.50
08	17 hours	2.53	0.71
09	4 hours	0.59	0.17
10	72 hours	10.70	3.02
11	11 hours	1.63	0.46
12	19 hours	2.82	0.80
Totals	673 hours	99.98	28.25

Table 5 - (21)

Anne - Other Dealings (OD)			
Classification	Time	% of 132 hours	% of 1903 hours
01	31 hours	23.48	1.63
02	101 hours	76.52	5.31
03	0 hours*	0.00	0.00
Totals	132 hours	100.00	6.94

Table 5 - (22)

Mary - Other Dealings (OD)			
Classification	Time	% of 139 hours	% of 1908 hours
01	43 hours	30.94	2.25
02	81 hours	58.27	4.25
03	15 hours**	10.79	0.79
Totals	139 hours	100.00	7.29

Table 5 - (23)

25 Head Teachers - Other Dealings (OD)			
Classification	Time	% of 17 hours	% of 2383 hours
01	7 hours	41.18	0.29
02	10 hours	58.82	0.42
03	0 hours	0.00	0.00
Totals	17 hours	100.00	0.71

Table 5 - (24)

* In Table 5 - (21), Anne was absent from school for two days. Her diary showed no entries for school-based activities on either of these two days: consequently, there is no time indicated.

** In Table 5 - (22), Mary was absent from school for two days. Her diary showed that she had engaged in school-related activities on both days for a total of 15 hours: consequently, this time has been included.

None of the 25 Head Teachers was absent from school on any of the days for which they maintained diaries.

Each Head Teacher is an individual working in a complex, unique and dynamic organisation. Each brings to the start of a school day a range of experience, attitude, philosophy, mood, expertise and energy which will enable him/her to meet the challenges of the next 9, 10 or more hours - with what degree of success and what level of efficiency is open to question and beyond the intention or ability of this study to establish.

Using observational techniques with two Principals, Petersen (1977) found that they averaged 13 activities per hour, had two and a half times as many activities lasting between one and two minutes than those of any other length, and spent 85% of their time on tasks of less than nine minutes. Kmetz and Willower (1982) used structured observation to study five Elementary Principals and described the unrelenting pace, high volume of work, preoccupation with tasks requiring immediacy of action, and "domino interruptions" where events arising early in the day necessitated repeated action and attention. In Britain, Davies (1984), using a diary method with four Primary Head Teachers, concluded that behaviour was characterised by the dominance of fragmentation, brevity and face to face interaction - only 7% of tasks lasted beyond an hour. Clerkin (1985), who used a combination of time diaries with three Head

Teachers and questionnaires with eighteen others, reported that Headship seemed more about tackling a large number of tasks with frequent interruptions rather than operating in systematic fashion, and Hughes (1986), also relying on a self-reporting strategy, noted that Head Teachers were prisoners rather than masters of it. Coulson (1986) was more in favour of developing a more impressionistic account of Head Teacher activity by engaging in an interpretative study involving observation of Head Teacher behaviour and colleagues' response to it. I have previously referred to more recent work including that of Dean (1995), who worked with two groups of seven Head Teachers to produce "a snapshot enquiry into their use of time."

A common comment made is that the same data is capable of different interpretations and researchers have attempted to resolve this by redesigning their schedules - adapting a previously used model, or changing the size or number of the respondents, or using a multi-method approach - a study of the use of Head Teachers' time by Laws and Dennison (1991) to establish the relative movement between their acting as leading professional or chief executive is a good example.

I have no doubt that qualitative data of the sort generated by Head Teachers' diaries can be classified in a variety of forms. The danger in designing a schedule is that the researcher inevitably makes the data fit it. I elected to operate from the other end of the equation by originally negotiating the categories and classifications with the respondents - not only did this help to secure their interest and commitment, it made the task of interpretation easier and more accurate. Anne and Mary were not only prepared to resolve queries, they were adamant that they should do so. In the event, whilst there were questions, there were always answers. The group of 25 Head Teachers was similarly involved.

I have presented the complete breakdown of Anne and Mary's year of 195 school days in juxtaposition with that generated by the 25 Head Teachers. This is not intended for a straight comparison for that would be both inaccurate and unfair. Since the two weeks allocated to the Head Teachers avoided the ends and beginnings of terms, there would be a mis-match in attempting a direct correlation. It is apparent from both Anne and Mary's diaries that certain weeks are atypical - the last two weeks before the Christmas Holiday contain parties, concerts, parents' evening and so on; the first two weeks in the Autumn Term provide an opportunity for parents to raise "settling in" queries, for teachers to meet

to establish routines and procedures; the final fortnight of the school year incorporates Sports Day, Parent Teacher Association activities, transfer-of-school meetings.....the list could be extended. Head Teacher time devoted to these activities (whether as a response or stimulus) is included, of course, for Anne and Mary and vital it is too if a complete picture of their behaviour over a year is to emerge.

Some general points can be made from comparing the sets of statistics, however:-

Dealings With Children (DWC)

Of the 9 aspects, the percentage of overall time spent on:

02, unplanned teaching

03, disciplining pupils

09, educational visits

dealing with children in total

shows a distinct similarity in all three tables.

Regarding 07, involvement in whole school events, where Mary spends considerably more percentage time (though not actual time) than the 25 Head Teachers, I believe there are two factors: one is the nature and number of end-of-term concerts noted in Mary's diary and the second is

her longer Assemblies/Acts of Worship, which may be peculiar to schools with a strong denominational character. Head Teacher 15's school is also a Roman Catholic (Aided) Primary School and the pattern of his Assemblies more closely resembles that of Mary's school - on the other hand, Head Teacher 7's school is a Church of England (Controlled) Primary School whose Assemblies are relatively short. Anne devotes virtually the same amount of time to this category as does Mary - 387 out of 1903 hours compared with 384 out of 1908 hours - and the distribution of this time across the range of sub-categories follows a similar pattern. The noticeable difference is in 07, involvement in whole school events, where Anne spends considerably more time (in actual and percentage terms) than Mary and the 25 Head Teachers. The diaries reveal the reason - also confirmed by Anne in discussion - Friday morning Assemblies include Hymn Practice, when Anne and the music teacher have the whole school together, followed by a general session, conducted by Anne alone, for praise, reasserting the school's aims and objectives, or relating stories of people's lives, words and deeds to reinforce the values which she is dedicated to. Anne believes that she must not only empower her staff to take decisions, review policy and establish systems, but also facilitate the means: Friday morning whole-

school sessions generate non-contact time for all staff, teaching and non-teaching, enabling them to work individually, in year groups or together. Anne said, "This time is quality time. It means I can talk to all the children together, reminding them about what we stand for and highlighting examples of the sort of attitude and conduct we see as appropriate for this school. It also gives the staff the opportunity to have their own time and space. It is an investment for us all." As a result, Anne spends less time than Mary and the 25 Head Teachers on sub-category 04, celebrating with pupils, preferring to do this as a whole-school exercise. Mary's diary shows her praising and rewarding pupils in her office or their classrooms rather more than in the hall. Her diary also reveals not only regular concerts but two major, whole-school events (commemorating the founding of the original school and the silver jubilee of the present one) which meant arranging and leading a series of rehearsals and performances.

82 hours of planned teaching time, sub-category 01, for Anne is greater than that of Mary (57 hours) and the 25 Head Teachers (62 hours): 21 hours of unplanned teaching time, however, is less than that of Mary (32 hours) and the 25 Head Teachers (53 hours). Over a whole school year,

the differences in teaching time between all 27 Head Teachers are not significant, with the lowest weekly average varying from the highest by less than 1 hour. The difference is further reduced by including the data from sub-category 03, in-class support, from the 'Dealing With Teachers' category. On average, the total teaching time (that is, school sessions minus lunch-times, breaks and registration) in the 27 schools whose Head Teachers participated in the study is 23.75 hours per week: the Head Teachers' average total weekly teaching time (comprising planned and unplanned teaching of the whole class or group, teaching alongside a colleague, and leading Assemblies) is 6.12 hours or 25.77%. I acknowledge that there are contrasting views as to whether leading Assemblies equates with teaching. Anne, adding to her previous comment, said, "In addition to the non-contact time which the staff have together, I release subject co-ordinators according to the school's curriculum plan which identifies on a rolling programme when each subject is to be reviewed. Because the programme is defined, I know when and whom I will be teaching. The Governors have budgeted for supply cover for the first two days of teacher absence, so, quite rightly, I'm not seen as the emergency supply teacher. Occasionally, I do have to cover at short notice." Mary referred to budgetary constraints as the

reason for much of her unplanned teaching, saying, “We can’t afford to pay cover for the first two days of absence. I set my face against splitting classes....this isn’t fair on teacher or children....so I have to take over.”

Pastoral care, sub-category 05, accounts for 17 hours of Anne’s time throughout the year. This compares with 43 hours for Mary and 72 hours for the 25 Head Teachers. In percentage terms, this time translates to 11.20% for Mary and 11.65% for the 25 Head Teachers - the corresponding figure for Anne is 4.39%. Mary referred to her need to “get to know the children” and her wish that “they feel they can always come to me if they have a problem” and her hope that “they know I’m there for them in adversity, uncertainty and sadness.” She also referred to the Catholic family values of caring and sharing. Other Head Teacher respondents shared her sentiments and three of them (9, 14 and 20) commented that some of this time was taken up with dealing with minor accidents at lunch-time - Head Teacher 9: “two or three times a week, I have to dish out plasters and comfort.” Head Teacher 8 said, “In my school, this figure would vary with time of year. In September, when we have our Reception intake, I seem to spend hours making sure the new little ones are happy. This happens again at the beginning of the Spring

Term. Accidents, falling out with friends, falling out with teacher....I suppose all this balances out over a year.” Mary’s diary reveals that within the first two weeks of the school year, she was called on many times by the Reception teacher or parent of a newly admitted child to offer support. Anne’s diary shows hardly any entry relating to the pastoral care of a newly admitted pupil - it will be remembered that Anne’s school is a 7-11 junior school - and the figure of 17 hours for the remainder of items classified in 05 is very similar to that for Mary and the 25 Head Teachers. Age of pupil seems to be the important factor. Anne’s school has a well established House System with both teachers and pupils allocated membership. Pupils are encouraged to make contact with teachers in their House regarding pastoral matters. The Deputy Head Teacher has a whole-school pastoral role identified in his job description.

It is worth emphasising how the diaries provide explanation, not mere description.

Extra-curricular activities, 08, seem to take up more of the 25 Head Teachers’ time than this item does for Mary and Anne. An extract from

Mary's diary gives some clarification: "I run a Lunch-time Drama Club which I don't class as extra-curricular. It's an additional activity. It frees me up after school (to do "Bus Duty" for one thing) and reduces my lunch-time supervision." This also partly explains the difference in times for sub-category 06, supervision. Anne told me that when she had been first appointed there were few after-school activities for children: "It was fine for boys who played football and girls who played netball. The same ones stayed for cricket and rounders in the summer. I decided to lead this one from the front and introduced art and dancing. Soon, other staff elected to establish all sorts of activities and I was able to take a back seat. I do still try to involve children at lunch-times and organise competitions for instance. The bonus for using lunch-times is less duty - when children are gainfully occupied, they need less direct supervision. "

It is important not to be judgmental - there is no "right" amount of time, and more time does not necessarily mean more quality time - it could point to the reverse.

Dealings With Teaching Staff (DWTS)

There is a significant level of similarity in the percentage time allocations across all aspects even though the total number of hours

dedicated to the category varies from Mary's 225 hours to the 25 Head Teachers' 506 hours. Formal Meetings, 05, and Informal meetings, 06, combine to provide the bulk of activity - 70.06% for Anne, 69.78% for Mary and 69.36% for other Head Teachers. These figures show a remarkable concordance.

Diary evidence from all respondents illustrates the number of brief exchanges between Head Teacher and staff:

Head Teacher 13: "Nabbed coming in - worth it, it probably saved ages later."

Head Teacher 2: "3 members of staff in 5 minutes - now to the post - wrong, another teacher with a minor point."

Mary: "Deputy Head 5 minutes. Teacher 2 minutes. Teacher 2 minutes. They pass like London Buses!"

Anne: "Saw supply teacher on my way to the flood."

Head Teacher 15: "Managed to see three teachers and the classroom assistant during one cup of coffee."

At the beginning of the school year, Mary had to initiate the majority of contact with her teaching staff. She wrote: "At the moment, if I don't go to them, they don't come to me. I suppose it's natural. They're getting to

know me.” By the Spring Term, the amount of time she spent dealing with the teaching staff was almost identical to that spent by Anne.

Dealings With Non-Teaching Staff (DWNTS)

Contacts with the Clerical Assistants, shown in sub-categories 01 and 02, are quite similar for Mary and the 25 Head Teachers if the two elements are combined - 41.38% for Mary and 38.30% for others, though, separately, the balance of time Mary spends with her Clerical assistant is weighted more towards general administrative matters than financial issues. The reverse is true of other Head Teachers. Her diary reveals; “spent 25 minutes on the budget ready for the governors’ sub (sic) - sec (sic) goes to pieces with it!” On another occasion “.....really must get --- (name deleted) more involved, but the governors are dead keen so I’ll have to get it right.” Finally, “Can’t give sec anything else - she’s not exactly a whiz on the computer.” Contrast this with Head Teacher 18: “Brief exchange with Secretary - set her to produce all the financial statements for next week’s governors’ meeting - I can forget it.” Anne’s diary reveals that she spends less time on financial matters with her secretary than the 25 Head Teachers do with theirs, although the times recorded by individuals within the group varied widely. She also spends less time in total with her secretary than Mary and the other Head Teachers,

although, in percentage terms, her figure for 01 and 02 combined at 62.50% is significantly higher than Mary's 41.38% and the group's 38.30%. This can be explained in two ways: first, by reference to the total number of hours recorded for this category - Anne 72, Mary 145, other Head Teachers 235 - the same number of hours inevitably generates different percentages, high for Anne and low for the group of Head Teachers; second, by reference to the staffing establishment of each school - Anne has one part-time Welfare Assistant and Mary has three and two Classroom Assistants. Other Head Teachers, largely dependent on the type of school (Junior or Primary), devote time relative to the number of non-teaching staff employed at the school. The quota of lunch-time Supervisory Assistants at each school is related to the age range and number of pupils, and the variation in the sample accounts for the difference in time spent by Head Teachers dealing with these colleagues, although some Head Teachers engage in far more contact than others, usually at the end of lunch-time sessions when Supervisory Assistants make reports. In Anne and Mary's views, the number and length of such contacts are influenced by:

1. accommodation - schools which have a Dining Room as opposed to those which must use the Hall for dining

2. playing space - size and layout of playground areas
affording/restricting opportunities for various activities
3. socio-economic factors - the ability of children to relate to and
interact with each other
4. the design and layout of the school - the ease/difficulty with which the
Assistants can supervise pupils both inside the building (including
those lunch-times of inclement weather) and outside
5. the ratio of Supervisors to pupils
6. the length of the lunch-time session
7. the Head Teacher's involvement in a supervisory role or as organiser
of activities
8. the school's ethos and constant reinforcement of a belief in respect for
individuals, consideration of others

Comments received from participants confirm Mary and Anne's view.

Head Teacher 12: "Our children have to learn how to play together, how to socialise, how to give and take. It takes some for ever - I have to deal with the same ones brought to me by the Dinner Ladies perhaps two or three times a week."

Head Teacher 24: “My Supervisors have a tough job trying to keep track of everyone....there are so many little areas where children can get up to no good....things have improved since we took 15 minutes off dinner-time....I still get the 1 o'clock miscreants!”

Mary's diary reveals that she spent a considerable amount of time with the Welfare and Classroom Assistants in the Spring Term, subsequent to receiving the budget forecast for the following financial year. The situation developed into a redundancy issue. This helps to explain why the percentage figure of 15.17 for Mary is almost double that of other Head Teachers at 8.94. However, it is interesting to compare the actual time - 22 hours for Mary and 21 hours for all other Head Teachers - the percentage variance is again caused by the overall allocation of time in this category at 145 hours and 235 hours respectively. A study over a shorter period of time would not have provided this explanation so conclusively, or given the opportunity to investigate the nuances of data.

One significant difference in time allocation can be seen in sub-category 03, premises-related concerns, where the total number of hours is 17 for Anne, 27 for Mary and 55 for other Head Teachers. Interestingly, despite

the variation of the total number of hours for the whole category, the percentage figures for this sub-category are very similar, being 23.61% for Anne, 18.62% for Mary and 23.40% for the group of 25 Head Teachers. However, considering the figures in the context of the totals for the year, the differences translate to a maximum of 1 hour 24 minutes per week. Female Head Teachers with male caretakers recorded the lowest contact times in this sub-category, with male Head Teachers working with male caretakers recording the highest. This latter combination was the majority arrangement in the sample. The sample is too small to draw absolute conclusions.

Dealings With Parents (DWP)

The relative percentage figures do vary in this category, although the rank order is almost identical - for Mary (highest time allocation first): 01, 05, 02, 06, 03, 04, for Anne: 01, 05, 03, 02, 06, 04, and for the 25 Head Teachers: 01, 05, 02, 03, 06, 04. Categories 01 and 02 relate to day-to-day contact with parents and, whilst all diaries show a relatively small amount of time taken up by this activity in total and usually quite brief conversations when they do, (it is rare for telephone calls or visits to exceed 10 minutes and meetings by appointment to exceed 25), they are

seen as vital to maintain relationships, clear up misunderstandings quickly, and exchange information. It seems from the diaries that Head Teachers will almost always allow themselves to be interrupted or diverted by a parent telephoning or calling into school.

Head Teacher 16: "Writing letter to LEA...had to leave it when a parent called with a query."

Mary's diary shows that within the first four weeks of the Autumn term, she had met all the parents of the children newly admitted to the Reception class. These contacts were almost exclusively initiated by Mary who wanted both to reassure parents that their children had settled into school, and introduce herself to them individually. The meetings lasted on average for less than 10 minutes. One of her diary entries includes: "...another ice-breaker....Mum can put a face to my name....time well spent."

When I met Anne and Mary in 1995, they had changed their attitudes somewhat. Anne said, "I prefer appointments and usually get the secretary to make them. a) I'm probably in the middle of something and b) I can prepare if I have time. Parents understand the system and unless they arrive very angry or upset, I probably don't see them." Mary said, "Some parents have travelled to see me and, unless I'm very busy, I try

to accommodate them. I used to leave anything at first, but not now.”

One recurring problem noted directly or by oblique reference is the lack of a full-time Clerical Assistant, which often means the Head Teacher is the only “spare person” to deal with any and all callers, in person or on the telephone.

Head Teacher 4: “Saw Heating Engineer - made him a cup of tea (secretary’s afternoon off). had to leave him briefly when a Mum brought a cake in.”

Head Teacher 19: “Rung by Ed. Office about a Letting. Secretary had left a message with them before going home. I couldn’t help. Now I’ve left her a message. Is this crazy or what?”

Head Teacher 25: “School photographer. Come to talk to secretary about dates. She’s taken dinner money to bank.”

Dealings with Governors (DWG)

Anne, Mary and the Head Teachers spent approximately 80% of the total category time in individual or sub-committee meetings, 01 and 02. Mary devoted 124 of her 1908 hours to this category overall, whilst the 25 Head Teachers gave just 49 of their 2383 hours and Anne 41 of her 1903 hours. This represents 6.50% of the overall total for Mary, 2.15% for

Anne and 2.06% for all others. In 1994, Mary was confident that she had reduced her governor contact time, although the sub-committee structure determined frequent meetings. Being an Aided School, the governors have extensive responsibilities which they are obliged to meet in full. A sudden crisis with the fabric of the building at the commencement of the academic year had necessitated many meetings involving engineers, contractors, and governors - Mary was involved in all of them. Mary felt too that there had been an element of monitoring of her performance when she was first appointed and, consequently, took it as a compliment that the day-to-day contacts were now reducing. Anne, on the other hand was endeavouring to “get the governors more involved, to understand and exercise their collective responsibilities, to contribute to the school’s development pre-OFSTED.....” and was absolutely certain that her time allocation to matters involving governors had increased. In 1995, both Anne and Mary acknowledged the strain on their governors and, indirectly, its effect on them.

All diaries showed that Head Teachers are very involved in matters which might be considered to be the responsibility of governors. What is not clear is the extent to which Head Teachers maintain this involvement

because of lack of governor knowledge, expertise, interest, time or availability, or because they wish to keep control, or because they feel it is more efficient to deal with things themselves, referring to governors (or, more usually the Chairman) as appropriate:

Head Teacher 24:

“9.40 - 10.30 Drafted the governors Annual Report.”

“11.30 - 11.55 completed the governors’ report”

“1.05 gave report to secretary for typing.”

“4.15 Chairman called in to sign report - he was mighty grateful I’d done it for him.”

There is little evidence of governor presence in school during the day unless it is to attend a meeting with the Head Teacher. Mary commented, “My governors come to meetings. They will come to concerts or events if they can. They haven’t the time to get involved in classrooms. Would I want them to?”

Dealings With Non-School Personnel (DWNSP)

In most respects, the three sets of figures are remarkably similar - the times in hours and the percentage figures for sub-categories 01, 02, 03,

04, and 05 vary very little individually or collectively. Anne's school had student teachers working in classrooms for a period of time and this explains why the figure at 06 is higher than that of other respondents. There is a marked similarity between Mary and the 25 Head Teachers' recorded times for sub-categories 07, dealing with contractors (31 hours/17.51% and 28 hours/13.66% respectively), and 08, dealing with representatives of companies and agencies (32 hours/18.08% and 37 hours/18.05% respectively). Their diaries relate numerous contacts with contractors who were very active on most school sites:

Head Teacher 5: "10 minutes with plumber locating stop tap."

Head Teacher 11: "Electrician to see - hall lights - 15 minutes."

Head Teacher 16: "Boss of the roofing firm to arrange scaffolding.

Window cleaner met us in car park."

Head Teacher 19: "Surveyor called with colleague to measure porch area. After 10 minutes I left, class waiting."

Other visitors seen include representatives of the church, especially in the Aided schools, including Mary's, publishing companies, and other agencies and organisations. Anne had far less contacts. In sub-category 07, she spent a total of 6 hours (4.00%) dealing with contractors and, in sub-category 08, a total of 13 hours (8.67%). Anne told me that during

the diary year there had been no major building, refurbishment or repair work done in school. She said that she endeavoured to monitor contractors' work but felt this was best achieved by her caretaker and described herself as "the trouble shooter." Regarding representatives calling in school, she said, "I used to see everyone once upon a time but not any more. I try to make appointments and I certainly discourage casual callers. My secretary acts as a screen or filter and she knows who I will and won't see."

Much time was devoted in this category to other Head Teachers and teachers, particularly colleague Head Teachers who telephone to ask or answer queries (part of the networking process) and peripatetic teachers. Of this last group Special Educational Needs Support Service (SENSS) staff take up the most time, followed by music teachers and then various advisory teachers. Contact with SENSS staff often leads to further meetings and discussion, variously involving class teachers, pupils and parents. Following this, Head Teachers usually need to address administrative matters:

Head Teacher 13: "updating SEN files, wrote letter to parent about
--- (name deleted)."

Anne: 10.10 “Saw SENSS teacher.”

2.50 “Writing up pupils’ SEN diaries.”

Representatives of agencies, departments, companies, institutions, other educational establishments and the LEA combine in about the same proportions of time, totalling approximately 50% of all time for this category. The diaries illustrate the way Head Teachers are “bombarded” (Anne) and “inundated” (Mary) by a host of visitors and how they endeavour to accommodate them and show hospitality. There are many, many mentions of visitors being given drinks and time. The caring nature of Head Teachers is demonstrated over and over in dealings with this disparate group of people.

Dealings Alone (DA)

None of the 25 Head Teachers had been in post for less than 4 years. 15 are male and 10 female. Their schools are similar only in the respect that they are Primary (albeit with differing age ranges of pupil) and have more than 200 pupils on roll. They are individuals and, as stated previously, bring uniqueness to their schools. Mary was beginning her career as a Head Teacher. This section of the study had the potential to be the most difficult to interpret, anticipating that these individuals would behave in differing ways, especially when dealing alone. The

statistics do not bear out this hypothesis. Mary's total time spent on school-related matters for the 195 designated school days differed from Anne, a Head Teacher of 9 years experience, by only 5 hours - or, 5 minutes per week, or 1 minute per day. Compare this with the data from the 25 Head Teachers: acknowledging the way it was accumulated (25 x 10 days) and the random selection of the two week diary-completion periods (with certain term times avoided), it is surely undeniably significant that the Head Teacher average of 9 hours 32 minutes per school day shows just 14 minutes difference from Anne's and 15 minutes from Mary's daily average. The last weeks of each term were longer than the average for both Anne and Mary - if this had been included for the Head Teachers and the results replicated, their average would have been even closer to those for Anne and Mary.

Should one conclude that Head Teachers have a body clock which paces them throughout the weeks and year and signals when working time is up? The results cannot be dismissed as coincidence.....the 25 Head Teachers kept their diaries at different times of the year and it is the cumulative totals which reflect so clearly the accumulating totals which Anne and Mary generated.

Mary's behaviour pattern changed throughout the year as she gradually spent less time with children (certainly teaching them) and more time with staff. Administration took more time, dealing with governors less. When she was more heavily involved in studying, there was less time devoted to reading. When school productions approached, staff meetings receded. When Non-Teaching Staff matters escalated, monitoring was less evident. Throughout all these periods, Mary was spending very similar amounts of time each day and each week on school-related concerns. When she was unable to complete administrative tasks at school, she took them home - previous school-related activities done at weekends were left for the following week at school. Mary was not aware of this, as she was not aware of how and on what she spent her time. Equally, Anne spent more time on one category at one time of year and less on another - the emphasis would continually switch - but, in the final analysis, she spent very similar amounts of time on all categories and even on the vast majority of sub-categories as Mary and the 25 Head Teachers. Where actual times varied, percentage times often converged.

Time dealing alone was characterised by a multiplicity of tasks, many of short duration, frequently interrupted, often left incomplete or deferred until another occasion. As only changes in activity were recorded in the diaries, it is likely that short interruptions were not noted. Even so, it was not unusual for Anne to record up to 40 different activities in the day - sometimes the same task would be started and revisited several times within the space of a morning or afternoon. Mary gradually increased the number of activities engaged in daily and experienced more and more the problems of the competing demands of “being needed when what they mean is being wanted” (Anne). A day for Mary in early December began in routine fashion:

8.15 see builders.

8.30 check arrangements for Y1 trip.

9.00 see member of staff about an INSET matter.

By 10.30, Mary had spent almost 2½ hours in school and had recorded 8 activities.

10.30 finally got round to opening post. phone call (2 mins) about a swimming cap).

10.45 Ed. Psych. arrived - quick cup of tea (left break one to go cold).

11.00 back to post.

11.00 left it to deal with child who'd been sick - rang Mum.

11.10 opened some post.

11.15 secretary - we've got a dog!

11.25 started to write a letter - sick child's Mum came to collect her.

11.30 opened some post - Ed. Psych needed to see me about a child.

11.45 the builders are back - went to look at a problem with them
12.00 hall - lunch-time supervision, then drama club.

Mary described such mornings as, "plate spinning with somebody else adding the plates." There were plenty of mornings like that one.

For all Head Teachers, including Anne and Mary, mornings were more pressured than afternoons and the first half of the morning was particularly so. Before the school day had started for pupils, staff wanted to raise queries about major and minor matters....caretaking and clerical staff had points to make or questions to ask....parents telephoned about absence, problems left over from the previous day, information needed....contractors on site had to report their presence or outline their programme....and there was Assembly to prepare....and, worst of all, an indication that a member of staff would not be in school....Mary's diary again:-

8.00 arrive - janitor hovering - sort out problem about refuse removal

8.10 go and look at hole in fence with Deputy Head

8.15 see member of staff about pupil - behaviour matter

8.20 answer 'phone, drinking cup of tea - parent about measles

8.25 answer 'phone - Chairman of governors

8.35 the dread call - teacher won't be in - husband rang with "I've been trying to get you for ages"

8.40 preparing for school mass AND now teaching!

Head Teacher 7:

8.15 phone call from Reception teacher - ill

8.16 - 8.40 trying to get a supply - 6 interruptions

8.40 give up - send message round staff. I'll be in R-

8.55 secretary - magic news..she's got someone! prepare Assembly.

Diary evidence indicates that some Head Teachers are given the post unopened, whilst others receive what the clerical assistant decides is relevant after her initial sift. Post is often used to punctuate the day's unfolding story - it is returned to again and again. Other routine administrative tasks fulfil the same function, even as therapy:

Head Teacher 18: "saw off stroppy parent: had coffee and relaxed with the post - needed a mindless activity for 5 minutes."

Head Teacher 6: "when all else fails, I do some filing."

Not one of the Head Teachers had a designated lunch break. Diaries, and discussions with Anne and Mary, indicate that at some (unknown) point in the dinner time period the morning session has ended and the afternoon session begun. Most Head Teachers spent at least some of the lunch time period supervising pupils, organising activities and variously dealing with behavioural problems, accidents or other issues relating to children. The time also affords an opportunity for staff to seek out the Head Teacher (and vice versa). Eating is given a low priority and is often a 5 minute affair. On several days, Head Teachers failed to record any entry about eating lunch, further evidence that it is not seen as important.

The few references to resting or relaxing were made in the context of the aftermath of a problem (see Head Teacher 18's previously quoted entry) or whilst anticipating a meeting:

Mary: "5 pm made a drink and sat for 10 minutes doing nothing.

5.15 read through papers before governors' meeting."

Finally in this section, I will draw attention to item 10, "doing all those trivial activities sometimes knowingly and sometimes without being aware." First, a distinction has to be drawn between "trivial" and "mundane," for whilst the former word was used in the classification description, some Head Teachers used both words as if interchangeable. Some Head Teachers interpret "mundane" as run-of-the-mill, inconsequential, recurring activities and would include letter-writing, filing, reading certain documents, answering particular sorts of telephone calls, dealing with sales representatives from publishing companies, Mary's daily "bus duty." Some disagree, believing that to repeat an activity constantly does not necessarily make it mundane - they affirm that such activities are commonplace but should not as a consequence be denigrated or ascribed lowliness of status or lack of worthwhileness. But, if the word "humdrum" were substituted for "commonplace" would the

meaning be altered? The issue is semantics, interpretations of words, the way we load meaning, the values and attitudes we bring to bear on terminology, contextual and cultural significances. If “mundane” has various meanings, what about “trivial,” the word used in the category description? This too can relate to the commonplace or the humdrum - yet, there was more agreement among Head Teachers about what constituted trivial. Trivial activities “have little importance,” are “of low status,” are “about trifling matters.”

When the research was being planned, Anne and Mary were asked about what constituted Head Teacher behaviour and what were the elements of activity. They suggested the phrase concerning “...trivial activities...” and so, before analysing the diaries, I sought their opinions again as to the meaning of the phrase and gave examples of activities for them to consider for inclusion under or exclusion from the category. During both the diary year and the subsequent classification, I had occasion to refer back to them several of their entries for clarification.

The criteria applied to classifying activity in this category was simple but, I believe, effective and accurate. If an activity was necessary,

commonplace and appropriate for a Head Teacher to engage in, it was classified according to its nature - therefore, letter-writing, reading documents, filing, speaking to people on the telephone were accommodated easily - whether these activities were deemed “mundane” was an irrelevance. If an activity was necessary, commonplace, rooted in practicality, not particularly developmental, intellectually undemanding, a diversion from more appropriate Head Teacher tasks, it was classified as “trivial” - therefore, stacking chairs, checking blocked drains, dusting trophies, sewing a button a child’s jumper etc. found their best fit in this category.

The relative importance or necessity of completing trivial tasks or the consequences of not completing them do not influence the classification, neither are classifications judgemental. It is acknowledged that Head Teachers do not always have the luxury of avoiding trivia, but the evidence in this study clearly shows that, on many occasions, these can be a sudden diversion and are always an unwelcome diversion from what has been planned or started. They increase fragmentation and create an impression of superficiality and unsustained behaviour.

By the end of her first year of Headship, Mary was hopping from activities more frequently and remaining in one place for less time. In 1994, she was convinced that the situation had improved and, in 1995, said, "I'm much better than I was at leaving trivial matters to other people, though sometimes I still find myself doing the strangest of things....at least I'm aware of it and I try to anticipate more." Anne acknowledged that she was sometimes controlled by events "and not always very important ones at that" but felt that the biggest stride forward she had made in the two years since completing the diary was "in avoiding situations where I have to do things which are mindless." She did add, "Sometimes trivial equals vital or inevitable....when it does, smile and get on with it! Doing something trivial might in the long run actually save time. Occasionally, I think I shouldn't have to do this, but if I want it done, I might as well do it. "

The group of 25 Head Teachers devoted 72 of 673 hours classified under the sub-category DA 10 to dealing with trivia - this represents 10.70% of the allocation and 3.02% of the overall total of the 2383 hours. Mary's 81 of 579 hours represents 13.99% of the allocation and 4.25% of the

overall total of 1908 hours. Anne's 67 of 662 hours equates to 10.12 of the allocation and 3.52% of the overall 1903 hours.

The figures show a marked degree of similarity.

Other Dealings (OD)

Anne and Mary put great store by networking with other Head Teacher colleagues and although neither of them devoted much over 2% of their total time (2.47% for Anne and 2.25% for Mary), they felt that they had gained greatly. In the same category, OD 01, were other activities involving visits to colleague Head Teachers, including appraisal - neither believed they had benefited professionally from the process, Anne referring to it as, "a requirement I met and then forgot about" and Mary stating, "it was interesting but not really stimulating and certainly didn't add to my professional development." None of the 25 Head Teachers engaged in the appraisal process during their two weeks of diary completion but two made entries referring to visits to Head Teacher colleagues - one, Head Teacher 3, noted, "2 hours well spent - good exchange of ideas."

Exchange of ideas with colleagues was noted as often the most beneficial outcome of attending courses and conferences. A disadvantage was

returning to a list of unresolved issues back at school. Mary: “8.10 arrive at school - desk full of things from yesterday (Note. Mary had attended a conference on the previous day) which I’ve got to pick up. Regret having gone now.....”

Anne was absent from school ill on 2 days. Mary had 1 day’s absence through illness and 1 day’s absence to attend a funeral - on these two days, she recorded 15 hours of school work.

In 1994 and 1995, both Anne and Mary confirmed their reservations about the appraisal process, their approval of networking, and their mixed feelings about the benefits to them or school of attending courses and conferences. They also referred to the greater levels of stress in the job since their diary year and commented about the rise in colleague Head Teacher absence - thankfully, their health, commitment, energy and optimism were as strong as ever. They were as determined as ever to work tirelessly to raise standards, and lead effective schools.

In chapter 2, I referred to man’s journey across the web of meaning, a journey each of us makes in an attempt to understand the world in which we live. As we travel, so we become increasingly weighed down by the baggage of interests, attitudes, values and prejudices, yet, ironically,

these are the features which enable us to travel in comfort at all. We are influenced by both formal learning and experience generally. In fact, we build the web and as it becomes increasingly complex so we ourselves grow and develop physically, intellectually, emotionally and spiritually. We build and travel variously alone and in the company of others and, ultimately, become constrained by the web's viscosity. Our vision of perfection, our search for truth and our desire to glimpse eternity provide energy, motivation, sense of determination and a willingness to face hardship and disappointment with fortitude. When Head Teachers articulate their vision for schools, they are describing the world they want to create and be a part of. Mary had no difficulty in describing what she wanted her school to be - it was her world in miniature. It was a world in which people showed concern for and commitment to each other, the strong helped the weak, individual potential was realised, group effort was dedicated to the creation of opportunities for all and each person felt valued for the person (s)he was. Mary was not at the school's dawn of creation as her predecessor had been. He had seen the school being built and brought it to life by introducing people. He had devised systems and structures, underpinned by the contents of his personal and professional baggage, to facilitate its development as an

institution of learning and an extension of the catholic church. It was a community within a community and the embodiment of his vision - it was his contribution to the search for truth and it grew in his image. Mary's task was to recreate the school in her own image. Her diary provided rich evidence about her response to this challenge and subsequent interviews showed how the process developed. Anne had commenced the same process years before. Her diary provided insights into behaviour patterns as she continued to strive for the ultimate expression of her view of the world. Subsequent interviews confirmed that what she wanted for the world was what she wanted for her school and vice-versa. Diary entries, written and verbal comments from other Head Teacher participants show agreement with this.

I have identified six stages in role development/behaviour patterns:

1. constructional and directive
2. instrumental and creative
3. developmental and responsive
4. monitorial and evaluative
5. ideological and expressive
6. analytical and reflective

Head Teachers pass through these stages which have a chronology, although the time taken to move between each one is not equal. Timings are affected by a range of factors of which organisational health, competence and climate are three examples. The stages can be and are re-visited. They are cyclical, turning like a wheel as it moves forward, subject to environmental and human influences. At the time of the research, Mary was joining the moving wheel at stage 1 and gradually progressed through other stages, changing the wheel's course as she pointed the organisation towards her horizon. Anne and the other Head Teacher diarists had moved on from stage 1 and could be found at various locations - various locations on the wheel and various locations on the journey. The baggage referred to earlier helped shape the wheel and generate energy to maintain forward motion, though it was often felt to be burdensome.

As Mary took up her appointment at the beginning of an academic year, she acknowledged that the school was waiting for her. She also recognised that it would not stand still - for instance, teachers knew what they would be doing in their classrooms, systems were in place, certain

issues had been planned and decisions made, pupils had been allocated classes, parents understood admission procedures - things would still happen whatever Mary did or did not do. For Anne, the start of a new school year was a continuation. She was already on board and moving and both she and her staff knew in which direction they were heading. Mary was starting out: Anne was moving on. As the 25 Head Teachers joined the project, they were already on the move. Each was at a staging point on the journey across the web of meaning. The evidence generated by this study has enabled me to formulate the following descriptions of the six stages, which I would apply to any Head Teacher's journey.

Stage 1. Constructional and Directive

The Head Teacher joins the organisation and initially moves at the speed it has determined in relationship with her predecessor. She becomes associated with it and fits in, constructing a pattern of dress, manner, communication, working practice and location, all of which establish and convey a personal image and professional style. She begins to plan and organise, introducing policies and procedures to bring about greater efficiency and effectiveness. A range of management strategies is utilised and the general tenor is autocratic, staff and pupils being directed in a

mechanistic fashion. She articulates her vision and stresses that her role is to co-ordinate effort, eliminating individualism, described by Fullen and Hargreaves (1992) as “habitual patterns of working alone” but gently confirming the future acceptability of individuality which, again according to Fullen and Hargreaves, concerns “voicing of disagreement, opportunity for solitude and experiences of personal meaning.” The Head Teacher offers people time and opportunity to disengage from the present situation, acknowledging that her dissatisfaction with it is at the surface level - Nadler (1993) states that managers do this to anticipate and reduce problems of resistance. Certainly, Head Teachers make assumptions about their individual staff and these influence how they go about managing change. They set out to unblock issues which have the potential to hamper their efforts and work through interventionist strategies. McCalman and Paton (1992) devised an intervention strategy model in the form of an environmental development feedback loop, linking the final outcome, the ‘new environment,’ with that of the ‘initial situation.’ Their route began with problem initialisation and, by way of definition phase, evaluation phase and implementation phase, arrived at problem conclusion - the loop illustrated that the change cycle is never complete. I accept this model but would add that, at the initial point of

stage 1 of the Head Teacher's operation, the process is swift. Teachers recognise that the Head Teacher is being proactive and are acquiescent almost to the point of indifference. Mary's diary clearly showed that during the first weeks of her Headship, teachers kept their distance and complied unquestioningly with her decisions. As she was fitting in with them, so were they with her. School routines were changed but there was neither resistance nor stated approval. It was a state of neutrality.

Stage 2. Instrumental and Creative

Approval is actively sought. Resistance is confronted. Neutrality is discouraged. The Head Teacher is less autocratic, encouraging staff to participate in discussion, debate and decision making, emphasising the benefits of collegiality and ownership, building cohesiveness and team spirit, creating a climate wherein people feel able to voice opinion and promulgate theories about the organisation's effectiveness. However, whilst the Head Teacher espouses democracy and shows a willingness to accept a degree of counter argument and proposal, she is careful to avoid situations where she might be out-voted on matters which she perceives prejudicial to her personal values and professional judgement. At this point, she has been in post long enough for staff to have a much clearer

view of her baggage and to evaluate it in terms of their own. The atmosphere is conducive to the development of closer interpersonal relationships and the staff feel closer to their leader, whom they will approach with greater confidence on the personal level. The Head Teacher is more relaxed and feels that she has the competencies to lead the school forward.

Stage 3. Developmental and Responsive

The Head Teacher's increased confidence is evident throughout and beyond the school. She knows all the children by name - Mary indicated that this was one of her priorities - and has developed relationships with all members of staff, teaching and non-teaching alike. She delegates more responsibility to people, including pupils, and is just as comfortable in the kitchen as in the office, in the staffroom as in the classrooms. She walks her vision. Assemblies have afforded many opportunities to give and reinforce messages about her view of the world, and about her expectations for the school community. Other school events to which parents and other visitors have been invited and over which she has presided have confirmed her stance and stature and given her the chance to relate her hopes and intentions for the school to an ever greater

audience. Her baggage is public knowledge and she endeavours to persuade, by word and deed, that its contents are worthy of being jointly examined and jointly carried. She is prepared to listen to the views of colleagues and modify her own position if persuaded of their worth, relevance and efficacy. Staff, pupils, parents, governors and others associated with the school feel that they know her for what she is. They commit themselves to her both personally and professionally, share a sense of order, purpose, direction and togetherness and increasingly identify with her values. In this respect, Williams et al (1989) state that identifying with a leader's values is only one factor which will lead to change in behaviour - the leader needs to address aspects of the social and technical systems that impinge on behaviour, for example work group norms, reward systems, the technology, resources and commonly held beliefs. I would agree but believe that the social and technical systems to which they refer are dealt with in various stages, as are other behaviour-related factors which I will introduce later.

Stage 4. Monitorial and Evaluative

The Head Teacher brings to bear her professional knowledge and expertise by challenging the quality of teaching and explores with her

staff methodologies and styles. The curriculum is audited in terms of its content, range and delivery, and pupils' response and results are evaluated. Teachers are appraised and their professional in-service needs identified and addressed. Participatory decision-making is the norm, although teachers look to the Head Teacher for leadership and guidance, regarding her as a co-partner. In turn, she requires their acknowledgement of accountability. Staff know that they must be able to justify their own behaviour and reconcile differences of opinion amongst themselves. Individually and collectively they are encouraged to question established routines, policies and practices, suggesting changes and willing the means to effect them. Increasingly, the school seeks to involve itself in its community and to involve the community within its own boundaries. The Head Teacher assesses her own performance and that of the school.

5. Ideological and Expressive

The Head Teacher articulates the purpose and mission of the school and schools generally. Values are tightly structured within a less defined system. Sergiovanni (1984), from whose accounts of the forces of leadership and excellence in schools I have drawn greatly in compiling

these stages of a Head Teacher's patterns of behaviour, refers to the Head Teacher operating at this stage as a "High Priest" presiding over and bonding together "members of a strong culture that provides them with a sense of personal importance and significance and work meaningfulness." New members of staff are socialised and existing members who reflect and strengthen the culture are rewarded. The Head Teacher is now part of the school's history and, as such, can reinforce the identity of the organisation by reference to stories and myths, for these will assist in the reinforcement of the bonding and binding. Teachers are motivated, committed and carry the same baggage. They have accepted and now believe in the school as an ideological system. Everyone associated with the school talks about the mission as a shared vision, a common goal, a unified and unifying target. People are going forward together. Credit is given to the leader who usually is in the van but, on some occasions, agrees to or even insists on a supportive role.

6. Analytical and Reflective

At this stage, the Head Teacher contemplates whether she is needed, whether she has the drive, expertise or commitment to continue. The school seems to function without her. She has been instrumental in

moving across the web of meaning, but is no longer certain about her own direction. Anne said during one of her final interviews, “Perhaps I’ve been here long enough. So much has changed and I believed it was all for the best. I don’t know whether I can change the very things I worked so hard to introduce. So much innovation has taken place here and I was at the heart of it all. Thinking about fresh change is to think about changing part of me. I’ve tried to create a little educational heaven and I’m afraid of dropping out of the sky.” Head Teachers bring about change but change is brought about in them. They are trying to create the world but the world changes. Political ideologies influence schools as organisations and public opinion makes fresh demands on them. The very act of building the web and crossing it to find meaning and truth ultimately wear man down. What are the options?

- i) Assess the baggage, re-form the wheel and set out again - stay in school, complete a radical overhaul and return to stage 1.
- ii) Call in an assessor, evaluate his report, re-form the wheel and set out again - consult externally before the overhaul and new start.
- iii) Take the baggage to another wheel and set out again - move to another school.
- iv) Take the baggage to a different sort of wheel - change jobs.

- v) Take the baggage and walk - resign or retire.
- vi) Abandon the baggage and free wheel - compromise values and allow extraneous influences and/or internal forces to determine the school's future direction.

Head Teachers cannot move through and round the six stages without periods of discomfort. Inevitably, there will be conflict, for instance when a teacher, pupil or parent is at odds with the world Head Teachers are trying to build. They use many and various strategies to avoid or reconcile conflict - the diaries show how they will spend considerable amounts of time doing this and how they allow themselves to be deflected from other intentions and planned activities to deal with such situations. However, in the final analysis, the outcome is always the same - the person who cannot subscribe to the Head Teacher's view should agree to differ but comply, or change his stance or find a place in another school whose ethos and structure more closely matches his own values, attitudes and beliefs. Whilst the school can accommodate people whose baggage is a little or, indeed, very different from that carried initially by the Head Teacher and later by colleagues and others, it cannot do so if that baggage is opened or paraded around the school. There are times

when conflict can force members of the organisation to reflect on the contents of their baggage, to assess what they do, to consider re-alignment of patterns of behaviour, to challenge existing practices or routines - in these instances, conflict is healthy, leading to growth and new understanding. Hallinger and Murphy (1987) have identified other obstacles to effective leadership and healthy organisations and these include being out of touch with key areas by removal from their place of impact, for instance the Head Teacher developing a curriculum which she does not deliver. They also cite expectations from outside agencies which increasingly emphasise managerial efficiency - the Head Teacher could be deflected from her priorities by concentrating on those identified by others. They consider that role diversity is another barrier to leadership effectiveness and the realisation of the vision. The diaries show that the Head Teachers' days are indeed characterised by fragmentation, brief interactions, reactive behaviour, multiplicity of issues competing for attention. However, there is no evidence that the health of the school is adversely affected by these patterns of behaviour. There is evidence that failure to respond quickly to situations, even those deemed mundane and trivial, would cause breakdown somewhere in the system. Many of the brief interactions with teachers enable them to

proceed efficiently and incidentally assist the binding and bonding process.

There is no evidence that Head Teachers neglect stability in favour of change. There is evidence that they work with other change facilitators and involve their Deputies in programme planning and policy decisions - equally, in Mary's case it is evident that, whilst in the early stages of her Headship she acted alone, she began to consult and take advice from her senior managers increasingly as she felt more comfortable and confident with them. Louis and Miles (1990) make the distinction between leadership and management and emphasise that both are essential. Leadership relates to mission, direction and inspiration whereas management is concerned with designing and implementing plans, getting things done and interacting effectively with people. The distinction can be misleading and I agree with Fullan (1991) that successful Head Teachers fulfil both functions "simultaneously and iteratively." The diary and interview evidence convinced me that Head Teachers are necessary and vital. They are continuous learners and search for meaning and truth day by day: through their behaviour, they

promote individual and collaborative learning in others, enabling and empowering them to search out their own meaning and truth.

There are two pictures I would like to present in conclusion, and it is fitting that Anne and Mary should be the principal characters in them.

I met Mary at the end of her second week as a Head Teacher and asked “How has it all begun?” This is her reply:

“I really felt I was starting on the first day the children arrived. It was Tuesday, 7th September. I was excited and nervous. I’ve written about the first hour or so in the diary but I couldn’t write this - it was the strangest thing. I was all ready for Assembly, my first as Head Teacher. It went well but there was an odd atmosphere as if the staff and children were at my trial....it was very quiet throughout. Then it was over, and I had to dismiss them all. But, there was no-one to dismiss me - for the first time ever, no-one told me to go. I wasn’t sure what to do....I just stood in the hall on my own. Everyone else knew where to go and what to do....I just stood there....in the end, I walked out. I’ll never have that moment again, will I?”

The second picture features Anne. Throughout the whole of this section of the study, I have referred to comments Anne made verbally and in writing, as I have done for Mary and the 25 Head Teachers participating in the project. I have also presented information in tabulated form.

Anne's diary is presented (in the appendix which follows the bibliography) in full and paints a picture - a picture of **a year in the life of a Primary Head Teacher.**

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APPENDIX

Anne' diary, presented in full on the pages which follow, was originally completed by hand on log sheets which I supplied. Anne and Mary, who made her entries in exactly the same way, were involved in the style and layout of the sheets. The format is shown on the next page, although the actual sheets were designed in landscape format. Saturday and Sunday entries (and those for holidays) were made on blank sections as opposed to the weekday cells. Each time an activity changed, the time was indicated by the respondent. Note or abbreviated form of recording was encouraged. Additional comments or observations could be made beside entries or on the reverse of the sheets.

With the exception of names of people or establishments, Anne's diary is presented verbatim. Names and identifying references have been deleted to preserve anonymity and respect confidentiality. Neither Anne nor Mary are the diary keepers' real names.

The 25 Headteachers who also completed diaries used the same format and were given the same information about making entries.

Week Beginning:				
Friday				
	Morning	Lunch-time	Afternoon	After School
ie. pre-8.55 am	As timetabled	As timetabled	As timetabled	(inc Off-Site)

Table A - (1)

Saturday

Table A - (2)

Sunday

Table A - (3)

Diary of Anne - 1st September, 1992 - 31st August, 1993

Autumn Term

Week Beginning Tuesday, 1st September

Tuesday

- 9.30 Went into school to continue clearing retired teacher's classroom - ready for Probationer to have.
1.30 Finished! She can move in on Thursday. I can have tomorrow off....

Thursday

- 8.30 Quick word with caretaker. Re-organising Headteacher's Office - best chance I'll have in a long time. Get into habit of filling in diary as I go along. Glance at post but can't face the pile which is 11 inches high.
11.30 With caretaker, monitoring contractors' work done during the holiday.
12.00 Probationer arrives smack on time (good sign) for meeting.
12.30 Leave school.

Friday

- 8.30 In school - preparation for INSET Day (next Monday). 2 minor interruptions.
9.30 See D.Head about INSET Day - discussion.
11.00 2 members of staff about new term and arrangements.
11.30 Leave school - 3 hours and not even a cup of tea....

Sunday

- 1pm Worked at home on preparation for INSET Day, and the coming year. Hope not to spend too much weekend time on school work this year but, realistically, I accept I'll have to give up some of the precious time.

Week Beginning Monday, 7th September

Monday

- 8.00 Arrive at school - met by caretaker with a query about heating - preparation for staff meeting.
8.30 Staff meeting - "The Year in Focus" - SD Plan/Action Plan....agree calendar of events.
10.30 Meetings with individual staff about the term - their targets, concerns etc.
12.00 Lunch with staff - social - chat about the holidays ("What holidays?") - ensure Probationer is involved.
12.30 Called out to deal with phone call from a parent about tomorrow's starting time/arrangements.
1.00 Contractor arrives - we go to check work - I don't understand....caretaker will come.
1.30 Meeting with contractor and caretaker.
2.00 Parent (who rang earlier) called with son "for a look round" - Obligated....
2.30 Continued meetings with individual staff, including secretary. Quick word with cook during....
3.30 Prepared class lists of new entrants for tomorrow.
4.00 Looking at post - secretary had reduced pile to 7 inches.
4.30 Decided to leave early, feeling unwell.

Tuesday and Wednesday

Absent ill. Can't believe I wasn't there on the first day the children were in school - disaster (for me).

Thursday

7.55 Arrived at school - assured D.Head I was OK - I wasn't but I needed to be in school.
8.00 D.Head again - update on Tuesday and Wednesday, which went well - no problems....
8.10 Looking at post left on my desk - secretary and D.Head reduced pile to 4 inches.
8.20 Secretary - information I needed to have. She's a treasure - I'd pay her double if I could.
8.30 Assembly preparation (1 phone call interruption - parent)
8.50 Secretary - 2 reminders for me.
8.55 Phone call to LEA.
9.00 Hall, ready for Assembly - move lectern.
9.10 Assembly - about ourselves, our plans for the school year - ambitions etc. Good stuff!
9.30 Secretary - gave 2 letters and instructions about Parents & Friends Association (PFA).
9.50 Visited Y3 classrooms to see how they've settled in - cut short by School Nurse who came with information about a pupil.
10.30 Cup of tea, composing letter about election of Parent Governor.
10.45 Visited Y4 classrooms.
11.25 Meeting with Supervisory Assistants about arrangements, behaviour etc. at lunchtimes.
11.55 Kitchen to see Cook and her ladies.
12.00 Supervising in the hall....do children use knives and forks out of school these days?
12.30 Eat apple and cottage cheese and read about Key Stage 1 SATs. Tea.
12.45 Read file on new entrant - in light of Nurse's visit - left it to see teacher (about same child).
1.00 Walk outside to see who's doing what to whom and why. Chat to children (best part of job).
1.10 See all Y6 in hall for our "meaning of life conversation"....
1.30 Write letter to parent.
1.50 Phone call from Head of Infant school.
1.55 Continue with letter.
2.10 Introduce myself to 5 new entrants in Y5/6.
2.35 Complete letter about Parent Governor election which I'd forgotten from morning....
3.00 Secretary with election letter - collect more post.
3.05 Post - somebody on a course once said, "Handle a piece of paper only once" - that's OK for the stuff which goes straight in the bin - otherwise it's just a saying to impress - it's not realistic.
5.05 Filled the bin - sorted the rest....I will have to handle some of it again. Left for home.
9.00-11.00 Preparation for tomorrow.

Friday

8.00 Arrive school - start photocopying within seconds.
8.15 Caretaker - did I know the sewage ejector pump's playing up? Well' I would, wouldn't I.....?
8.25 Secretary - has the caretaker seen me? Will I see a parent? "Yes, yes."
8.30 See parent - minor matter which the secretary could have dealt with had the parent explained.
8.40 Assembly preparation - 3 interruptions.
9.00 Hall for Assembly and Hymn Practice.
10.15 Secretary then post (10 mins) then tea break (5 mins).
10.40 Sort out next week's diary sheets (5 mins) then post (1 hour).
11.45 Hall, ready for lunch - chat to supervisory assistants.
12.00 Supervision.
12.30 Staffroom - apple and chat...15 minutes of relaxing.
12.45 Back to post - where does it all come from?
1.10 Phoned chairman of PFA about AGM.
1.30 General admin. Mostly with the blessed post!
3.30 Seeing members of staff about next week.
4.15 Left school for a quiet weekend.

Sunday

Spent 2 hours reading paperwork and ½ hour planning next week's timetable.

Week Beginning Monday, 14th September **Monday**

8.00 Arrived - caretaker with a query about litter.
8.10 Spoke to D.Head with a reminder about a document.
8.15 Saw parent who wants her son to start here.
8.25 Teacher - put her in the picture about a new pupil she will be getting.
8.40 Stood by gate to greet children arriving.
8.50 Opened some of the mountain of post - where does it all come from and why?
9.10 Conducted Assembly.
9.45 Took 5 minutes to convince a Rep that he was wasting his time (and, even worse, mine!).
9.50 Began to put up a display in the entrance hall.
10.20 Went to see 6S to see what was going on. Nothing specific, just a "see and be seen."
10.35 Break. Very welcome coffee.
10.40 Left coffee to deal with an injured child. Applied first aid and offered TLC.
10.50 Saw teacher about a child - minor matter.
10.55 Peripatetic music teacher.
11.00 Observed two lessons in Y4 and Y6 to monitor quality of teaching and learning.
12.00 Counting chairs and tables needed for classroom. I know I shouldn't have to do this but there was no-one else....staff need their break....
12.15 Dining Hall - general supervision.
12.30 Ate apple.
12.35 Drawing out a Notice Board title.
1.00 Wandered round playground.
1.10 Continued with my display.
1.40 Cup of tea! Determined to drink it hot.
1.45 Building Surveyor called.
2.15 Checked staff salaries with secretary.
2.30 Phone call to Education Office for guidance and information re a charity associated with school.
2.50 Routine admin.....another go at the post.
3.20 Tour of school, yard etc. before children were preparing to leave. Very worthwhile!
3.30 Phone call from Friends' Association Chairman.
3.35 Drive supervision.
3.45 Introduced myself to Football Scheme Coach.
3.50 Phone call to Infant School Head.
4.15 Outside looking at the football session.
4.45 Cornered by caretaker with a query about heaters.
5.00 Prepared newsletter for parents.
5.20 Teacher - discussion about various matters.
5.40 Cleared desk!

Evening Read through a policy document and then some more of the post which refused to go away! (1 hour).

Tuesday

8.10 Arrive at school and set about my display before anyone could get at me.
8.40 Saw secretary about a minor matter.
8.45 Deputy Head with a query about a colleague.

- 8.50 Read through a DFE Circular - "read" is an exaggeration as Heads learn to scan (but still believe they are reading!).
- 9.00 Assembly.
- 9.25 Wrote out a notice for staff.
- 9.30 Meeting with the Senior Management Team.
- 10.05 Spent time in both Y3 classrooms observing teaching styles.
- 10.35 Needed to see the Y3 teachers. Discussion about the monitoring - over coffee. Particularly hard on them because they're straight back in the classroom.
- 10.50 Secretary needed to see me about some correspondence.
- 11.00 Back to a Y3 classroom. Clarification of something which had cropped up on my previous visit and subsequent conversation with the teacher.
- 11.15 The follow-up of the previous entry was the need to see a pupil about his work. Talk about one thing leading to another....who's in control here? Shouldn't have written that but won't cross it out....after all, the boy in question has excelled himself. It's hardly his fault that my planning's being derailed.
- 11.40 Phone call - personal.
- 11.45 Wrote draft of letter to parents.
- 12.00 School Nurse arrived unexpectedly.
- 12.10 Re-wrote the parents letter.
- 12.30 Hall, supervising dinner queue.
- 12.40 Saw Supervisory Assistant, advising that she makes more noise than the children!
- 12.50 Met the peripatetic teacher of music as she arrived - trouble with violins.
- 1.00 Ate apple and orange and filled this in! I must be a 10 minute person judging by to-day's entries..
- 1.10 Teaching Y3.
- 1.45 The next instalment of the violin saga with --- (*Note. name omitted.*)
- 2.20 Saw chairman of governors.
- 2.30 Saw child who had been sent to me with beautiful work - wonderful.
- 2.35 Phone call to High School.
- 2.45 Visited Y5 classes.
- 3.05 Saw one parent, telephoned another - both about violins!!!!
- 3.25 Drive supervision.
- 3.35 Parent with query (not about violins mercifully).
- 3.50 Watched a bit of football practice.
- 4.00 Discussion with the NQT. (*Probationary Teacher*).
- 4.20 Admin (post).
- 4.30 Staff meeting.
- 5.00 Cleaner with a complaint about mud.
- 5.10 Left school.

Evening Read through an LEA Document and made some notes. (1 hour).

Wednesday

- 8.00 Met a mountain of post - begin the climb....
- 8.15 Caretaker interrupted with a query about the sewage ejector pump.
- 8.30 Start Governors' Report.
- 8.50 Parent.
- 9.00 Assembly.
- 9.45 SENSS Teacher (by appointment).
- 10.35 Break - saw School Nurse and teacher.
- 10.50 Spend time with secretary and deal with admin. items - grab coffee!
- 11.10 Phone call from irate parent.
- 11.30 SENSS Teacher to complete earlier discussion.
- 11.50 Phoned parent back (see 11.10).
- 12.00 Completed writing the Governors' Report.
- 12.40 Dining Hall.

- 12.55 Saw teacher briefly.
- 1.00 Playground supervision.
- 1.10 More grappling with the post.
- 2.20 Short collapse, long cup of tea.
- 2.30 Meeting with member of staff about PE policy statement.
- 3.15 Checked Governors' Report, now typed.
- 3.20 Post again.
- 3.30 Drive supervision.
- 3.40 Tidied desk and watered plants. Left school and drove to High School for a Pyramid Meeting.
- 4.00 Attended meeting. (1 hour and 40 minutes).

- 8.00 Read documents (1 hour 45 minutes) and prepared materials for staff. (2 hours).

Thursday

- 8.10 Discussed 2 SEN children with their teacher.
- 8.30 Time with Deputy Head.
- 8.50 Assembly preparation.
- 9.00 Assembly.
- 9.30 Went into Y6 to work with some children and their teacher on Mathematics.
- 10.30 Spent time with the Y6 teacher discussing the previous lesson.
- 10.40 Managed to get a welcome cuppa. (*sic*)
- 10.45 Trying to sort out the post. Had to make a phone call about one item, look up a couple of files about another....and so it goes on....post, post and more post.
- 11.45 Welcome interruption to the post to see a child - unfortunately, it was to put a plaster on her cut finger!
- 11.55 Supervision of first arrivals for dinner.
- 12.05 Deputy Head.
- 12.40 Ate apple.
- 12.45 Phone call to Infant School Head.
- 12.50 More of the blessed post.
- 1.35 Routine financial items with secretary.
- 1.45 Time with NQT as part of her induction programme.
- 2.30 Teacher.
- 2.40 Closed my door to the world and enjoyed a hot cup of tea! Bliss!
- 2.50 Tidied a desk drawer - no reason except to meet the need to do something mindless for a few minutes.
- 3.05 Left school and drove to Stoke-on-Trent for a meeting about Grant Maintained Schools. The journeys gave time for thinking about the issues. I wonder how much concentration there was on the driving - frightening!
- 5.50 Called back at school to prepare for tomorrow. Left school at 6.35 pm.

Friday

- 8.10 Arrived to find a teacher waiting for me! I wondered if I'd locked her in last night! Went through several SEN files.
- 8.40 Had another teacher waiting for me - what it is to be needed...actually, she wants to go on a course.
- 8.50 Prepare Assembly.
- 9.00 Assembly and Hymn Practice and presentations.
- 10.00 Secretary - correspondence.
- 10.15 Dealt with a couple of letters - i.e. read and binned.
- 10.30 Fire Practice - too cold to stay out! Evacuation in less than 60 seconds. Guess return was even quicker!

10.35 Sat and got warm with hot drink. (1 minor interruption).
 10.50 Briefed students.
 11.05 Saw the peripatetic SENSS teacher.
 11.30 Drafted out a letter for parents.
 11.50 Quick trip into Hall re. dinner queue.
 12.00 Meeting with Y4 staff about SEN children.
 12.25 Deputy Head.
 12.35 Relocated school trophies.
 12.45 Raise matter with cook.
 12.55 Secretary.
 1.05 Phone call from Researcher with query about an entry.
 1.20 Post, in-tray.
 2.05 Tea and fruit.
 2.15 Write up log book.
 2.35 Back to the post.
 3.15 Monitoring in Y6.
 3.25 Drive supervision.
 3.35 Teacher about a pupil.
 3.45 Phone call from parent interrupted the conversation - it was about the same pupil....
 3.55 Had another go at relocating the trophies. Gave up the futile exercise and decided to go home early, fighting down the guilt that teachers' cars were still in the car park. It is Friday....
 4.15 Words with the cleaners - friendly words! A good note to escape on.

Sunday

Spent time preparing for the coming week - mainly things to do with staff and their teaching, but also working out my own week. The school year is still new and I am determined to stay in control for as long as possible - time and this diary will tell! (1 hour 45 minutes).

Week Beginning Monday, 14th September

Monday

8.00 Caretaker - current issues!
 8.10 Deputy Head.
 8.15 Peripatetic music teacher.
 8.20 Teacher.
 8.25 Parent.
 8.35 Member of staff.
 8.50 Playground supervision.
 9.00 Post.
 9.10 Assembly.
 9.45 Trying to catch breath but no, a Rep visited - dispatched!
 9.50 Prepared backing paper for a display.
 10.20 Visited class 6S - observing.
 10.35 Break - interruption to give first aid to injured child.
 10.50 Decided to continue my break....
 11.00 Y6 and Y4 - monitoring.
 12.00 Counting tables and chairs for classroom before signing delivery note from driver.
 12.15 Dinner supervision.
 12.30 Ate apple - made phone call to husband (mine!).
 12.35 Drawing out a title for notice board re display.
 1.00 Playground.
 1.10 Work on display.
 1.40 Cup of tea! Took phone call from a lady whose garden reaches the school fence - worried about moles. Never established which way they're tunnelling....
 1.45 Building Surveyor visited (not about moles).
 2.15 Checked staff salaries on office computer with secretary.

2.20 Tea.
 2.30 Phone call to Ed. Office about a registered charity.
 2.50 General admin and post.
 3.20 Tour of school, yard etc.
 3.30 Phone call from PFA Chairman.
 3.35 Drive supervision.
 3.45 Quick chat with Football Scheme Coaches.
 3.50 Phone call to Head of Infant School.
 4.15 Outside to look at football session.
 4.45 Caretaker with a query about heaters.
 5.00 Writing newsletter to parents.
 5.20 Member of staff - minor issue.
 5.40 Cleared desk (10 minutes) and left.
 Evening Preparation (1 hour).

Tuesday

8.10 Working on display.
 8.40 Secretary - reminder for me. Deputy Head also arrived with the same reminder. Do they think I'm getting forgetful, going senile or what?
 8.50 Reading a document on Assessment.
 9.00 Assembly. Member of staff conducted it and excellent it was too.
 9.25 Write entry in staff notices book.
 9.30 Senior Management Team meeting.
 10.05 Observing in Y3 classroom.
 10.35 Staffroom - tea and chat.
 10.50 Secretary - query about crepe paper.
 11.00 Observing in Y3 classroom.
 11.15 Saw pupil with good work - he needed a boost.
 11.40 Phone call (personal).
 11.45 Wrote letter to parent.
 12.00 School Nurse arrived - any problems with head lice? (Not me!).
 12.10 Wrote letter to parent.
 12.30 Dinner supervision - saw 2 Supervisory Assistants about storage of trays.
 12.50 Peripatetic music teacher - she's concerned about pupils: I'm concerned about her....
 1.00 Ate apple and orange filling in this diary!
 1.10 Teaching - Y3.
 1.45 Peripatetic music teacher - she said her lesson was no better today....condemned by her own mouth?
 2.25 Saw Chair of Governors.
 2.35 Saw pupil with good work - handwriting.
 2.40 Phoned High School.
 2.50 Monitoring in Y5.
 3.10 Phone call from parent about whether boys should have to wear ties - she prefers sweatshirts which don't require ties. I said so did I.....at weekends!
 3.30 Drive supervision.
 3.40 Parent complaining her son had been late out of school - I think we're talking seconds here!
 3.55 Watched football practice.
 4.05 Discussion with NQT.
 4.25 Admin - filing.
 4.35 Staff Meeting.
 5.05 Cleaners - weekly moan about mud.
 5.15 Left school.
 Evening Reading teachers' plans. (1 hour).

Wednesday

- 8.00 Routine admin. - sorting through some files....trying to find a letter.
- 8.15 Caretaker - we've got a roof leak.
- 8.30 Reassured the roof leak is not life threatening, turn to governors' report.
- 8.50 Interrupted by parent - her son won't come to school in his tie. Following interrogation (mild!), he reveals it's his Mum who says, "You don't have to! She can't make you!" He really wants to....we agree that he will! Parent leaves with vapour trail billowing....
- 9.05 Assembly.
- 9.45 SENSS Teacher.
- 10.35 Have break with school nurse and member of staff.
- 10.50 Secretary with paperwork to check.
- 11.10 Parent phoned - she's rung the "Education" and her son doesn't have to wear a tie. There followed a gentle exchange of views.
- 11.30 SENSS Teacher.
- 11.50 Parent phoned - she was hasty about the tie....I won't take it out on --- will I?
- 12.00 Work on governors' report.
- 12.40 Supervise the end of dinners.
- 12.55 Member of staff with request for books.
- 1.00 Playground supervision.
- 1.10 Dealing with post.
- 2.20 Tea.
- 2.30 Member of staff to discuss PE Policy Statement.
- 3.15 Checked governors' report.
- 3.20 Finish off post.
- 3.30 Drive supervision.
- 3.45 Cleared desk - dusted shelf.
- 3.50 Went to High School for a Pyramid meeting.
- 4.00 At meeting.
- 5.30 Left High School, called back in school for scarf and went home.
- 8.00 Reading documentation (1 hour 45 minutes) and preparing notes for discussion (2 hours)

Thursday

- 8.10 Arrived - saw 2 teachers about SEN children.
- 8.30 Distressed teacher to deal with.
- 8.50 Assembly preparation.
- 9.00 Assembly.
- 9.30 Y6 - worked with some children on Maths.
- 10.35 Checked if teacher I'd seen earlier was OK - she was.
- 10.45 Tea.
- 10.50 Phone call to Office about governor elections. Phone call to parents. Follow-up letters to both phone calls.
- 11.50 Comfort a sad little boy - his hamster died last night and he's missing her....ah....
- 12.00 Further discussion with the teacher who was distraught earlier .
- 12.20 Dinner supervision.
- 12.30 Meeting with D.Head.
- 1.05 Ate apple.
- 1.10 Phone call from Infant Head.
- 1.15 Member of staff about a pupil.
- 1.25 Post - interrupted by 5 minute phone call from Chair of governors.
- 2.10 Secretary - correspondence.
- 2.20 Tea.
- 2.30 Induction meeting with NQT.
- 3.15 Cleared desk and left for meeting. Used drive for thinking time.
- 4.30 Found school! Meeting lasted till 6.45 pm. Drove home.

Evening Preparation for tomorrow (45 minutes).

Friday

8.10 Member of staff waiting to see me about a child.
8.40 Classroom Assistant to see me about a policy.
8.50 Assembly preparation.
9.00 Assembly, Hymn Practice, Notices etc.
10.00 Secretary - correspondence.
10.15 Post - never ceases to amaze me where it all comes from.
10.30 Fire Practice.
10.35 Coffee with staff in staffroom.
10.50 Post - interrupted by students (15 minutes) and SEN teacher (25 minutes) - last interruption gave birth to a letter to parents.
11.50 Tour of school - just felt like it!
12.00 Meeting with Y4 staff.
12.25 Meeting with D.Head.
12.50 Relocating school trophies - left over from an earlier attempt which got nowhere.
1.00 Kitchen to see cook.
1.10 Secretary with a request for an appointment (LEA Officer) - agreed!
1.20 Phone call from researcher.
1.35 Post - attempting to "bottom" the in-tray.
2.25 Tea with staff and students.
2.30 Read diary....fascinating....
2.35 Write up school log book.
2.50 Last desperate effort to empty in-tray.
3.30 Drive supervision.
3.40 Phone call from parent.
3.50 Teacher with information about a pupil - add to record card.
4.00 Cleaners - compliment them on shiny floors.
4.10 Tidied office and left school at 4.30 for eagerly anticipated weekend.

Sunday

Had to prepare for the coming week. Didn't want to, but the consequences of not being organised are too horrendous to contemplate. It doesn't seem to matter how hard you work during the week, there's never enough time to do everything you want to. I do wonder sometimes whether I shouldn't try a complete embargo on weekend work - would it make me that little bit more efficient Monday to Friday or would things just pile up and up? Daren't risk it! Worked for 1 hour 45 minutes.

Week Beginning Monday, 21st September

Monday

8.10 Caretaker waiting....problem with heating system....accompany him to boiler room to see what's wrong - no wiser! All I understand is we have no heating.
8.40 Manage to get coat off and see secretary about day's "to do" list.
8.50 Tour of school.
9.00 Prepare for assembly.
9.10 Assembly.
9.35 Deal with post - not much today (mercifully) - clear in-tray also.
10.35 Staff room - coffee with everyone.
10.50 Secretary with routine information.
11.00 Write letters to two parents.
11.25 Visit Y5 classes - monitoring. Enjoy contact with children.
12.00 Member of staff re. harvest Festival.
12.25 Take phone call from researcher - he can't understand something I've written....
12.45 Teacher about 3 SEN children.

- 1.10 Had to help clean up 2 children who'd been sick - typical Headteacher job?
- 1.25 Meeting with Ed. Psych. about new children and referrals.
- 3.30 Drive supervision.
- 3.40 Letters to parents related to Ed. Psych's visit - plus additional admin. Wonder how far the red tape would stretch from this school? Probably to the next one....
- 5.00 Clear desk and leave at 5.10 pm.
- Evening Read files about SEN children - consider whether I should really be the school's SENCO but the staff can't do everything. Spend 1 hour.

Tuesday

- 8.05 Grab a quiet 5 minutes to open a letter or two.
- 8.10 It was literally 5 minutes - D.Head realised I was in so....
- 8.15 Reading SEN files (that I gave up on last night).
- 8.35 Parent phoned - nothing too desperate.
- 8.45 Playground, supervising children arriving.
- 9.00 Assembly.
- 9.25 Meeting with D.Head about assessment/recording.
- 10.35 Break - chance to see teacher also.
- 10.50 Visiting Y3 and Y4 - general monitoring (about differentiation).
- 12.00 Private phone call.
- 12.10 Eat lunch, reading SEN information.
- 12.30 Invaded by Supervisory Assistant about a child who "is the end."
- 12.45 See said child....what a little horror!
- 1.00 Phone parent about little horror's behaviour - mother is devastated and says dad will "have him."
- 1.05 Former pupil called - couldn't spare much time.
- 1.10 Secretary with info.
- 1.20 Teaching - not planned - teacher felt sick.
- 1.50 Relieved, although I was enjoying myself - art lesson. One good thing about Headship is you can enjoy the children when it suits you and give them back when you've had enough! People say that's the joy of being grandparents (I wouldn't know!).
Write letter to parent. Work on School Development Plan.
- 2.30 Revise term's Action Plan.
- 2.50 Interrupted by Playing Fields & Grounds man - do we want to change our pitch markings?
- 3.10 Can't face Action Plan....boring bit of admin. instead.
- 3.30 Drive supervision.
- 3.40 Staff Meeting.
- 4.50 NQT arrived - her "big problem" is easily resolved - I'll deal with it. (mistake!).
- 5.00 Write up some notes about the staff meeting.
- 5.20 Clear up.
- 5.40 See caretaker on way out - the heating's still not right. (Bring extra jumper tomorrow).
- 5.55 Write last entry in car, watching a rabbit.
- Evening Spend an hour working on the PSHE policy.

Wednesday

- 8.10 Caretaker meets me in car park to say he thinks the heating's OK.
- 8.15 Walk round school to check temperatures.
- 8.20 Phone call from parent interrupted.
- 8.30 NQT - have I dealt with her problem? Say, "Yes" but I haven't yet?
- 8.35 Parent called in to complain (relates to the NQT's problem ie. her son).
- 9.00 Assembly.
- 9.30 Secretary brings cup of tea - great! She also brings unpleasant letter from parent....
- 9.50 Post.
- 10.00 Called to NQT's classroom - take over teaching whilst she cools down.
- 10.35 See NQT - everything's back on an even keel.

10.50 Tea, continuing with post.
 11.10 Redrafting PSHE policy.
 12.00 Dining Hall - see Supervisory Assistants.
 12.15 Phone call from a governor.
 12.25 See Y3 staff about their SEN children.
 12.55 Teacher reports bad behaviour in class this morning - will I "see" someone?
 1.10 Write up PSHE policy - looks good.
 2.00 Off to "see" the naughty boy - feel like....no, can't do that. Raise voice many decibels.
 2.20 Phone his parents.
 2.25 See Y5 teacher briefly - about the miscreant and my phone call home.
 2.30 Pupils arrive to give more information about their classmate's behaviour.
 2.45 Give lemon geranium some water - it might be too late....
 3.00 Left school to drive to education office - eat fruit (lunch!) whilst driving.
 3.35 Education office, researching information - have to go to library.
 5.30 Library shut on me! back to education office to see officer.
 6.05 Left for home.
 6.50 Arrived home - made dinner, reading information collected during afternoon.
 Late! Read PSHE policy again. Made a few notes about its presentation. 1 hour 30 mins.

Thursday

8.20 Arrive late - teacher waiting - minor matter
 8.30 Parent of child in trouble yesterday in to ask for further information.
 9.00 Assembly.
 9.30 Parent brought in daughter who had overslept.
 9.45 Publisher's Rep in (by appointment) to show books.
 10.30 Coffee.
 10.50 Post - nothing of interest - much in bin.
 11.05 Form-filling for the LEA.
 11.45 Dealing with unwell pupil.
 12.00 Saw teacher about a pupil.
 12.15 Meeting with the parent from early this morning and teacher - fetched child in too.
 12.45 Supervision in hall - ate with some Y3 children.
 1.00 Sat in staff room, chatting and generally socialising - it's important to maintain different levels of contact with staff: there's the personal as well as the professional side to develop.
 1.10 Working with D.Head on school record of pupil attainment.
 2.50 Joined Y6 for part of their Victorian Day celebrations - good old National Curriculum history!
 3.10 Writing notes on earlier meeting with parents (the 12.15 meeting).
 3.30 Drive supervision.
 3.40 Phoned one of the governors.
 3.45 Field - watching football match.
 4.05 Fetched off field by teacher who needed to see me about several matters.
 4.20 Back out to watch the rest of the game - we won 3-1.
 5.00 Tidied desk and left for home.

 7.00 Back at school for PFA AGM.
 8.45 Meeting finished - left for home again!

 9.30 Working on planning documents - 1 hour 15 minutes.

Friday

8.05 In school, preparing assembly.
 8.35 Met parent with child starting with us today.
 8.45 Took child to her teacher.
 8.50 Secretary - couple of messages.
 9.00 Assembly and Hymn Practice.

10.10 Post.
 10.30 Break and quiet sit.
 10.50 Phone call from Infant school head.
 11.00 Write job spec. for welfare assistant.
 11.20 Checked PSHE document (again!).
 11.35 Filing.
 12.00 Went to see newly admitted girl - she's fine.
 12.05 NQT - meeting about planning.
 12.40 Dining Hall - supervision.
 12.50 Called to telephone to speak to a parent helper.
 1.00 D.Head about several small matters.
 1.10 Working on in-tray.... "pending" seemed to have disappeared under a ton of paper.
 2.10 Secretary - tea and exchange of information.
 2.20 Teacher to see me - it could have waited as far as I was concerned, but she felt it vital, so....
 2.30 Continued on in-tray - I have now located "pending!"
 Remembered I needed to look at teachers' planning and return it to them before home time.
 3.30 Drive supervision.
 3.40 2 members of staff wanting information about planning.
 3.55 Checked through these diary sheets for the week - I'm completely in the habit of filling in entries as I go along. It would be futile to do them retrospectively - though it isn't easy to do it this way.
 4.05 One more teacher to see.
 4.10 Checked in my room for dust - not much! Cleaners must be doing their job....
 4.25 Left - TGIF!

Sunday

Read school-related documents - there's just no time in the week - 45 minutes.

Preparing information for the governors' meeting - 1 hour 45 minutes.

If I had to add up time spent **thinking** about school, it would be most waking moments!!!

Week Beginning Monday, 28th September

Monday

8.10 Arrive - straight into the caretaker's arms (metaphorically speaking) - the boiler is playing up and the alarm system isn't working properly.
 8.20 Teacher about something for tomorrow (when I won't be around).
 8.30 Post - masses of it.
 8.50 Secretary with details of finance for this afternoon's meeting.
 9.00 Wait in hall for children/staff to arrive.
 9.10 Assembly.
 9.35 Post - during assembly, secretary has removed quite a lot to deal with herself - she's brilliant on initiative and appreciates responsibility - great saving on my time.
 10.35 Staff room for coffee and chat about weekend - make sure I catch the teacher who was on duty - it's so easy for people to feel left out....that they've missed out on something - I know how I used to feel when I did playground duty, even to not being able to eat someone's birthday cake with everyone else. Playground duty is a bizarre thing - would industry tolerate a situation where every few days, you have no break? I try to give people 5 minutes when I can - but that's not often.
 10.50 Teaching.
 11.20 Preparing teaching materials for next time.
 12.00 D.Head - he's doing tonight's staff meeting (re. PSHE policy).
 12.20 Teacher to see me about classroom lighting.
 12.30 Teacher - about PSHE policy.
 1.10 Took class unexpectedly - teacher went to buy something for school at lunchtime and hasn't returned.
 1.25 Teacher turned up - delayed by traffic problem.

- 1.30 Leave school to go to high school.
- 1.35 Meeting with Head about governors and school pay policies.
- 3.00 Back to school - secretary has taken messages.
- 3.10 Deal with messages - phone ed. office.
- 3.30 Left school - strange feeling to drive past waiting parents....you think they think you're off home!
- 3.45 Arrive at --- to research curriculum materials for school.
- 5.00 Leave for home. Find lunch in brief case again!

Tuesday

Conducting Headteacher appraisal all day at --- 8.45 to 3.15 with Head and colleague Head. 3.15 to 3.45 with Lea Inspector for extra discussion. Wonder at the value of this. What did the Head get out of it?

Arrived back home at 4.30. Preparation of English materials for 2 meetings tomorrow - 1 hour 15 mins. Spent another hour at it later.

Wednesday

- 8.00 In school - teacher about something from yesterday.
- 8.15 D.Head - same.
- 8.30 Teacher - same. Is it worth going out of school? Certainly not for appraisal.
- 8.40 Looking at post - secretary offers to take it - actually, she insisted with a reprimand!
- 9.00 Assembly.
- 9.30 Parent waiting - sad event at home....wanted to talk to someone.
- 10.00 Monitoring in Y4.
- 10.15 Had to leave - secretary with financial query.
- 10.30 Staff room - coffee (and biscuits).
- 10.50 2 boys to see about bad behaviour at playtime.
- 11.20 Dealing with remainder of post.
- 12.00 D.Head about Monday's staff meeting.
- 12.30 Went to High School for meeting with Head of English.
- 2.00 Left and went to --- school for meeting with Head about English.
- 4.30 Got back to school - dealt with 3 messages on my desk (all about parents).
- 5.00 Re-hung 2 pictures in office.
- 5.30 Left.

Thursday

- 8.00 2 Members of staff to see about English
- 8.20 Opening post - there's something very reassuring/therapeutic about slitting open envelopes - it's the contents which are the problem!
- 8.30 Therapy over - parent in to complain - misunderstanding, soon resolved.
- 9.00 Assembly.
- 9.20 Investigating problem between 2 pupils who had gone from best friends to fiercest enemies in the space of 10 minutes yesterday - 1 pupil not in school.
- 10.00 Secretary with query about dinner money.
- 10.15 Parent arrived with son (see 9.20) - none of the trouble was her son's doing. It never is, is it?
- 10.25 Peace again - boys are best friends again (for how long?).
- 10.40 Personal peace - coffee and feet up in staff room.
- 10.50 Writing SEN materials.
- 11.50 Quick tour of school.
- 12.00 Teacher - she wants to go on a course.
- 12.10 Teacher about English policy.
- 12.30 D.Head - weekly management meeting.
- 1.10 Gathered and scanned documents for tonight's meeting.
- 1.30 Infant school for meeting with Head - liaison between staff....transfer of records etc.

- 4.00 left for NAHT meeting at ---
- 6.00 Meeting over - time for home. These meetings give an opportunity to talk informally to friends and colleagues - that's the best part. My theory is that the higher you get in any organisation, the more meetings there are to go to - and why? many of them are of only part relevance to people there. They cause other meetings....stop you from doing x, y and z....don't know what the answer is.
- Evening Preparation of financial information - 2½ hours.

Friday

- 8.10 In school, photocopying.
- 8.20 Phone call from governor.
- 8.30 Teacher - problem with calculators.
- 8.40 Teacher - what does chicken pox look like?
- 8.50 Phone call from parent - **“very important”** - her son has lost a football boot - have I got it? Tempted to say, “No, I’ve got my own - and I prefer them in pairs.” Offer to investigate....
- 8.55 Assembly preparation.
- 9.00 Assembly and Hymn Practice.
- 10.00 Check over a budget update.
- 10.15 Deal with a couple of items of post.
- 10.30 See boy about missing football boot - are we looking for a one-legged centre forward?
- 10.40 Staff room - teacher says he's got the missing boot which was found in the lane last night.
- 10.50 Teaching.
- 11.20 Office - in-tray - have this panic attack - can't leave anything in the tray over weekend! Why not?
- 12.00 Make start at replacing a display.
- 12.30 D.Head - finance to discuss.
- 12.45 Phone call from parent - she's certain the boot was taken by --- tell her it was found in the lane....she insists that --- put it there. Tell her that --- wasn't at school yesterday....she insists that someone else did it then. We agree to differ.
- 1.00 See 1-booted boy. He confirms that he tied both boots on his bag at school (because they were too muddy to put inside) and lost one on the way home. Consider phoning home but can't face it!
- 1.10 Unplanned teaching - teacher to see a Rep.
- 1.45 Secretary - checking budget statements.
- 2.00 Continue with display.
- 3.00 Last attempt to clear in-tray.
- 3.30 Drive supervision.
- 3.40 2 teachers to see about classroom organisation.
- 4.00 Several odd jobs - throw dead plant away etc.
- 4.30 Go home.

Sunday

Re-writing/updating job descriptions - 3½ hours.

Week Beginning Monday, 5th October **Monday**

- 8.15 At school - staff meeting about job descriptions.
- 8.45 Leave school for Heads' meeting.
- 9.15 Training meeting - much about NQT's.
- 3.45 Leave - 3/10 for meeting: 8/10 for lunch.
- Evening Created NQT's induction programme - 2 hours.

Tuesday

Spent 8½ hours at a whole LEA conference - 7 hours was “work” and the rest was coffee and lunch times. Everyone revelled in the peace (and length) of dinner time - no teachers, naughty children, phone calls, complaining dinner ladies.....

Wednesday

8.00 D.Head on events of the last 2 days.
8.15 Teacher - how to display children’s work to best advantage.
8.30 Teacher - about my lessons with her class.
8.45 Teacher - to arrange a meeting for lunch time. Why do I give everyone 15 minutes? Have I got an in-built time clock?
8.50 Secretary - messages taken.
9.00 Preparation for morning’s teaching - miss assembly.
9.20 Teaching all morning.
12.00 D.Head about the governors’ meeting.
12.00 Teacher about policy document for PE.
1.00 Welcomed theatre group.
1.10 With Y6 children preparing hall for school to sit in.
1.25 Contacted 3 governors re. tomorrow’s meeting.
1.45 Back to hall to finish seating arrangements.
1.55 General admin.
2.15 In hall - theatre group production.
3.30 Restored hall with Y6 pupils (and some staff).
3.40 Preparation for tomorrow’s teaching.
4.10 Tidied desk.
4.20 Left school. Called at PFA chairman’s house en route for home - 20 minutes.
6.45 Back at school for PFA meeting.
9.30 Locked up, set alarm and left.

Thursday

8.00 Arrived - saw caretaker about tonight’s meeting....he’d taken a message from a teacher who won’t be in.
8.10 Staff meeting - Book Week, governors’ meeting, PFA meeting, parent helpers in school.
8.40 Secretary - some of the above - we need a supply teacher.
8.50 Registered class.
9.00 Assembly.
9.30 Teaching all morning - unplanned - couldn’t get supply cover.
12.00 Eat lunch with children.
12.15 Meet supply teacher and put her in the picture for the afternoon.
Phone call from parent about chewing gum.
12.30 D.Head re. monitoring and NQT induction.
1.10 Phone call from Infant Head about governors’ meeting.
1.30 Preparation for governors’ meeting.
2.30 NQT - meeting about parents’ consultations.
3.10 Phoned parent back (see 12.15).
3.20 Cup of tea!
3.30 Drive supervision.
3.40 Teacher about Book Week quiz.
3.55 Preparation for assembly.
4.30 Preparation for governors’ meeting.
6.00 Infant Head to discuss the governors’ meeting.
6.45 Governor’s meeting.
9.45 Left school - called at home of governor who wasn’t at the meeting - need his support.
10.45 Left for home.

Friday

8.10 Photocopying for assembly.
8.20 D.Head - discussion re. outcome of governors' meeting.
8.40 Teacher re. Harvest Festival.
8.50 Preparation for assembly.
9.00 Assembly and Hymn Practice.
10.15 Secretary - re. a letter.
10.30 Post.
10.50 Teaching.
11.20 More post - plus follow up admin. to governors' meeting.
12.00 Reading report on a new entrant.
12.10 Writing response to LEA draft policy on SEN.
1.10 Tour of school.
1.15 Secretary - minor matter.
1.20 Follow up to governors' meeting - wrote some notes - rang chairman.
1.30 Checked NQT's job description.
1.45 Tour of classrooms as a Book Week character (the Demon Headmaster)- staff and children look marvellous....Peter Rabbits....Alice in Wonderlands....costumes are amazing!
2.05 In-tray clearance.
2.20 Coffee in staff room - what do they all look like?!?!?! Sat next to Peter Pan...
2.30 Circulated information to staff.
2.50 Book Week assembly - wonderful.
3.30 Drive supervision - Demon Headmaster smiles at Cinderella, waves to Robin Hood.....
3.40 Chat with cleaner.
3.50 Completely empty in-tray!
4.50 Cleared desk - got changed and left at 5.10.

Saturday

Attended area 6-a-side football competition - 9.15 to 12.00.

Sunday

Reading various circulars and documents - 2 hours 30 mins.

Week Beginning Monday, 12th October **Monday**

8.15 Filing.
8.25 D.Head re. staff meeting.
8.40 Parent with a query about a book damaged at home - blamed the dog!
8.50 Assembly preparation.
9.00 Teacher about PE kit.
9.10 Assembly.
9.40 Wrote letters to 2 companies.
9.55 Secretary - above letters.
10.05 Need to change something in the PSHE policy.
10.35 Staff room - coffee.
10.50 Teaching.
11.30 General SEN admin.
12.00 Read topic plans for Geog, Science.
12.30 Member of staff re. Harvest Assembly.
1.00 D.Head - odd items.
1.10 Secretary re. minor matters.
1.30 Post.

2.15 Cup of tea.
 2.30 Budget review.
 3.00 Check NQT induction programme.
 3.15 SEN - update files. Realise I've muddled them - perhaps I'm the one with special needs!
 3.30 Drive supervision.
 3.40 2 teachers about pupils.
 3.50 Y3 staff to see about SEN pupils.
 4.45 Private phone call.
 5.00 D.Head about our system for recording pupil progress.
 5.20 Cleared desk and left.

Tuesday

8.10 Meeting with Y4 staff about SEN pupils.
 8.40 2 phone calls from parents - relayed messages to teachers.
 8.50 Deal with distraught pupil who had accidentally torn his shirt - offer to tell Mum it was an accident.
 9.00 Assembly.
 9.35 Secretary - query about water rates - checked.
 10.05 Working with teachers in classes.
 12.00 More updating of SEN files - what a job SEN is!
 12.30 D.Head - discussion of General Knowledge Quiz.
 1.00 Cup of tea - and orange.
 1.10 Teaching Y3 PE.
 1.50 Preparation for Ed. Psych's visit.
 2.00 Ed. Psych.
 2.30 Covered ---'s class so she could see Ed. Psych.
 3.00 Ed. Psych and parent.
 3.30 Drive supervision.
 3.40 Staff meeting.
 5.10 D.Head - planning for tomorrow (I'm out most of day).
 5.25 Cleared desk - sharpened 5 pencils!
 5.40 Left school.
 Evening Read documents for tomorrow - 1 hour.

Wednesday

8.30 Arrive at --- for seminar on computers in school offices.
 1.00 Leave - eat fruit driving back to school.
 1.30 School, catching up on morning's events - post 30 mins - phoned PFA chairman 15 mins - Secretary with messages 10 mins - D.Head 5 min. conversation.
 2.30 Led Harvest assembly rehearsal.
 3.30 Drive supervision.
 3.40 Left for --- College to talk about students - 1 hour 20 mins actual talking.
 6.00 Drove home.

Evening Reading information collected at school and documentation given out at the seminar - 1 hour.

Thursday

8.10 Preparation for teaching.
 8.20 Teacher to see about a pupil's eyesight.
 8.30 Prepare for harvest assembly.
 8.40 Secretary with a message from a governor.
 8.50 Greeting parents.
 9.00 Harvest assembly.

9.45 Teaching.
 12.00 Member of staff about a pupil.
 12.15 Post.
 12.30 D.Head - about assessment, recording, Data Protection Act.
 12.50 Cup of tea and apple.
 1.00 Secretary - admin. matter.
 1.10 Prepared for tonight's consultations.
 1.30 Preparation for a case conference.
 1.50 Observing in Y3 class.
 2.10 Left school for case conference in ---
 4.00 Got back to school just as first parents arrived!
 7.30 Consultations over - for the first time, we stopped on the dot - also, for the first time, I had a queue of parents to see (or wanting to see me) throughout the 3½ hours. Normally, I get the opportunity to do some other work.
 7.40 Left school.

Friday

8.10 Got to school - tour round to see staff for any instant feedback from the consultations.
 8.25 Caretaker - slight problem with a toilet apparently.
 8.30 Phone call from Infant school Head.
 8.40 Assembly preparation.
 8.50 Hall - suddenly realised chairs were out from last night - grabbed children to help.
 9.05 Teacher interrupted with a query about students - then helped with chairs!
 9.10 Assembly and Hymn Practice.
 10.00 Phone call from ed. welfare officer about yesterday's case conference.
 10.15 Secretary - can I fill a form in.
 10.25 Preparation for teaching.
 10.35 Tea.
 10.50 Teaching.
 11.20 SEN admin.
 12.00 Supervision in dining hall.
 12.20 Fruit and tea..
 12.30 D.Head - information about 2 pupils who have worked really well.
 12.40 NQT - advice required.
 12.50 Teacher - about a pupil who will not work! I seem to be on a 10 mins per teacher run - I've thought before I seem to establish a pattern if I have several to see...must be coincidence.
 1.00 Preparation for teaching.
 1.10 Teaching.
 3.30 Drive supervision - remembered to congratulate the D.Head's hardworking pupils.
 3.40 D.Head - did I see the 2 pupils he'd told me about earlier? YES!
 3.50 Marking from teaching.
 4.10 Teacher (whose class I had taken) - brief discussion.
 4.20 Completed SEN admin. begun earlier.
 5.10 Checked assessment information collected from staff.
 5.30 Cleared in-tray which was remarkably low.
 5.40 Parent about a lost coat - we found it still hanging on the peg.
 5.50 Went home.

Sunday

4.30 Read LEA's SEN document.
 5.30 Read --- College's prospectus and guidelines for schools having students.
 6.00 Finished.

Week Beginning Monday 19th October

Monday

8.20 Arrive - met by caretaker - toilet still "playing up" - I wonder what it does.....
8.25 Teacher re. policy.
8.40 Parent - minor thing.
8.55 Post.
9.05 Assembly preparation.
9.10 Assembly.
9.35 Governor re. SEN policy.
10.00 Back to the post - change from back to the wall!
10.35 Staff room - tea.
10.50 Teaching.
11.35 Secretary - anxiety about the water bill. We must have a massive leak.
11.50 Parent phoned - son's forgotten dinner money - will he be fed?
12.00 Phone call to Infant school.
12.15 Phone call to chair of governors.
12.20 Cup of tea - drink it hot!
12.30 Meeting with staff about students.
1.00 Sick child to deal with - I seem to be the only person available....
1.10 SENSS teacher visited.
1.40 Phone call from Kalle Infotec about a new machine.
2.00 Secretary - general admin.
2.20 Tea.
2.30 SENSS teacher again.
3.00 Release teacher to see SENSS lady.
3.20 See SENSS teacher.
3.30 Phone supply teacher to book her for tomorrow.
3.40 See teacher about tomorrow - tell her not to come in despite it being consultation evening.
3.55 Teacher with PE policy - this policy keeps reappearing!
4.40 Teacher re. SEN pupils.
5.10 Tidied up office and cleared desk.
5.25 Left for home.

Tuesday

8.15 Arrive - caretaker - toilet now "on the blink" whatever that means.
8.20 Preparing for students' first day.
8.30 Teacher about students.
8.40 Secretary with a message from a parent.
8.50 4 students arrived, looking petrified. Gave them the tour and the talk!
10.50 Teaching.
12.00 Peripatetic music teacher.
12.30 Give information to member of staff about SEN pupil's file.
1.10 Phone up absent member of staff to enquire about her health - she's not coming in to parents' consultations.
1.15 letter to parents of --- class, cancelling their consultations tonight.
1.25 D.Head with update about consultations and my letter.
1.30 SEN - 1 hour reading documentation and 1 hour updating pupils' files.
3.30 Drive supervision.
3.40 Students - they've survived!
4.00 Photocopying - I shouldn't be the one to do this.
4.10 Finish pupils' SEN files.
5.10 2 members of staff about students.
5.25 Preparation for consultations.
5.35 Reviving cup of tea.
6.00 Parents' consultations - see various parents after they've seen class teachers.

9.35 Left school.

Wednesday

8.05 Caretaker - minor matter - I don't ask about the toilet.
8.10 Teaching preparation.
8.20 Students.
8.30 Teacher about a parent's comment last night.
8.40 Drove to --- for History INSET.
9.00 INSET session.
12.00 Left for school.
12.15 D.Head.
12.30 Secretary -about the same issue.
12.45 Member of staff about a consultation.
1.00 Phone call from researcher.
1.10 Teaching.
3.30 Drive supervision.
3.40 Teacher about SEN children.
5.00 Caretaker about a door lock.
5.05 Phone call to Infant Head.
5.30 Dashed home and almost straight back.
7.05 Back in school - Y6 parents' meeting about secondary transfer.
9.00 Meeting over - locked up and set alarm.
9.15 Drove home.

Thursday

8.15 Arrived in school - caretaker to tell me he's repaired the door and fixed a shelf.
8.25 Worked at clearing in-tray - filing files and bin.
8.50 Secretary.
9.00 Assembly.
9.15 Secretary.
9.45 Back to in-tray.
10.15 Working with Y3 SEN pupils - individual testing.
12.00 Y6 teacher.
12.30 D.Head - management issues.
12.55 Fruit, drink.
1.10 Continue with Y3 SEN pupils.
1.40 Writing up SEN records.
2.20 Cup of tea.
2.30 NQT - induction meeting.
3.20 Left school with chair of governors and drove to --- for a meeting about Grant Maintained status.
6.00 Dropped him off at 6.30 p.m.

Friday

8.10 Assembly preparation.
8.40 Member of staff returning after absence.
8.50 Secretary - form to complete.
9.00 Assembly and Hymn Practice.
10.10 Secretary.
10.25 Post.
10.40 Staff room - tea.
10.50 Teaching a group in their classroom.
11.20 Writing up this diary - I wonder how its going and how I'm doing....
11.35 Post.

12.00 Praised 2 boys to the skies for their good work.
 12.10 Visit by local policeman re. 5th November.
 12.25 Post.
 12.45 Dealt with 2 naughty boys.
 12.55 Cup of tea and apple.
 1.10 Read SEN info.
 1.40 Wrote 2 letters.
 2.10 With secretary, checking spending in the various budget departments.
 3.10 Tracing pupil's watch reported lost - it had already been found!
 3.20 Y3 class to hear the end of a story.
 3.30 Drive supervision.
 3.40 Various members of staff - must get their pound of flesh before weekend - probably unkind comment, issues are important to them. You have to guard against being passed problems which they could easily deal with.
 4.10 Cleared in-tray - my usual Friday task.
 5.10 Wrote up school log book.
 5.15 Packed up and left school - took some reading. IT'S HALF TERM!

Sunday

Spent 1½ hours reading staff plans and evaluation sheets, and 1½ hours planning based on the information I had read.

Week Beginning 26th October (Half Term)

Monday

Spent time both before and after lunch catching up on reading which you can't fit into the normal working week - things like the Heads' Legal Guide and magazine articles. Also looked at the staff's next half termly forecasts. Must say I resented the intrusion into the holiday but at least it was done early. I am determined not to write another word in this diary till next week!

Total time spent: 4 hours 30 minutes.

Spring Term

Week Beginning Monday, 2nd November

Monday

- 8.10 Met by caretaker with an update of holiday work done by contractors.
- 8.25 Staff meeting - welcome back....good holiday?
- 8.35 Preparing items for lesson later today.
- 8.45 Parent about her daughter - query became a minor criticism....
- 8.50 Saw the daughter - there's no problem.
- 8.55 Post - just looked at the mountain and left it for secretary to climb!
- 9.00 Assembly preparation.
- 9.05 Assembly.
- 9.40 Secretary - co-ordinating our diaries for half term - dealing with post together.
- 10.30 Post.
- 10.45 Teaching.
- 11.30 Advisory teacher for IT.
- 11.45 Working on parents' newsletter.
- 12.00 Minor interruption, then back to newsletter.
- 12.30 Teacher about rearranged consultations.
- 12.45 Lunch and stroll round school.
- 1.10 Secretary - details of letters needed to parents.
- 1.25 Post!
- 2.00 Phone call to Ed. Office re. caretaking charge.
- 2.20 Staff room - tea with staff and parent helpers.
- 2.30 Reading a policy.
- 2.45 Photocopying newsletter and collating it with secretary.
- 3.30 Drive supervision.
- 3.40 Co-ordinators meeting.
- 4.00 Cleaners - social chit chat.
- 4.10 Walk round school, talk to any staff I meet! They all work so hard - I should tell them more often.
- 4.40 Look at some recently published assessment materials.
- 4.50 Dismantle my art display and put backing paper on board - add competition sheets.
- 5.40 Tidy up and leave.

Tuesday

- 8.15 Assembly preparation.
- 8.35 Parent.
- 8.50 See child who has won a competition out of school.
- 9.00 Assembly.
- 9.30 Secretary with reminders of what I "MUST do."
- 9.45 Parent puts a stop to my list - needs information I haven't got.
- 10.00 Testing a child's reading.
- 10.15 SEN admin.
- 10.45 Monitoring in Y3.
- 12.00 Teacher about rulers and calculators.
- 12.10 Post.
- 12.30 D.Head - management items.
- 1.00 Lunch - on my own!
- 1.10 Unscheduled visit by Infant Head - she needs to talk.
- 3.10 NQT - induction programme meeting.
- 3.30 Drive supervision.
- 3.40 Phone parent (from this morning) with the information she wants.
- 3.50 Cleared desk.
- 4.00 Left school.

Evening Assembly preparation - 30 mins.

Wednesday

8.15 Phone call from chair of governors.
8.25 Teacher about assessment.
8.40 Teacher about a SEN pupil.
8.50 Compose letter to governors' pay policy working party.
9.00 Assembly.
9.25 Phone call from parent - needs following up.
9.40 D.Head - professional development interview.
10.50 Observing in Y4.
11.00 Working with child on language activities.
11.45 Admin. from last entry.
12.00 Teacher about the child I had worked with.
12.20 Filing.
12.30 Drove to --- for conference. Ate fruit in car.
1.00 Conference - Headteachers'' update.
5.45 Left for home.

Thursday

8.10 D.Head - tell him about the conference.
8.40 Parent re secondary transfer forms.
8.50 Phone call from secretary at Infant school.
9.00 Assembly.
9.25 General admin.
10.15 Monitoring in Y6.
10.35 Staff room - tea and chat.
10.50 Testing children.
11.50 SENSS teacher.
12.20 Kitchen - chat to cook and assistants - whilst they serve, wash up....
12.35 Recording of earlier testing.
12.50 Teacher re. GEST.
1.10 Continue testing.
1.50 Ate dinner.
2.00 Even more testing!
3.30 Drive supervision.
3.40 Record test results.
4.15 Hall to hear Christmas Carol Service items - beautiful.
4.30 Left school.
6.00 Returned for 1 teacher's consultations, previously cancelled - see various parents.
7.30 PFA committee meeting.
9.30 Locked up and left.

Late! Assembly preparation - ½ hour.

Friday

8.10 Assembly preparation.
8.30 Phoned by chair of governors.
8.45 Teacher.
8.50 Secretary - form to read and sign.
9.00 Assembly and Hymn Practice.
10.15 Display - work on board.

10.15 British Legion Rep.
 10.35 Display.
 10.50 Teaching.
 11.20 Ed. welfare officer about a child moving into the area.
 11.35 General admin. - filing.
 12.00 Teacher about GEST.
 12.20 Photocopying for Headteacher colleague.
 1.00 Phone call to parent.
 1.10 Post.
 1.50 Prospective parent.
 2.20 See teacher about possible new child.
 2.30 Take 8 children to War Memorial to lay our wreath.
 3.00 Erecting staging in hall with pupils.
 3.30 Drive supervision.
 3.40 Ate lunch and cleared desk.
 4.00 Left!

Sunday

Worked for 2 hours on assessment policy.

Week Beginning Monday, 9th November **Monday**

8.00 Photocopying materials re. assessment.
 8.25 Seeing individual members of staff about various matters.
 8.45 Parent - minor matter.
 8.50 Secretary - issues for the day.
 9.00 Prepare assembly.
 9.10 Assembly.
 9.40 Secretary - query had arisen during assembly.
 10.00 Fill in school log book.
 10.05 Tour of school - no specific reason.
 10.20 Appointment with parents about admission of child.
 10.35 Phone Social Services.
 10.45 Tea.
 10.50 Teaching.
 11.25 SEN admin.
 12.00 See teacher about tomorrow's staff meeting.
 12.15 Pause for thought!
 12.20 Phone call from Social Services about new child.
 12.30 D.Head - general knowledge quiz/assessment.
 1.10 Arranging hall furniture with Y6 children - oh to have a caretaker on hand!
 1.20 Rehearsal for general knowledge quiz.
 2.20 Cup of tea.
 2.30 Visit all classrooms with notices for staff - have to interrupt them unfortunately.
 2.40 Post.
 2.55 SEN admin.
 3.30 Drive supervision.
 3.40 Staff re. pupils.
 4.00 Left school to go to a meeting with industrial reps.
 4.30 Meeting till 6 pm.
 6.00 Call into school to collect paperwork - 5 mins.

Evening Preparing materials - 1 hour 30 mins.

Tuesday

8.10 Finish diary with last evening's entry - read through entries.
 8.30 Prepare assembly.
 8.50 Member of staff - advice needed.
 9.00 Assembly.
 9.30 Teaching in Y6.
 Ed. Psych seen for 15 mins: Ed. welfare officer seen for 15 minutes.
 12.00 Preparing questions for general knowledge quiz.
 12.30 Report back to Y6 teachers on morning lessons.
 1.00 Cup of tea - fruit. Also find yesterday's uneaten apple!
 1.10 Teaching.
 1.50 Post.
 2.00 Group of children re. session with Ed. Psych later.
 2.30 Phone call from Ed. office - need to find info. and ring back.
 3.00 Completed preparation for general knowledge quiz.
 3.15 Ed. Psych.
 3.40 Staff meeting - curriculum development.
 4.50 Staff re. arrangements for tomorrow.
 5.15 Work on display.
 6.15 Left school.

Wednesday

9.00 SIMS Training - assessment - computer centre. Confirms my computer illiteracy.
 4.00 Drive back to school, mentally preparing for meeting with Infant Head.
 4.30 Infant school - discussion with Head.
 6.00 Back to school, preparation for Quiz.
 7.00 General Knowledge Quiz - I am question master.
 9.30 Left school - brilliant evening!

Thursday

8.10 Arrive at school - instant phone call from Infant Head.
 8.20 Phone call to colleague Head.
 8.35 Phone call from parent - relating to first 2 calls.
 8.50 Kitchen - PR with cook.
 9.00 Assembly.
 9.15 More phone calls from and to parent on same issue - child's transfer.
 9.35 Letter to parent.
 9.50 School nurse and watching video on head lice - much scratching!
 10.35 Selling cookies to pupils.
 10.50 Hanging curtains in hall - menial and non-satisfying.
 11.05 School nurse.
 11.20 Office admin. - filing.
 12.00 Staff meeting - post mortem on Quiz.
 12.20 Phone call to ED. Office.
 12.30 Phone call to Headteacher colleague re. visit by NQT.
 12.45 Dining hall - see dinner ladies about cleaning tables.
 1.00 Cup of tea.
 1.10 Dealing with recalcitrants.... toilet fixated....
 1.30 Post.
 2.00 Preparing for meeting with NQT.
 2.20 Cup of tea.
 2.30 Meeting with NQT - part of induction programme.
 3.30 Phone call from PFA chairman.
 3.45 Phone call to Headteacher colleague re. NQT visit.
 4.00 Phone call to Headteacher colleague re. appraisal.

4.20 Admin re. NQT.
4.30 Infant Head visited.
5.15 Left school.

Friday

8.15 Parent phoned with complaint.
8.25 See teacher re. phone call.
8.40 Preparation for assembly.
9.00 Assembly and Hymn Practice - best part of the week!
10.15 Secretary with items of post (after her sift) - follow up together.
10.45 Staff room - cup of tea.
10.50 Teaching Y3 group.
11.20 Admin. - cleared desk.
11.40 Left school to attend funeral, representing school.
12.10 Lunch at local school with other mourners.
12.40 Attended funeral.
1.40 Worked at home - preparation for tomorrow's PFA event - 2 hours 5 mins.

Saturday

12.30 PFA Auction.
4.30 Went to school to remove and collect curtains.
5.00 Left for home.
5.30 Altered and pressed curtains - took 2 hours.

Sunday

Catching up on reading of educational literature - 1 hour.

Week Beginning Monday, 16th November

Monday

8.15 Rehung curtains.
8.25 Wrote last Friday's entries in school log book.
8.30 D.Head - exchange of info.
8.50 Tour of school as children entered.
9.00 Post.
9.10 Reward assembly - much to celebrate.
9.35 Secretary re. budget and post.
10.00 New parents - tour of school - introduced family to teacher.
10.45 Staff room - being sociable.
10.50 Teaching group of Y3 children.
11.20 Secretary - message.
11.30 Letter to parent.
11.40 Wrote Newsletter for parents.
12.10 See NQT about her morning visit to another school.
12.25 Wet dinner hour - tour of school - everyone hates this situation! Will it rain all week?
12.40 Staff room - cup of tea and chat - looked at teacher's photographs for 10 minutes.
1.00 Meeting with D.Head - management issues.
1.10 Had all Y5 in hall to remonstrate about their behaviour during lunch time.
1.25 Lunch.
1.35 Preparation for next meeting.
1.55 Education Officer visited - the LEA is considering which schools are ripe for amalgamation....
3.30 Phone call to Infant Head....
3.45 Member of staff to discuss her input for tomorrow's staff meeting.
4.05 Post - in-tray.

4.20 Left school.

Tuesday

8.10 Reached school - caretaker about a window catch.
8.15 Post.
8.30 Teacher re. evaluation sheets.
8.40 Phone call to parent about meeting later on.
8.50 Phone call to chair of governors about same issue.
9.00 Meeting with D.Head re. assessment.
9.45 Meeting with ed. welfare officer and social worker prior to
10.00 Meeting with parent and solicitor (and above) re. pupil.
10.25 Meeting with ed. welfare officer and social worker about second pupil.
10.40 Parent called about PE kit.
10.50 Teaching Y3.
12.00 Member of staff about covering her class next week.
12.20 Writing up a.m. meetings.
12.40 lesson preparation.
12.50 Teacher about INSET.
1.00 Tour of school - see and be seen!
1.10 Teaching.
1.50 Secretary with financial information.
2.15 Ed. Psych.
2.25 Cup of tea.
2.30 Peripatetic music teacher - the violinists aren't practising enough.
2.40 Cook re. Christmas Dinner - we devise a letter for parents.
3.00 See violinists.
3.10 Preparation for finance meeting - with secretary, the fount of all knowledge.
3.30 Drive supervision.
3.40 Staff meeting re. PE.
5.00 Phone call from researcher who had not understood one of my entries. Oops!
5.15 Counted up PE mats.
5.25 Left school.

Wednesday

8.15 Preparation for teaching.
8.30 Finance committee meeting.
8.50 Discussion with chairman of governors about pay policy.
9.20 Teaching Y4, covering absent teacher.
10.35 Staff room.
10.50 Secretary - update on various issues.
11.05 Phone call to parent about child and difficult situation.
11.55 SENSS teacher.
12.05 Tour of school and dining hall.
12.35 Deal with sick child.
12.45 Phone call to Infant Head.
12.50 Parent of sick child called to collect her.
12.55 Member of staff re. music for Christmas.
1.05 Supervise children coming into school.
1.15 Preparing materials for governors working party on pay policy.
2.15 Staff room - tea.
2.30 Preparing materials for monitoring NQT tomorrow.
2.55 Reading report on case conference.
3.25 Letter to chair of governors.
3.30 Drive supervision.
3.40 Reading post.

- 4.00 To Infant school to help Headteacher set up her budget.
- 6.00 Left to go home.

Thursday

- 8.15 Groundsman reported work in progress.
- 8.25 D.Head re. storage of PE equipment.
- 8.35 NQT re. monitoring.
- 8.45 Phone call to caretaker - he's disappeared.
- 8.50 Left messages everywhere for the caretaker.
- 9.00 Assembly.
- 9.20 Monitoring NQT's lesson.
- 10.35 Staff room.
- 10.50 Secretary - routine update of admin.
- 10.55 Preparing follow up to monitoring.
- 11.25 Attempt to solve the problem of housing publishers' catalogues in staff room - boring but vital.
- 12.00 Hall, supervising.
- 12.15 D.Head - assessment and recording.
- 1.00 Lunch.
- 1.05 Settling an argument between pupils.
- 1.15 Secretary - "what are we doing this afternoon?"
- 1.25 Preparing materials for school pyramid meeting.
- 1.45 Sorting history resources.
- 2.00 Sorting geography resources - we are running out of space.
- 2.15 Staff room.
- 2.25 NQT induction - SEN pupils and feedback on morning lesson.
- 3.35 Member of staff re. music.
- 3.50 To Infant school - pyramid meeting at 4 p.m. (networking).
- 6.00 Left Infant school for home.
- 7.15 Reading new pupil's file; educational materials - 2½ hours.

Friday

- 8.15 Caretaker lying in wait....site update - everything's working (him too!),
- 8.25 Teacher re. new pupil and history resources.
- 8.40 Welcome visitor here to take assembly.
- 8.55 Hall for assembly and hymn practice.
- 10.15 Secretary - "what are today's goodies?"
- 10.20 Working on display.
- 10.30 See pupils re. charity work - heap on praise.
- 10.40 Staff room - coffee and chat.
- 10.50 Teaching Y3 group.
- 11.20 Office - working on in-tray.
- 12.00 Dining Hall supervision.
- 12.20 Staff room - ate fruit....quiet sit and chat about weekend plans.
- 12.40 Y6 - pouring oil on troubled waters - dispute about football match - act as referee!
- 1.00 Answer private telephone call.
- 1.10 Fitting curtains.
- 1.25 Phoned Ed. office.
- 1.35 Post.
- 2.25 Well deserved cup of tea.
- 2.30 Reading NQT's file and record books.
- 2.50 In-tray.
- 3.10 Child arrives....good news....good work - nice end to the week.
- 3.25 Secretary.
- 3.30 Drive supervision.

- 3.40 Planning Christmas activities.
- 4.30 Left school.

Sunday

Spent 1 hour reading educational material.

Week Beginning Monday, 23rd November **Monday**

- 8.15 Caretaker re. sewage ejector - what a way to start the week...
- 8.20 Staff meeting re. PE day.
- 8.30 Y5 staff - further discussion re. PE day.
- 8.40 Peripatetic music teacher tells me a pupil wants to give up; I'll see what I can do.
- 8.45 Secretary - the week in view.
- 8.50 Greet Y4 in their cloakroom.
- 8.55 Assembly preparation.
- 9.00 Post.
- 9.10 Reward assembly - the real start of the week.
- 9.45 Planning Christmas arrangements.
- 10.05 Monitoring Y5 class.
- 10.30 Hall - ensure we have crisps to sell in school shop; yes, business as usual.
- 10.40 Staffroom - good morning everyone. Coffee.
- 10.50 Teaching Y3 group; satisfying, they're receptive.
- 11.20 Secretary - so far so good.
- 11.30 Spoke too soon - emergency; flood in Y3! Get mop out.
- 11.35 Monitoring Y6 class.
- 12.00 Hall - deal with unruly dinner queue.
- 12.15 Staffroom - lunch and chat.
- 12.35 Return to Post.
- 1.00 Deal with naughty Y6 boys; use the hard stare.
- 1.10 Monitoring Y3 settling down post-flood.
- 1.20 Monitoring Y4 dance lesson in Hall.
- 1.50 Write Order of Service for Carol Service.
- 2.20 Phone call from social services re. pupil.
- 2.30 See child with head injury; assess damage and phone parent.
- 2.40 See teacher concerned, establish details.
- 2.50 Parent arrives - put in picture and hand child over.
- 3.10 Work on display.
- 3.30 Drive supervision.
- 3.40 See teacher re. PE staff meeting.
- 4.00 Teacher to see me re. injured child - reassure her all is taken care of.
- 4.10 Back to the display.
- 4.50 Tidied desk, left school.
- 9.30 Preparing lesson for tomorrow - 1 hour.

Tuesday

- 8.15 In school - preparing for PE Open Day for parents.
- 8.45 Preparation for teaching.
- 8.55 Post.
- 9.00 Left post quickly - assembly!
- 9.40 Greeting parents as they arrive for PE lesson.
- 9.50 In-class support - Y6.
- 10.10 Hall for Y5 PE lesson to parents.

10.20 PR with parents - pleasant to chat in a relaxed manner.
 10.40 Staff room - tea and more chat!
 10.50 Teaching.
 12.00 A team from the Inland Revenue, measuring school....will my tax code go up?
 12.10 Caretaker - phoned him....no hot water in kitchen.
 12.15 A "see and be seen" tour.
 12.30 Preparation for teaching.
 1.00 Lunch.
 1.10 Teaching - art....wonderful, lovely, something to get lost in....
 2.20 PR with parents in hall for PE.
 2.30 Fronting 2 movement lessons for parents.
 3.30 Drive supervision.
 3.45 Staff meeting.
 4.45 Tidy up desk - can't bear to leave it in a mess.
 5.00 Left.

Wednesday

8.15 Still the display.
 8.45 Supervise children as they arrive.
 8.55 Secretary - content of the day.
 9.00 Assembly.
 9.25 Preparing for NQT due to visit us tomorrow.
 9.55 Monitoring Y4 class.
 10.35 Read the Riot Act to Y6 in hall.
 10.50 Design PE "flyer" for parents.
 11.30 Parent with child diagnosed as having hand, foot & mouth disease! Establish exclusion period.
 11.45 Work on Carol Service programme.
 12.00 Teacher re. PE flyer.
 12.10 Phone call from Headteacher re. appraisal.
 12.20 Dining Hall supervision.
 12.55 Deal with naughty boy.
 1.05 See teacher about pupil.
 1.10 Still the display - therapy....
 3.10 Working with teacher in Y6.
 3.30 Drive supervision.
 3.40 Phone call to Headteacher.
 3.50 Display....
 4.10 Cleared desk and left school.

Evening Preparation for meeting with D.Head tomorrow - 1 hour 15 mins.

Thursday

8.10 Begin work on display.
 8.35 Supervision on yard.
 8.45 Fighting to release heel of shoe from edge of grating - children thought it was wonderful and made most amusing comments.... "Will Mrs --- (sec) come looking for you?" "Got your pumps?" "Why did you do that?"
 9.00 Finally got it free - isn't it marvellous, no-one around when you want them?!?! Spent the morning with an NQT from another school - part of her induction programme to visit us.
 12.00 Helping to move Y6 furniture - children still commenting about shoe - "Mind that crack in the floor, Mrs ---!"
 12.30 D.Head - management meeting.
 1.00 Lunch.
 1.10 Ring local Tech.

- 1.35 Ring Audio-Visual Dept at Ed. office.
- 1.45 Ring computing centre.
- 2.05 Phone call to parent re. pupil.
- 2.20 Staff room - cup of tea - all that talking made me thirsty!
- 2.30 NQT - meeting, part of induction programme.
- 3.05 Take phone call from local Tech.
- 3.15 Secretary - review the day.
- 3.25 Thoughts!!!
- 3.30 Drive supervision.
- 3.40 See parent re. pupil.
- 4.00 Meeting of governors' working party about pay policy.
- 5.00 Christmas tree arrived - where to put it? Moved it out of hall (all 9ft of it) to pool area.
- 5.30 Read NQT's file.
- 5.45 Left school.

Friday

- 8.15 Caretaker to see me - alarm system will be activated by Christmas decorations - did I realise?
- 8.30 See 3 teachers about minor matters.
- 8.50 Secretary - "It's Friday...."
- 8.55 Preparing assembly.
- 9.00 Assembly and Hymn Practice.
- 10.10 Tutor from Tech visits to discuss student placement.
- 10.45 Staff room - coffee.
- 10.55 Teaching group of Y3.
- 11.30 With secretary proof reading policy documents; signing documents.
- 12.00 Moving furniture with Y6 boys.
- 12.15 Teacher to see me about Y3 SEN pupil.
- 12.35 Go to see chairman of governors (at his works).
- 12.45 Shopping for school.
- 1.05 Return to school - tea.
- 1.10 Kitchen - no hot water AGAIN!
- 1.20 Monitor Y4 class.
- 1.30 Admin - office post.
- 3.30 Drive supervision.
- 3.40 Teacher to see me - concerned about child.
- 3.55 Teacher sees me about incident in class.
- 4.10 Discuss next week with D.Head.
- 4.30 Cleared desk - wrote school log book.
- 4.45 Left school, determined to have weekend off!

Week Beginning Monday, 30th November

Monday

- 8.15 Display to sort out further.
- 8.30 D.Head - had to leave display - minor matter to clear up.
- 8.45 Phone call from parent about shoes.
- 8.50 Assembly preparation.
- 9.10 Assembly.
- 9.40 Working with child who needs some extra help and reassurance.
- 10.00 Hall - hanging Christmas decorations.
- 10.35 Teacher about a Christmas activity.
- 10.50 Teaching.
- 11.20 With secretary going through some items of post she feels I should see.
- 11.40 Have to see contractors working outside a classroom - they are partial to Radio 1!
- 12.00 Dining Hall, supervising.
- 12.20 Back to my display for Christmas.

- 1.10 Working on newsletter to parents.
- 1.40 Contractors - not Radio 1 this time....monitoring their work. This is when I had complete access to a caretaker - he can always find me, but I can't always get hold of him.
- 1.50 Monitoring class.
- 2.10 Office - filing.
- 2.20 Staff room - tea.
- 2.30 Working on a second display in the hall - Christmas begins here on 1st December.
- 3.30 Drive supervision.
- 3.40 Contractors to say they've finished for the day and are leaving the site.
- 3.50 Cleaners - full of indignation - did I know how much mess the contractors had made?
- 4.15 Caretaker arrives to see how the contractors had got on....I leave the cleaners to tell him.
- 4.20 Delighted to be interrupted by a teacher - leave the cleaners and caretaker to discuss further the "dreadful mess."
- 4.25 Finishing touches to hall display - all staff have got their work up too and the hall looks wondrous - eagerly await the children's faces tomorrow....
- 4.50 Go outside and help to push a teacher's car which shows no inclination to start. Fetched jump leads and my car. It started. Went back into school rather dirty.
- 5.30 Dusted trophies cabinet. Cleared desk. Left school at 5.45.

Tuesday

- 8.15 Open post and pile it up!
- 8.25 Caretaker to tell me how he and the cleaners had coped manfully with last night's mess - praise him to the skies, especially as he has put up the Christmas lights by the front door!
- 8.35 The contractors arrived - we had a meaningful discussion about the state of the nation, and a quick reminder about tidying up - they said, "Don't worry love, we always do."
- 8.45 Move hall furniture with children who show delight at the decorations and displays.
- 9.00 Assembly.
- 9.30 Contractors - can they make a drink? Ascertain they have nothing to make one with and ask secretary to make one! This was, of course, their intention. I said I expected even more cleaning up before they left. One said, "Anything for you, darling" which the secretary (and 3 children with her) found quite funny. So did I really....
- 9.45 Meeting with D.Head.
- 10.35 Staff room - secretary says, "Do you want a drink, darling?" Welfare assistant thinks she has gone over the edge of sanity. Teachers look bemused.
- 10.55 Office - general admin. i.e. pushing paper.
- 11.25 Decorate my office Christmas tree.
- 12.00 Decorating school Christmas tree in hall with lots of children - wonderful! The activity is quite mundane, but the contact with children in such relaxed circumstances makes it special.
- 1.10 Teaching.
- 1.45 More children - more tree beautification!
- 2.15 Secretary brings tea into hall - she's still grinning.
- 2.25 Continue with tree.
- 2.35 Caretaker brings in Building Inspector and the contractors' boss. Listen in but don't understand.
- 2.50 With Y6 pupils, putting hall furniture back - caretaker helps out.
- 3.15 Final touches to the tree....the angel is positioned right at the top.
- 3.30 Drive supervision.
- 3.40 Staff meeting.
- 4.55 Help NQT and another teacher to "improve" their contributions to the hall decoration.
- 5.15 Phone call from parent about a lost sock.
- 5.25 Query about this diary....
- 5.35 Filing.
- 5.50 Left school.

Wednesday

8.10 Caretaker - confirms that the contractors left everywhere "really nice."
8.15 Go and look at the work - it is "really nice."
8.30 Post - interrupted twice: by secretary with a query about a child's address; by parent's phone call.
8.50 Tour of cloakrooms.
9.00 Assembly.
9.45 LEA District Inspector.
11.00 Monitoring in Y5.
12.00 D.Head - re. photocopier.
12.15 Lunch time supervision.
1.00 Tea - apple.
1.10 Deal with unwell child.
1.20 Phoned Infant Head.
1.30 Phoned Building Inspector.
1.45 Phoned Secondary school Head.
1.50 Phoned Kalle Infotec about the photocopier.
1.55 Letter to parents about their child and change of address.
2.15 Teacher re. a pupil I need to shout at!
2.25 Cup of tea.
2.30 Checking policy documents.
3.30 Drive supervision.
3.40 Creating policy on differentiation.
4.40 Cleared desk.
4.50 Left school.

Evening Preparation of policy on behaviour 1 hour.

Thursday

Arrived late - 8.20.

8.25 Saw all members individually about the PFA.
8.50 Supervising in Y5 corridor.
9.00 Assembly.
9.15 Kalle Infotec engineer.
9.30 Monitoring in Y5 and 6.
10.30 Secretary about the PFA meeting.
10.35 Hall - selling cookies with pupils - tell them how good they've been (and the pupils!!!).
10.45 Staff room - share cookies I've just bought.
10.50 Secretary - minor issue.
11.05 Looking at the policy I prepared last night.
11.45 Post.
12.00 Dining Hall supervision.
12.30 D.Head - management.
1.10 Registration of class ---, teacher unwell.
1.20 Secretary - teacher will appear shortly!
1.30 Relieved.... reading educational material.
2.00 Working in class --- teacher under the weather.
2.20 Staff room - cup of tea... --- is OK to finish off the day.
2.30 Meeting with a social worker.
3.20 Going over details of the Carol Service.
3.30 Drive supervision.
3.40 The poorly teacher - "going home to die!" But she'll be in tomorrow....Resurrection?
4.00 Phone call to Headteacher colleague.
4.05 Tidied desk.
4.10 Left school.

- 7.00 Back at school for PFA committee meeting.
- 9.00 Meeting over - left for home again.

Friday

- 8.20 Arrive at school - all staff already in.
- 8.30 Teacher about the Carol Service.
- 8.40 Preparing hall for Carol Service rehearsal - I move more furniture than MFI!
- 8.50 Secretary with information about a prospective new family.
- 9.00 Carol Service rehearsal.
- 10.15 Secretary with messages taken during rehearsal.
- 10.25 Allocating 2 new pupils (if they come) to classes.
- 10.45 Staff room.
- 10.50 Teaching a group of pupils.
- 11.20 Monitoring in Y4.
- 11.30 Post - Secretary has dealt with almost all of it.
- 12.00 NQT - follow up to a meeting she has attended.
- 12.20 Hearing Carol Service readers.
- 12.50 Teacher - needs some support (personal).
- 1.00 Hall - putting it to rights again.
- 1.15 The "new" parents and children arrive - meeting and tour of school.
- 2.00 Received new O/H projector - set up - poor quality reproduction - rang company.
- 2.20 Tea.
- 2.30 Read 3 LEA circulars.
- 3.00 Child for praise.
- 3.20 Phone call from researcher.
- 3.30 Drive supervision.
- 3.40 Teacher about a child who is "going astray."
- 3.55 D.Head - general review.
- 4.05 Cleared desk.
- 4.15 Left school - 2nd consecutive weekend with no work being taken home - strange feeling!

Week Beginning Monday, 7th December

Monday

- 8.30 Arrive late and hurl myself into display outside office.
- 8.50 Teacher - minor matter - stopped my work....
- 9.00 Assembly.
- 9.30 Observing in class ---.
- 9.45 Left the observation to see a parent who was distressed - personal matter - didn't know who to turn to, so came into school. She left almost as abruptly as she had arrived.
- 9.55 Back in class ---.
- 10.05 Called out to investigate some bad behaviour in another classroom.
- 10.35 Teacher about the above.
- 10.50 See pupils again - matter now resolved.
- 11.15 Teaching - should have started at 11.00.
- 11.35 Secretary to tell me the vicar needed to see me urgently about the Carol Service.
- 11.45 Vicar left - the big deal was about who was to play the organ! Went into Y6.
- 12.00 Teacher - apologised for the comings and goings when I was supposed to have her class.
- 12.10 Display.
- 1.00 Lunch - I've been missing these lately which is not good! Ate fruit walking to church.
- 1.10 Carol Service rehearsal at church. Walked back at 3.15.
- 3.30 Drive supervision.
- 3.40 Social services - review meeting about a pupil.
- 4.40 New O/H projector has been delivered - check it out - this one's OK.
- 5.00 D.Head re. assessment.

- 5.10 General tidy up.
- 5.15 Left for home.

Tuesday

- 8.15 D.Head - more information about assessment.
- 8.40 Parent - complaint about children going to church - they're missing lessons....
- 8.50 Students.
- 9.00 Assembly.
- 9.25 Walk round school - general monitoring - are coats all hung up? state of displays etc.
- 10.35 Staff room.
- 10.50 Observing in Y6.
- 11.00 Interrupted - students' tutor arrived.
- 12.00 Teacher about her student.
- 12.10 Teacher about the Carol Service - where will the recorder players sit? (On their bottoms like the rest of us!).
- 12.15 Dining Hall - supervision.
- 12.25 Lesson preparation.
- 12.45 Staff room with students - they seem so young!
- 1.00 Lunch.
- 1.10 Teaching - Y3.
- 1.50 Caretaker - problem with Christmas lights.
- 2.05 Phone call from Heating Engineer.
- 2.15 Meeting with welfare assistant.
- 2.25 Pupil with good work.
- 2.35 Checking policy document with secretary.
- 2.55 Monitoring in Y3.
- 3.05 Parent with request for a holiday form.
- 3.15 See students.
- 3.30 Drive supervision.
- 3.40 Ed. Psych. by appointment.
- 5.20 Phone call from parent about yesterday's bad behaviour involving her son - surprise, surprise, it wasn't him - he is being victimised again!
- 5.35 Opening Christmas cards.
- 6.00 Cleared desk - left school.
- 6.10 To church for school Carol Service.
- 8.10 Left church for home.

Wednesday

- 8.15 Office - general admin.
- 8.50 Supervision - Y4.
- 9.00 Assembly.
- 9.45 Secretary - revision of filing system.
- 10.15 See students.
- 10.35 Teacher about student.
- 10.45 Staff room - celebrate the Carol Service!
- 10.50 Child with good work.
- 11.00 Observed Y3 student - oh dear!
- 11.30 Phone call to governor.
- 11.45 Phone call to 2nd governor.
- 11.55 Phone call to student's tutor.
- 12.00 Talk to member of staff about student.
- 12.20 Preparing "chat" to student.
- 12.30 See student - in need of advice (lots of).
- 1.00 Lunch.
- 1.10 Working alongside teacher with Y6 SEN pupils.

1.30 Writing records on SEN pupils.
 1.50 Classroom visits to students.
 2.10 Opened Christmas cards.
 2.20 Staff room - cup of tea.
 2.30 NQT - about "stolen" property.
 2.45 Saw year group of children - instigated whole school search for missing property.
 3.30 Drive supervision.
 3.40 Saw students before they left for college.
 3.50 Staff meeting.
 4.20 Phone call from parent about lost property (a ring).
 4.30 Searched school again - cupboards, toilets etc.
 5.00 Left school.

Thursday

8.10 See NQT about missing property - discuss strategies.
 8.30 Assembly preparation.
 8.45 Hall - observing playground through window.
 8.50 Phone call from parent - "Where's the ring?" It's mother's ring....
 9.00 Assembly.
 9.30 Secretary - plan the day.
 9.40 General admin. - post.
 10.00 Phone call from parent about admission of pupil.
 10.10 Child with good work.
 10.15 Monitoring Y5.
 10.35 Staff room - no news on the ring.
 10.50 Working with teacher in Y5.
 12.00 Member of staff - developments on ring.... possible lead....was it ever in school?
 12.15 New parents arrive - take details of child.
 12.30 Weekly meeting with D.Head.
 1.00 Lunch,
 1.10 Letter to PFA chairman.
 1.20 Work with individual Y5 SEN children.
 2.20 Catch up on post.
 2.30 Teaching Y6.
 3.30 D.Head.
 3.35 Parent about violins.
 3.45 Office admin. - paper pushing.
 4.45 Prepare Assembly.
 5.00 Left school.

Friday

8.10 Arrive - see Y5 teachers.
 8.20 Assembly preparation.
 8.40 Teacher - wedding photographs.
 8.50 Supervision - Y6.
 9.00 Assembly and Hymn Practice.
 10.15 Parent - very embarrassed.... ring found hidden at home! Child sent for - admitted all!
 10.50 Teaching.
 12.00 Supervision in Y6.
 12.15 Hall - dinner supervision.
 12.35 D.Head.
 12.45 Lunch alone in office - steal a few minutes peace and quiet.
 1.00 Refreshed but need exercise....walk round school.
 1.10 Letter to parents.
 1.20 Monitoring classes.

- 1.40 To Infant school to watch their Christmas production - wonderful!
- 3.10 Back to school - see Y4 child who has misbehaved.
- 3.20 Post.
- 3.30 Drive supervision.
- 3.40 Post.
- 5.00 Left school with more post (unopened).

Sunday

Dealt with post brought home - 1 hour.

Week Beginning Monday, 14th December **Monday**

- 8.15 Arrive - teacher waiting to see me about a pupil.
- 8.25 Teacher re. stock.
- 8.30 Read through Y4 plans.
- 8.40 Post.
- 8.50 Playground supervision.
- 9.00 Post.
- 9.10 Assembly and violin recital.
- 9.45 Monitor Y4 & Y5 classes.
- 10.15 Post.
- 10.20 Admin. - following items of post.
- 10.35 With student and children in hall - stirring Christmas Pudding mixture.
- 10.50 Discussing Christmas Dinner arrangements with cook.
- 11.20 Monitoring classes.
- 12.00 Updating SEN files - writers' cramp ensued.
- 12.30 Teacher re. SEN pupils.
- 1.00 Lunch.
- 1.10 Scrutiny of teachers' SEN files.
- 1.40 Working on school SEN files.
- 2.10 Secretary - matters of finance.
- 2.20 Staff room.
- 2.30 Drafting SD Action Plan for next term.
- 3.00 Admin. - spring clean of files A -D. Cabinet overload!
- 3.30 Drive supervision.
- 3.40 Admin. - spring clean of files E - L.
- 4.40 Cleared desk and left school at 5 pm.

7.45 Representing school at a Head Teacher colleague's retirement function - 2½ hours.

Tuesday

- 8.10 D.Head re. Christmas Dinner.
- 8.25 Teacher re. Christmas Dinner.
- 8.35 Teacher about SEN files.
- 8.50 Supervising Y3.
- 9.00 Assembly.
- 9.25 Kitchen - all goes well - Turkeys in and doing nicely....
- 9.30 Caretaker - all goes well - leave him to sweep hall and tidy up.
- 9.40 In-class support - Y6.
- 9.50 Post.
- 10.30 Teacher about child's Christmas Dinner money.
- 10.50 Preparing hall for Christmas Dinner - with secretary and supervisory assistants.

- 11.50 Christmas Dinner - very Dickensian and very enjoyable - a truly social occasion....invited guests as well as all children and staff....hats, carols, crackers, table decorations, sparklers on the pudding. Massive vote of thanks to cook and her ladies.
- 2.20 Writing up SEN files, mince pie adjacent.
- 3.30 Drive supervision - children still full of plumpiousness!
- 3.40 Staff meeting - SEN issues.
- 5.20 Post.
- 5.40 Left school.

Evening Preparation for tomorrow's concert.

Wednesday

- 8.20 See teacher - pastoral support.
- 8.35 Teacher to see me about pupil.
- 8.50 Preparing hall for concert rehearsal.
- 9.00 Concert rehearsal.
- 10.30 Saw SENSS teacher.
- 10.45 Monitoring in classrooms.
- 11.45 SENSS teacher re. pupils seen.
- 12.00 LEA Inspector.
- 1.30 Hall with parent helpers - preparation for concert.
- 2.15 Concert.
- 3.00 Accompanying parents visiting classrooms to view decorations.
- 3.30 Staff meeting.
- 4.15 D.Head re. INSET day in January.
- 4.45 Left school.

Thursday

- 8.20 Kitchen - PR!
- 8.40 D.Head re. arrangements for pm.
- 8.50 Caretaker - PR!
- 9.00 Supervision Y6.
- 9.15 Post.
- 9.25 Monitoring classes.
- 10.00 Updating SEN files.
- 10.40 Staff room - mince pies from kitchen....
- 10.50 Monitoring classes.
- 11.20 Post.
- 12.00 D.Head.
- 12.15 Phone call from Inspectorate.
- 12.25 Admin. - files L - S.
- 12.45 Had to leave the delights of filing to address the delights of Christmas Parties - preparation i.e. dressing up (as Kermit the Frog).
- 1.15 Christmas Parties - equally Dickensian, equally enjoyable - visit all classrooms, join in games and fun. Fancy Dress Parade in hall - staff provide entertainment (their rendition of the 'Twelve Days of Christmas').
- 3.30 Drive supervision - parents bemused by Kermit standing in for Head.
- 3.40 Staff room - tea and collapse.
- 4.00 Assembly preparation.
- 4.50 Cleared desk and changed attire.
- 5.00 Left school.

Friday

- 8.20 Assembly preparation.

8.50 Secretary - end-of-term admin.
 9.00 Assembly and "Singalong" - self and school.
 10.30 Stripping Christmas tree - always sad.
 10.45 Visiting governors.
 11.15 Back in school - governor visits me!
 12.00 Tour of school.
 12.15 Staff Lunch.
 1.00 Tour of school.
 1.15 Taking down decorations.
 2.15 Preparing Final Assembly.
 2.25 Final Assembly.
 3.00 Children leave. See members of staff individually.
 4.00 Post.
 4.55 Update school log book.
 5.15 Clear last traces of Christmas from office.
 5.30 Left school with teachers' plans for next term. **It's holiday time!!!**

Saturday

Reading teachers' plans - 1 hour.

Sunday

Continue reading teachers' plans - try to get done so that I can start preparing for Christmas - 2½ hours.

Week Beginning Monday, 21st December

Phone call on Monday from caretaker, reporting a break-in over the weekend. Went into school to assess the situation - 2½ hours - the site supervisor and his team have been marvellous, dealing with everything.

Week Beginning Monday, 28th December.

Monday

Planning next term's events - fixing dates - looking at Spring Term Action Plans for staff - 3 hours.
 Writing out and posting to staff materials for INSET day on 4th January - 1¼ hours.

Tuesday

Devising staff meeting agendas - 1½ hours.
 Planning my input on the INSET day - 2 hours.
 Making revisions to Assessment policy - 1 hour 40 mins.

Wednesday

Reading and making notes on staff half-term plans, topic plans and evaluation sheets - 4 hours.

Now, I can enjoy New Year's Eve! My New Year's Resolutions are to cut down school work done at home, delegate more and go away next Christmas - to lie in the sun!!!!!!

My impressions of the term are that it has gone well, generally speaking. I think I have completed all the things I wanted to despite one or two minor setbacks. Staff attendance has been excellent (as usual) and they have worked incredibly hard (as

usual). Pupils have made progress and parents have commented positively on the way we seek to stretch children and maximise their potential. Parents have been involved in the life and work of the school as have the governors, who seek to support as and when needed - but not interfere in my day-to-day management of the school. I appreciate all this. I cannot comment on my own performance - I know that my role as SENCO is time consuming but I enjoy doing it, it keeps me very involved with pupils, teachers, parents and support services. I suppose there are times when I do things which are not truly appropriate but Heads have to use their judgement even about the most trivial things and decide which is better/worse - doing them or not doing them - it's about consequences in part. Similarly, people say they need to see me about important matters, which I might not deem to be so: however, the matters are important to them, so you sort them out - if you don't, the damage might be in your future relationships. I don't believe in a dependency culture but I do believe that people should be able to depend on you for help and support, which is subtly different.

Next term, I hope to continue with things which have been successful and eradicate those which haven't - easier said than done! Filling this diary has been a help - the trouble is it's a bit like looking in a mirror....you don't always like what you see....but there are opportunities to change.

So, new term - new year - new opportunities. Next reflection - Easter!

Spring Term

Week Beginning Monday, 4th January

Monday

- 8.00 Arrive at school for Training Day - quickly round staff to wish Happy New Year and enquire about the holiday (what holiday? I ask myself).
- 8.15 Lead INSET - "The term in focus," assessment, PE policy. Working lunch.
- 4.15 Ignoring the mound of post, leave for home.

Tuesday

- 8.00 Begin work on the new term's entrance hall display.
- 8.20 2 new entrants with their parents - by appointment.
- 8.50 Assembly preparation.
- 9.00 Assembly.
- 9.20 D.Head - assessment, appraisal, plans for the term.
- 10.35 Coffee.
- 10.50 Maths co-ordinator - how to use her non-contact time this term.
- 11.20 Preparation for staff meeting.
- 12.00 Kitchen - see cook and ladies - chat about the holiday.
- 12.15 2 teachers about planning.
- 12.30 Lunch - I am determined to have a break every day and eat something!
- 12.45 Preparing PE lesson.
- 1.00 Tour of school - supervising.
- 1.05 Peripatetic music teacher.
- 1.10 Teaching.
- 2.00 Preparing materials for staff meeting.
- 2.20 It had to happen - secretary arrived with post!
- 2.30 Decided to leave the post in favour of drafting the governors' report.
- 3.30 Drive supervision.
- 3.40 Staff meeting.
- 4.45 Photocopying.
- 5.00 2 minute tidy up - left for home.

Wednesday

- 8.20 D.Head.
- 8.30 Student.
- 9.00 Assembly.
- 9.30 Student.
- 10.15 Secretary.
- 10.25 In Y6.
- 10.35 Staff room - coffee.
- 10.50 Working on governors' report.
- 12.00 Supervision in hall.
- 12.20 D.Head re. resources.
- 12.40 Called to see --- (private visit).
- 12.55 Teacher about music for assemblies.
- 1.10 Governors' report.
- 2.10 Post.
- 2.20 Teacher about a pupil.
- 2.30 Teacher about the art policy.
- 3.30 Drive supervision.
- 3.40 Teacher re. exercise books.
- 3.55 Phoned the Infant school Head.

- 4.30 Reading through the governors' report.
- 4.45 Phone call from researcher.
- 5.15 Phoned Head Teacher colleague.
- 5.30 Replaced desk blotter and went home.

Thursday

- 8.10 Post.
- 8.30 Teacher about classroom organisation.
- 8.50 Secretary with messages.
- 9.00 Assembly.
- 9.20 Finalised governors' report.
- 9.40 Appraisal - 1st draft of school policy.
- 10.10 Phone call from parent about holiday dates.
- 10.25 Phone call from Infant Head.
- 10.40 Phone call from Ed. Office about co-opted governor.
- 10.50 See 3 pupils with good work.
- 11.00 Appraisal - self-review.
- 12.00 Supervise pupils.
- 12.10 Look at post and eat fruit.
- 12.20 See senior supervisor in dining hall.
- 12.30 D.Head.
- 12.35 Left school to meet colleague Head whom I am to appraise - spent the journey organising thoughts about the process.
- 1.10 Appraisal meeting in school in ---.
- 3.40 Follow-up appraisal discussion with Head - he doesn't believe in the value of this exercise any more than I do.
- 4.10 Left his school and drove home.

Friday

- 8.10 Caretaker - problem with the flat roof.
- 8.20 Post.
- 8.30 Teacher re. a water leak in outside her room - only suggestion is a bucket! What an incisive mind!
- 8.40 Parent with a minor complaint (of a professional nature!).
- 8.50 Supervise children as they enter school - wet and slippery floor.
- 9.00 Assembly and Hymn Practice.
- 10.10 Planting bulbs with children.
- 10.25 Secretary - 2 messages taken during assembly.
- 10.40 Staff room - coffee and biscuits.
- 10.50 Phone call from Ed. Office.
- 10.55 Teaching.
- 11.25 Post.
- 12.00 Dining Hall.
- 12.15 Tour of school - wet lunch-time - everyone cooped up!
- 12.30 Teacher about a letter she has received from a parent offering voluntary help.
- 12.40 Post.
- 1.00 Take lunch break.
- 1.10 Sorting through files - I started this weeks ago I think.
- 3.30 Drive supervision.
- 3.40 D.Head.
- 4.00 Continue with filing cabinets - now on 2nd black bag!
- 5.45 Trying to locate lost keys - finally left at 5.55.

Saturday

Working on the computer (slowly!) to produce a document for school - 2 hours.

Sunday

Completing the computer work - 2 hours - reading an educational journal on management - 1 hour.

Week Beginning Monday, 11th January

Monday

8.15 Working on computer and photocopier - no secretary when I need her.
8.50 See D. Head re. the week.
9.00 Work on display.
9.10 Assembly.
9.30 Back to the display.
9.40 Interrupted by phone call from students' tutor.
9.50 Monitoring in Y3 and Y5.
10.40 See teacher.
10.50 Teaching Y3 group.
11.25 Monitoring Y4 and Y6.
12.00 Dining hall supervision.
12.10 Lunch.
12.20 Post.
1.10 Phone call to Infant Head.
1.20 Phone call to Head Teacher colleague.
1.30 Phone call to Ed. Office.
1.40 Working on the budget.
2.10 Secretary - discuss budget issues.
2.20 Tea
2.30 Monitoring staff plans and evaluation sheets.
3.30 Drive supervision.
3.40 See Y3 teachers re. plans and evaluation sheets.
4.00 See Y5 staff for same.
4.15 Scrutinising more plans and evaluations.
4.45 Bring school log book up to date.
5.05 Tidy up.
5.15 Left school (with paperwork).

Evening Dealt with some items of post and made preparations for tomorrow - 3 hours.

Tuesday

8.00 See teacher about draft art policy.
8.20 Caretaker about doors, lighting and boiler - all riveting stuff.
8.35 Reading information about GEST funding.
8.50 See parent - problem at home affecting child.
9.00 Assembly.
9.20 D.Head - weekly meeting - reward system, planning, end-of-term concert.
10.35 Staff room.
10.45 See parent - minor issue.
10.50 See teacher in classroom re. pupil.
11.00 See school's professional development co-ordinator about courses for the coming year.
11.35 Secretary with paperwork to finalise and sign.
11.45 Lesson planning.
12.00 Hall - supervision.
12.10 Lunch.

12.20 Y4 staff re. plans and evaluation sheets.
 12.40 Y6 staff - ditto.
 12.50 See teacher about child.
 1.00 Tour of school.
 1.10 Teaching Y3 - PE.
 1.50 See peripatetic music teacher.
 2.20 Deal with sick child.
 2.30 Deal with injured child.
 2.40 Preparation of data for Headteacher appraisal.
 3.15 Preparation for staff meeting.
 3.30 Teacher re pupil.
 3.40 Staff meeting.
 5.10 Cleared desk.
 5.20 Left school.

Evening Preparation of materials for teachers - 30 minutes.

Wednesday

8.10 Boiler has not "struck up" so no heating - check temperatures in classrooms.
 8.40 Charity worker.
 8.50 Caretaker - "we have a problem with the boiler." Surprisingly, I had worked that one out for myself! "It should be on soon."
 9.00 Cold assembly.
 9.20 Post - feel guilty as I have a fire - classrooms won't be warm for a while.
 9.30 Leave the post and go and work in Y5 - cold but happy!
 10.00 SENSS teacher.
 10.10 Visit Y4 - signs of warmth....
 10.20 Phoned Ed. Office.
 10.35 Staff room - teachers report soaring temperatures! (a degree or 2).
 10.50 Read science policy.
 11.20 With secretary - budget issues.
 12.00 With secretary - dictate letter.
 12.10 Hall, supervising.
 12.25 D.Head re. science policy.
 1.00 Watch 3 classes come into school.
 1.10 Re-writing science policy.
 1.55 Working with children in Y5.
 2.15 Post.
 2.20 Tea.
 2.30 Phone call from Infant Head.
 2.40 Working with secretary on budget calculations.
 3.00 Caretaker - heating OK.
 3.20 Pausing for thought - review of the day.
 3.30 Drive supervision.
 3.40 Several teachers - discussion of the day.
 4.00 Read diary - wrote a couple of extra notes.
 4.10 Cleared desk.
 4.25 Left school - short day!

Thursday

8.20 See teachers about evaluation sheets.
 8.30 Parent - domestic crisis.
 8.40 See secretary - outline of day (i.e. she's organising me!).
 8.50 Post.
 9.00 Assembly.

9.25 Write letter to a parent.
 9.35 Phone call to parent.
 9.40 Secretary - financial matters.
 10.00 See caretaker and contractor about the boiler.
 10.15 Back to budget.
 10.35 Staff room - coffee.
 10.50 Scrutinising teachers' requests for INSET courses against the SD Plan.
 11.50 Secretary and caretaker about alarm system.
 12.00 See teacher about INSET.
 12.10 Lunch.
 12.20 Dining hall supervision.
 12.30 D.Head - management.
 1.10 Secretary - messages.
 1.20 Preparation information for staff about the end-of-term concert.
 1.40 Preparation for pay policy meeting.
 2.00 Preparation for NQT meeting.
 2.20 Coffee in staff room.
 2.30 Meeting with NQT - mentoring.
 3.30 Drive supervision.
 3.40 See vice-chair of governors.
 4.00 Governors' pay policy working party meeting.
 5.05 See chairman of PFA.
 5.30 Preparing for PFA meeting.
 5.45 Writing up the minutes of the governors' meeting and researching further information.
 7.15 Assembly preparation.
 7.30 PFA committee meeting.
 9.30 Clear desk - lock up.
 9.40 Left.

Friday

8.20 Member of staff about my appraisal.
 8.30 D.Head about the PFA meeting.
 8.40 Member of staff about my appraisal.
 8.50 Assembly preparation.
 9.00 Assembly and Hymn Practice.
 10.10 Items of post to read through and make decisions about.
 10.35 Staff room.
 11.20 Heating engineer about the boiler - "It's got to go!"
 11.40 Secretary - messages.
 12.00 Various staff about Headteacher appraisal.
 12.20 More post!
 12.30 Left school to go to --- University. Drove one-handed and ate fruit....also planned (in head) my input for the afternoon session.
 1.15 Participated/led session for Heads and others on issues relating to student teaching practices.
 4.15 Left - drove home. Could have gone back to school, but it was Friday....it's been a long week!

Saturday

Wrote newsletter to parents - 35 minutes.
 Read copy of governors' working party minutes, PE policy and LEA curriculum information - 1 hour 25 mins.

Sunday

Completed reading - 1 hour.

Week Beginning Monday, 18th January

Monday

- 8.10 Teacher to see about my appraisal and the school concert.
- 8.50 Secretary - organising my week! (There's always hope!)
- 9.10 Assembly.
- 9.30 Post.
- 10.00 Draft newsletter information about the Spring Fayre.
- 10.15 Put info. on staff notice board.
- 10.20 See Parish Councillor who has brought some trees for school.
- 10.30 In Y5 classes, observing.
- 10.40 Staff room - tea.
- 10.50 Working with a group of Y3 SEN children.
- 11.20 Writing up SEN files.
- 12.20 Phone call from LEA officer.
- 12.40 Dining Hall.
- 1.00 D.Head - management issue.
- 1.10 Write notes for staff about the new reporting to parents regulations.
- 1.40 Reading documentation about pupil insurance.
- 2.20 Staff room.
- 2.30 Monitoring in Y4 and Y6.
- 3.00 Preparation of materials for Headteacher appraisal.
- 3.30 Staff meeting - Headteacher appraisal.
- 4.00 Secretary - 3 messages.
- 4.10 Unexpected arrival of LEA inspector!
- 5.10 Left school (ate lunch driving home....).

Tuesday

- 8.10 Teacher re. SEN pupil.
- 8.25 Pupils arrived to see me about a charity collection.
- 8.30 D.Head re. appraisal.
- 8.45 Secretary - brief message.
- 8.50 Phone call to Headteacher.
- 8.55 Pupil to be praised.
- 9.00 Assembly.
- 9.20 Advisory teacher about assessment.
- 11.20 Checking over document tyoed by the secretary.
- 11.40 Post.
- 12.00 Dining Hall.
- 12.10 Teacher re. art.
- 12.25 Contractor about replacement lighting.
- 12.40 Preparing PE lesson.
- 12.50 See pupils about a competition they wished to enter.
- 1.00 Secretary - building a trolley for the projector - D.Head joined us.
- 1.10 Teaching PE - Y3.
- 1.45 See groundsmen about planting trees donated by Parish Council.
- 2.05 Phone call from vicar about Education Sunday.
- 2.15 Post.
- 2.25 Cup of tea.
- 2.30 See 2 Y5 pupils about an "assault" during playtime.
- 2.50 Phone call to parent about above.
- 3.00 Letter to parent about above.
- 3.10 Post.
- 3.30 Drive supervision.
- 3.40 Staff meeting - art.
- 5.00 See D.Head - review of assessment meeting.

- 5.15 Checking policy documents and letters typed by secretary during afternoon.
- 5.35 Write up school log book.
- 5.45 Write this diary!
- 5.55 Cleared desk.
- 6.05 Left school.

Wednesday

- 8.20 Arrive, having been delayed by traffic.... have a "teach-in" about new CD/cassette player - discussed storage of this with D.Head.
- 8.50 See secretary about the day's plan.
- 9.00 Assembly.
- 9.30 Phone call to Senior Inspector.
- 9.35 Post.
- 10.00 Observing maths in Y3.
- 10.15 Observing Y5 classes.
- 10.35 Staff room - finalising details of Spring Fayre.
- 10.50 Write Spring Fayre newsletter.
- 11.10 Monitoring Y4 and Y6.
- 12.00 Dining Hall - serving food!!! FUN!!!
- 12.20 See House Captains about their letters to Parish Council.
- 12.40 Checking goal posts safety on yard.
- 12.50 Lunch.
- 1.00 Writing details of NQT induction programme.
- 1.10 In-class support - Y6.
- 1.30 Phone call from Parish Council.
- 1.40 Phone call to vicar.
- 1.50 Drafting policy for PSHE.
- 2.20 Staff room - tea.
- 2.30 Working on PSHE policy.
- 3.30 Drive supervision.
- 3.40 Dealing with child's lost coat.
- 3.50 Cleared desk.
- 4.05 Left school for NAHT meeting.
- 4.20 NAHT meeting at ---.
- 6.05 Left meeting for home.

Evening Preparing materials for drama activity - 30 mins.

Thursday

- 8.20 See caretaker about car parking.
- 8.25 Pupils come to see me about incident after school last night
- 8.55 See secretary - set up the day.
- 9.00 Assembly.
- 9.20 Form 7 with secretary.
- 10.50 Discipline pupils.
- 11.05 See parent about lost coat from yesterday - resolved.
- 11.10 Checking teacher contract details.
- 11.30 General admin.
- 12.00 Dining Hall supervision.
- 12.10 See teacher about kiln and art policy.
- 12.30 Weekly meeting with D.Head.
- 12.50 Phone call from Senior Inspector.
- 1.10 Phone call to Infant Head.
- 1.35 lesson preparation.
- 1.55 Monitoring Y6 class.

- 2.10 Post.
- 2.20 Staff room - seeing staff re. assessment.
- 2.30 See pupils about classroom incident.
- 2.40 NQT induction.
- 3.00 Contacted SEN support service for help for pupil.
- 3.10 Admin. - filing.
- 3.30 Drive supervision.
- 3.40 See Y3 staff about pupils.
- 4.0 See contractor about lines on blackboards.
- 4.05 Hall - observing gym club.
- 4.10 Writing end-of-term play.
- 5.10 Left school.

Friday

- 8.10 Photocopying.
- 8.15 See D.Head re. NC Record Book.
- 8.25 See teacher re. pupil.
- 8.35 Preparing assembly.
- 8.50 Phone call from parent.
- 8.55 Preparing hall.
- 9.00 Assembly and Hymn Practice.
- 10.00 Secretary - update on the day.
- 10.10 Monitoring Y4 and Y6.
- 10.25 Working on display.
- 10.35 Staff room, passing on information.
- 10.50 Teaching Y3 group.
- 11.20 Follow up to teaching - writing records.
- 11.35 Visit Y3 class.
- 11.45 Admin. - post.
- 12.00 Kitchen - PR!
- 12.10 Designing tickets for PFA function.
- 12.30 Staff room - coffee and chat.
- 12.40 Tour of school.
- 12.55 Phone call from contractor.
- 1.00 Playground supervision.
- 1.10 Sorting the aftermath of a fight.
- 1.20 Follow-up visit to Y3 classroom.
- 1.25 Post - from LEA.
- 1.30 Phone call to a school about kiln for sale.
- 1.35 Monitoring curriculum - topic plans for next 6 weeks.
- 1.50 Assembling work for display in church.
- 1.55 Dealin with in-tray contents.
- 2.15 Secretary - both relieved it's Friday!
- 2.25 Staff room - see Y4 staff.
- 2.30 Reading info. re. redundancy.
- 2.50 Considering implications for budget for next financial year of falling roll situation.
- 3.30 Drive supervision.
- 3.40 See Y5 staff.
- 3.50 Phone call from parent who is delayed in collecting children.
- 3.55 Supervising pupils not connected by parent - resolved.
- 4.05 Cleared desk.
- 4.15 Left school.

Saturday

Writing script for school play - 3 hours.

Sunday

Preparation of budget information - 20 mins - writing script for play - 3 hours.

Week Beginning Monday, 28th January

Monday

8.10 Phone call to Headteacher.
8.20 Dealing with post including letter of resignation from member of staff.
8.25 See member of staff re. letter.
8.45 Trying to find microphone.
8.55 Secretary - the week in view.
9.00 Ordering stock.
9.05 Preparing assembly.
9.10 Assembly.
9.40 Post.
10.00 Monitoring Y3 and Y5.
10.35 Hall with children celebrating successful charity support.
10.50 Teaching Y3 group.
11.25 Updating Y3 records.
11.30 Finding info. re. staff appointments/allowances - secretary should be doing this but she is busy.
12.00 Admin.
12.15 Dining hall supervision.
12.30 Phone call to Headteacher colleague.
12.45 Dealing with sick child.
12.55 Lunch.
1.05 Seeing parent of sick child.
1.10 Checking budget to ascertain carry forward.
1.40 Monitor Y4 and Y6 classes.
2.00 Reading regulations re. redundancy.
2.30 LEA officer visits.
4.10 Cleared desk - ready to leave but don't!
4.20 Word processing.
5.00 Left school.

Evening

Word processing script for school production - 2 hours

Tuesday

8.10 Photocopying.
8.15 D.Head - management issue.
8.20 See teacher re. retirement.
8.45 Contractors about replacing lights in classroom.
8.55 Hall to see children in.
9.00 Assembly.
9.20 See Ed. Psych.
9.40 See D.Head re. budget matters.
10.15 Appointment with Ed. Psych and parents of a SEN child being statemented.
10.45 With pupils selling books for Rumania - impressed by their knowledge and level of sympathy.
10.55 In Y6 to see 2 pupils about their work.
11.05 Teacher about maths.
11.15 Ed. Psych and parents about a child with dyslexia (whatever that is!).
11.40 Meeting with Ed. Psych about the 2 referrals.
12.10 Dining Hall.

12.20 Supervising the school band - the conductor was delayed!
 12.30 See peripatetic music teacher.
 12.40 Contractors re. access to classroom.
 1.00 Phone call to governor.
 1.10 Teaching - Y3.
 1.50 Feedback to staff about the Ed. Psych's visit.
 2.05 Secretary - query about a letter.
 2.30 Letter to parents about future Ed. Psych visits.
 2.50 Writing up pupils' SEN diaries.
 3.00 General items of post.
 3.15 prepared staff meeting.
 3.25 Writing up notes for file about the conversations with teacher about retirement.
 3.35 D.Head.
 3.45 Staff meeting.
 4.45 Follow-up (notes to write) re. staff meeting.
 5.00 Contractor, reporting on work completed.
 5.30 Tidied up - watered plants.
 5.45 Left school.

Evening Word processing - script for play - 2 hours.

Wednesday

8.10 Photocopying.
 8.15 Caretaker - everything OK!
 8.20 See parent re. bullying - everything not OK!
 8.25 Staff meeting re. today's visitors.
 8.40 See student.
 8.50 Working on display.
 9.00 Assembly (not doing it).
 9.10 Leave assembly to meet 2 teachers visiting as part of their LEA maths course.
 9.40 Post with secretary.
 9.50 Monitoring in Y4.
 10.10 See SENSS teacher.
 10.20 Drafting health policy.
 10.40 Staff room.
 10.50 Disciplining pupils.
 11.00 Monitoring in Y6.
 11.15 Back to health policy.
 12.00 See teacher re. technology INSET.
 12.50 See chair of governors about teacher's request for early retirement.
 1.00 Tour of school.
 1.10 Monitoring Y3 class.
 1.25 Lunch.
 1.30 Reading article about assessment.
 1.45 Working on PSHE policy.
 2.30 See Rep. from EMEB re. electrical survey/improving efficiency.
 3.30 Drive supervision.
 3.40 Phone call to Infant Head.
 3.45 See former pupils returning to visit.
 4.00 Infant Head returned phone call.
 4.10 Continue with PSHE policy.
 4.20 Left school.

Evening Working on script of school production - 3 hours.

Thursday

8.00 Read through yesterday's diary.
8.05 Teacher about INSET plan.
8.15 Teacher about SEN pupil.
8.20 See parent with child.
8.30 Phone call to Headteacher.
8.35 Collecting materials for a child working at home (ill).
8.50 Supervision - Y4.
9.00 Assembly.
9.20 Preparing for next week's school cluster meeting.
9.45 Monitoring maths throughout the school.
10.35 Staff room - cup of tea.
10.40 Relax - talk about parents and pupils.
10.50 Continue maths monitoring.
12.00 See maths co-ordinator.
12.20 D.Head - weekly management meeting.
1.10 Phone call to local secondary school about caretaking.
1.30 Secretary - messages.
1.45 Post.
2.20 Tea.
2.30 NQT - induction meeting.
3.15 Post.
3.30 See parent about child and reading.
3.50 Cleared desk.
4.00 Left school.

Evening Preparing assembly - 30 minutes.

Friday

8.10 Caretaker - sewage ejector "sticking again!"
8.20 D.Head.
8.30 Teacher about her letter to parents.
8.40 See pupils - celebrate their achievement.
8.45 Post.
8.50 Assembly preparation.
9.00 Assembly and Hymn Practice.
10.00 Post (with sec.).
10.20 Working on appraisal documentation.
10.40 Staff room - coffee.
10.50 Teaching Y3 group.
11.25 Phone call to Headteacher.
11.35 Phone call from caretaker.
11.40 Continue working on appraisal documentation.
12.10 Dining hall supervision.
12.20 See professional development co-ordinator about Gest for next financial year.
12.50 See parent about pupil and lunchtime arrangements.
1.00 D.Head about same issue.
1.10 Working alongside Y4 class.
1.30 LEA post.
1.50 Continue working on appraisal documentation.
2.20 Further meeting with member of staff re. GEST.
2.30 Phone call to finance dept. (LEA) about energy figure on budget.
2.40 Calculating budget figures.
3.00 Working on PSHE policy.
3.30 Drive supervision.

- 3.40 See teacher about PSHE policy.
- 3.45 Phone call from Headteacher.
- 4.00 Write up school log book.
- 4.15 Clear desk.
- 4.30 Left school.

Saturday

Writing play script - 3 hours.

Sunday

Writing play script - 3 hours.

Week Beginning Monday, 1st February

Monday

- 8.10 Caretaker - dustbins are full. (So?).
- 8.15 Judging House board displays - competition.
- 8.30 Playground - sorting out incident involving pupils.
- 8.50 Supervise Y6 entering.
- 9.00 Assembly preparation.
- 9.10 Assembly.
- 9.30 Word processing.
- 10.30 Secretary - message.
- 10.35 In hall with children - praise weekend success.
- 10.50 Teaching.
- 11.20 Phone calls to 4 schools setting up NQT visits.
- 11.50 Letter to parent.
- 12.00 Disciplining pupil.
- 12.10 Hall - supervise.
- 12.20 3 teachers about minor matters.
- 12.30 Teacher about INSET.
- 12.50 2 more teachers about trivial things.
- 1.00 Lunch.
- 1.10 Y4 - monitoring.
- 1.30 Preparation for governors' meeting.
- 2.05 Left school - drove to ---.
- 2.15 Headteachers' meeting with Chief Ed. Officer.
- 4.00 Left for home.

Evening More work on the play script. - 30 minutes.

Tuesday

- 8.00 Preparation for my appraisal.
- 8.15 Appraisal data collection.
- 9.00 Assembly.
- 9.20 Covering classes for staff being interviewed (by LEA inspector and a Headteacher) in connection with my appraisal.
- 10.35 Meeting with my appraisers.
- 11.00 See teacher about INSET and GEST funding.
- 11.35 With my appraisers again....
- 11.50 Headteacher colleague (my appraiser) stayed to have a general discussion about schools, Headship, education generally....far more use than the appraisal itself!
- 12.50 Lunch.

12.55 Seeing staff about my appraisal.
 1.10 Teaching - Y3 PE.
 1.45 Post.
 2.00 Finalising details of NQT visits.
 2.20 Staff room - tea.
 2.30 Preparation for governors' meeting.
 3.00 Preparation for meeting of schools' cluster group.
 3.30 Drive supervision.
 3.40 Staff meeting.
 4.50 Preparation for tomorrow.
 5.35 Left school.

Wednesday

8.10 Arrived at --- school for Headteacher appraisal meeting.
 8.15 Meeting commenced - concluded at 11.55.
 12.00 Travelled to --- school, eating lunch en route.
 12.40 Arrived early so worked on admin. in car - brilliant....no phone, no-one to interrupt!
 1.10 Budget meeting with LEA officers.
 3.40 Travelled to --- school for cluster group meeting.
 4.10 Meeting started.
 6.10 Leave for home.

Evening Working on school production - script - 1½ hours.

Thursday

8.15 Phone call from chair of governors.
 8.30 Parent re. pupil (by appointment).
 8.45 D.Head about yesterday.
 8.50 Assembly preparation.
 9.00 Assembly.
 9.20 Secretary - catch up on yesterday.
 9.35 Visit from LEA inspector.
 11.20 Preparation for governors' meeting.
 12.00 Pupil supervision.
 12.15 Teacher re. holidays.
 12.30 D.Head - weekly management meeting.
 1.00 Lunch.
 1.10 Hall - Y3's play - 'Jason and the Golden Fleece' - parents thought it was wonderful (so did I).
 1.40 Working on budget.
 2.20 See pupils - praise.
 2.30 NQT - mentoring.
 2.50 Phone call to vicar.
 3.05 Phone call to LEA.
 3.10 Letters to parents.
 3.30 Meeting with parent and teacher re. pupil.
 3.50 See member of staff re. a course.
 4.50 Post.
 6.50 To Infant school for -
 7.00 Governors' meeting.
 10.00 Left for home.

Friday

8.15 Staff meeting.

8.40 Supervising pupils in hall.
 9.00 Assembly and Hymn Practice.
 10.00 Secretary - things which I still haven't done this week!
 10.10 Phone calls (4) to Ed. Office.
 10.50 Teaching.
 11.30 Admin. - paperwork from governors' meeting.
 12.00 Arranging SEN meetings with staff for next week.
 12.15 D.Head.
 12.30 See teacher about art.
 12.45 Visit from Ed. welfare officer.
 1.10 Teaching Y4.
 1.30 See consultant about heating the swimming pool.
 2.00 To church with display for Education Sunday.
 2.25 See pupils - pastoral.
 2.35 Post.
 3.00 Looking at catalogues for screens.
 3.15 Phone call to Inspectorate.
 3.30 Drive supervision.
 3.40 Admin. (filing).
 4.00 Phone call from parent re. incident with pupil.
 4.10 Admin (post).
 4.40 Leave school.

Saturday

Writing script for play - 1 hour.

Sunday

Writing script for play - it's an epic! - 4 hours.

Week Beginning Monday, 8th February

Monday

8.10 Caretaker lying in wait - "we seem to be getting a lot of litter." Offer to mention it in assembly. He is concerned that visitors will not be impressed to see us "knee deep in crisp packets." In fact, exaggeration apart, he has a point. Our school is normally pretty immaculate inside and out - and he takes some credit for this, having a pride in its appearance. Parents comment on the conduct of pupils and their smartness, the attractive displays and the cleanliness of the site - these are things they see before they hear anything about our organisation, curriculum etc. It's Monday....he cares....I do too....let's go!
 8.20 Photocopying materials and distributing them to staff.
 8.40 Contractors arrive - they are to paint school.
 8.50 See pupil about incident last Friday.
 9.00 Assembly preparation.
 9.10 Assembly.
 9.40 Phone call from researcher - cleared up 1 or 2 matters relating to entries which confused him.
 9.50 Wrote letter to --- College re. students.
 10.05 Contractors - must establish the "do's and don'ts" and set the tone - get tea sent to them.
 10.10 Post.
 10.35 Congratulate 3 pupils for success.
 10.55 Teaching..
 11.25 Visit Y3 and Y5.
 11.35 Post.
 12.00 Supervision in hall.
 12.20 See teacher about statemented child.

12.50 Phone call from LEA re. budget.
 1.00 Lunch.
 1.05 Write up school log book - I'm doing this for posterity!
 1.10 Working in Y4 with several pupils.
 1.30 Prospective parents by appointment - they interview me! Tour of school (litter free!!!).
 2.10 File some papers.
 2.20 Phone call from Infant Head.
 2.40 Continue with the filing.
 3.15 Parent about her child's dress - it had paint on it last week. Feel tempted to say National Curriculum art has a lot to answer for. Don't of course. Make all the right noises and she is happy.
 3.30 Drive supervision.
 3.40 Teacher about SEN pupil. Raises her early retirement request again. You don't half have to switch your mind around in this job!
 4.45 Checked diary made sense!
 4.50 Tidied up in office.
 5.00 Left for home.

Evening Just for a change worked on script - what a mammoth task I've undertaken.

Tuesday

8.20 See window cleaners and introduce them to painters....discretely withdraw....
 8.30 See teacher whose class I am teaching later.
 8.40 D.Head about a pupil.
 8.50 Kitchen - PR.
 9.00 Assembly.
 9.20 Teaching.
 10.35 See children with good work.
 10.50 See maths co-ordinator.
 11.50 Teacher about SEN pupils.
 12.20 Vicar calls about our help with Education Sunday.
 12.30 D.Head about tonight's Parish Council meeting - he's going to represent us.
 1.00 Lunch.
 1.10 Take Y3 for PE - we all survive.
 1.50 Prepare agenda for our next INSET day.
 2.00 Make adjustments to display.
 2.10 Secretary with letters to sign.
 2.15 Filing cabinet to battle with - still not at the end of the big sort out - have reached T.
 2.40 Teaching - Y6.
 3.30 Parent - changing phone number.
 3.40 Staff meeting.
 4.50 D.Head.
 5.20 Left....the script beckons....

Evening Writing/typing script - 3½ hours.

Wednesday

8.15 D.Head re. last night's Parish Council meeting.
 8.30 Photocopying.
 8.35 Interrupted by parent, complaining about a torn bag strap.
 8.40 See student - "Why doesn't the school go grant maintained?" How long has she got?
 8.55 Supervise pupil entry.
 9.00 Assembly.
 9.20 Secretary - catalogue I had requested.
 9.25 Phone company to order screens.

9.35 Looking through post - 75% directed into bin.
 9.45 Write notes about the school concert.
 10.30 Praise pupils for their initiative.
 10.50 Continue to write guidelines for our play.
 11.30 See SENSS teacher (as SENCO).
 11.40 Add some lines to the play script.
 12.00 Hall.
 12.15 Teacher re. art.
 12.25 Teacher re SEN pupil.
 12.55 Lunch - really should work on the script.
 1.05 Contractors - progress report.
 1.10 Teaching - Y4.
 1.30 Hall to hear some good singing.
 1.40 Script writing - the pressure is on me!
 2.10 Secretary with tea - wonderful/thoughtful/cupful - I'm into play mode!
 2.20 Prepare monitoring sheet.
 2.30 Monitoring NQT.
 3.10 Writing script.
 3.30 Drive supervision.
 3.40 Teacher re. SEN children.
 4.20 Cleared desk - need to work on script in peace and quiet and there's none in school - even when the children have gone home - leave at 4.40.

Evening Script - 3 hours.

Thursday

8.00 Preparing feedback for NQT.
 8.15 Photocopying script materials for staff.
 8.25 Admin. - post.
 8.35 Teacher about her non-contact time.
 8.45 Phone call from parent - daughter refusing to come to school - tell her to tell --- I'll come and fetch her....seconds later, "Thanks, Mrs ---, she'll be coming!" Little madam (child, not me!).
 8.50 Secretary to remind me about 1001 things - this is 1000 too many.
 9.00 Assembly.
 9.20 Adjustments to the script - did Shakespeare have these problems? ~~He~~ didn't have a school to run.
 10.35 Parent - the mother of the reluctant attender (sic). "There must be a reason why she didn't want to come." The implication is there's a problem at school - the truth is quite different but the parent doesn't want to face it. No point in confrontation so I offer to look into it.
 10.55 Script - the muse is on me again.
 12.00 Teacher re. a disruptive pupil.
 12.05 See pupil - he is duly chastened.
 12.30 Teacher re. SEN pupils.
 1.05 Quiet cup of coffee.
 1.10 Script - the beginnings of mild panic - can I meet my own deadline?
 2.10 Secretary - "cup of tea for the writer!" Isn't she great?
 2.20 In Y6.
 2.35 NQT - induction.
 3.30 Y3 teachers.
 3.50 Governors finance/personnel working party meeting.
 5.00 Chairman of governors to discuss several matters.
 6.00 Cleared desk (sort of).
 6.10 Left school

Evening Script writing for a change - 2½ hours.

Friday

- 8.10 Photocopying - script.
- 8.30 Pupils - there's a dead blackbird on the playground.
- 8.40 Caretaker - he will give it a decent burial.
- 8.45 Post.
- 8.55 Assembly preparation.
- 9.00 Assembly and Hymn Practice.
- 10.00 Display.
- 10.05 Suddenly remember I have to write the minutes of the working party meeting.
- 10.25 Post.
- 10.35 2 naughty girls to see.
- 10.50 Teaching.
- 11.25 Visiting classes - no specific reason - impending half term somehow prompts me to do it.
- 11.45 Sort out another file - U. Surprised how much is in a file under U!
- 12.00 Eat lunch with children. Supervise the queue.
- 12.25 Finally get back to the display.
- 12.40 Playground - intervene in a dispute about football - threaten to send the whole lot off or confiscate the ball....that seems to do the trick. Match restarted with a drop ball (if that's the right expression for soccer).
- 12.55 Teacher concerned about a pupil.
- 1.05 Coffee.
- 1.10 Complete my tour of classes - it's as if I have to see everyone before they disperse for half term.
- 1.40 Work on PSHE document.
- 2.10 Secretary with typed minutes for me to check.
- 2.20 Staff room - tea and pre-holiday chat.
- 2.30 Phone call to Headteacher at ---.
- 2.40 Phone call to Ed. Office.
- 2.45 Phone call to Headteacher colleague about LMS.
- 2.55 Hall - final assembly (sounds like Armageddon!).
- 3.30 Drive supervision.
- 3.40 D.Head.
- 3.55 Clear up several outstanding items relating to the post.
- 4.40 Cleared desk and left. IT'S HALF TERM!

Saturday

Shopping for sweet-making ingredients - 1 hour. Preparation for INSET day - 4½ hours.

Sunday (Written on Saturday)

Due to leave for Paris on a five day educational visit organised by the LEA. The focus is National Curriculum art, particularly at Key Stage 2.

I intend to purchase materials and take photographs for use as art resources. I hope to buy some posters for displaying in school as an art gallery - with children's work displayed too.

I won't write this diary but should be able to produce something if required. How will time be allocated?

Researcher's note: No time was allocated. This is discussed in the main body of the work

Week Beginning Monday, 22nd February

Monday

- 8.00 Arrive at school - see everyone to compare holiday notes.
- 8.15 INSET day - working lunch.
- 2.30 Deal with follow-up issues and briefly scan the post for anything which looks interesting.
- 5.00 left school.

Tuesday

- 8.15 Caretaker - update on the painters' progress made during half term.
- 8.20 Painters - slightly different version of above. On balance, I go with the caretaker.
- 8.25 Teacher about Y6 plans.
- 8.35 Receiving new entrants - they're nervous.
- 8.55 Post.
- 9.10 Assembly.
- 9.40 D.Head - art, assessment, records of achievement.
- 10.40 See student.
- 10.50 Drive to --- for materials needed in school urgently.
- 11.20 Post.
- 11.40 Phone call from governor.
- 12.00 See supply teacher in for the afternoon.
- 12.15 Teacher re. PE.
- 12.25 teacher re. art - share materials got last week in Paris (which seems a million miles away!).
- 12.40 Left school for meeting at ---. Lunch whilst driving.
- 1.00 Heads' meeting - there should be some system whereby you only need to attend parts of meetings - so much is irrelevant. It seems as if the higher your position in an organisation, the more meetings you are invited to. My guess is that some high-powered executives do nothing else but attend meetings. Somehow, they equate to status. If we don't need a meeting, we invent one to discuss why not!
- 4.00 Meeting over - left for home.

Evening Drafting report on art visit to Paris - 2 hours 30 minutes.

Wednesday

- 8.15 See teacher about PE.
- 8.25 Technician arrived to look at the kiln.
- 8.35 Judging colouring competition entries.
- 8.50 Seeing parents concerned over the poor progress of their son.
- 9.00 Assembly.
- 9.30 Dealing with governor who had attended as a colouring competition judge.
- 9.45 Office - looking through the post.
- 10.00 Unpacking new display screens - incorrect order - contact firm!
- 10.45 Work out where/how to store above.
- 11.00 Admin. - post.
- 12.00 Hall dinner supervision.
- 12.15 Playground - supervision - find yesterday's new children - they're fine.
- 12.35 Teacher re. PE.
- 12.45 D.Head.
- 12.55 See parent helper about arrangements for the Spring Fayre.
- 1.10 In with Y4.
- 1.30 Admin. - post and filing.
- 1.45 Phone call from parent about shin pads.
- 2.00 Observing students in 2 classes.
- 2.20 Parent, bringing in shin pads - will I make sure --- wears them for football tonight. (I).

- 2.30 Teacher about the art policy.
- 3.30 Drive supervision.
- 3.40 See students.
- 3.55 Staff room - reviewing resources.
- 4.15 Phone call from Infant Head.
- 4.35 Letter to parents.
- 4.45 Cleared desk and left school at 4.50 - without the script....

Thursday

- 8.10 Preparation for Y6 sweet making - tradition of the Spring Fayre.
- 8.50 Meet/greet parent helpers.
- 9.00 Assembly.
- 9.25 Sweet making with Y6.
- 11.55 Quick collapse with helpers and tea.
- 12.00 Spring Fayre preparations - another group of parent helpers.
- 1.10 Setting up the Spring Fayre stalls.
- 3.40 Ready in time - to the minute - doors open for the Spring Fayre.
- 6.40 We've cleared up - what a success! Leave school with tons of money!

Evening Count money and bag it. make notes on Spring Fayre for reference next year.

Friday

- 8.15 Hall - returning apparatus to its rightful place - we forgot last night.
- 8.30 Assembly preparation.
- 8.45 Gather Y6 and congratulate them on yesterday's sweet making - we sold the lot within 5 mins.
- 8.50 Register a class - teacher has cut finger.
- 9.00 Assembly and Hymn Practice.
- 10.10 Art display - put up some Paris prints.
- 10.15 Caretaker arrives to lend a hand.
- 10.30 Interrupted by secretary with a letter she thinks I should see at once.
- 10.40 Teacher about a pupil.
- 10.50 Teaching.
- 11.20 Phone call to parent re. letter I was shown earlier.
- 11.30 Phone call fro Infant Head.
- 11.40 Post.
- 12.00 Infant Head visited - talk over a problem she has.
- 12.20 Phone High School Head.
- 12.30 D.Head - he and caretaker have finished the art display - I had completely forgotten about it!
- 12.40 More pupils to praise re. Spring Fayre.
- 12.50 Pupils - can we do something for Comic Relief?
- 1.00 Lunch.
- 1.10 Working in Y4.
- 1.30 Post.
- 1.45 Letter to parent helpers (Spring Fayre)
- 1.55 Post.
- 2.10 Filing.
- 2.20 Teacher - minor matter.
- 2.30 Write newsletter for parents.
- 3.15 Parent re. extra-curricular activities.
- 3.30 Drive supervision.
- 3.40 Meeting with Y3 staff.
- 4.00 D.Head re. next Monday.
- 4.10 Continue with filing.
- 4.40 Tidied bookcase.
- 4.45 Left.

Saturday

Purchasing picture frames for art posters bought in Paris during half term - 30 minutes.

Sunday

Reading and commenting staff evaluation sheets and completed half term plans - 1 hour 10 minutes.
Writing letter to parent - 20 minutes.

Week Beginning Monday, 1st March

Monday

- 9.00 Appraisal meeting - Headteacher "triad" - on neutral territory. i.e. 3 of us involved in appraising each other - an LEA officer was present.
- 3.00 Travel home.
- 3.10 Reading and commenting on staff half term plans.
- 4.10 Drafting art document.
- 5.40 Selecting music for school production - mundane to a degree, but, as I wrote the script, it was more appropriate for me to choose the music - 1 hour.

Tuesday

- 8.15 D.Head - picking up issues from yesterday.
- 8.35 See teacher about issue from yesterday.
- 8.45 See secretary for review of yesterday.
- 9.00 Assembly.
- 9.25 Pupil with good work.
- 9.30 D.Head - weekly management meeting - appraisal and records of achievement.
- 10.40 More pupils with good work.
- 10.50 With secretary - letters to Ed. office and Headteacher colleague.
- 11.20 In Y5 and Y6 following up letters from parents - disciplinary matters.
- 12.00 Y3 staff with concern about pupil's behaviour.
- 12.15 Phone call to parent (from last entry).
- 12.20 Parent (of that child) came in and discussed pupil's suspected petit mal.
- 12.35 Letter to another parent - about an incident yesterday.
- 12.45 See teacher about this last letter.
- 12.55 See pupils - disciplinary matter!
- 1.05 Office - phone call to parent -her son has owned up to yesterday's trouble.
- 1.10 Phone call to the parent of the "victim" of yesterday's incident - matter resolved.
- 1.20 Admin. - post.
- 1.40 Accompanied all pupils and staff to nearby school for Puppet Show - we couldn't host this because our hall ceiling's not high enough! Very tall puppets!
- 3.10 Return to school - tea.
- 3.30 Drive supervision.
- 3.40 Staff meeting.
- 4.55 Admin. - post
- 5.25 Left school.

Wednesday

- 8.15 Seeing staff - various issues.
- 8.30 Secretary - setting up the day.
- 8.45 Phone call from Infant Head.
- 8.55 Assembly preparation.

9.00 Assembly.
 9.20 Disciplining pupil.
 9.25 Planning document re. behaviour.
 9.55 Reading files on new pupils.
 10.05 Filing.
 10.35 Phone call from parent - child has meningitis.
 10.40 Informed staff about the previous phone call.
 10.50 Phone call to Health Authority.
 11.00 Phone call to LEA re. this issue.
 11.10 Phone calls to neighbourhood schools.
 11.15 Writing up details of these events.
 12.10 See SMT - review of Monday's incidence of bad behaviour.
 12.30 See D.Head - review of his involvement/management of Monday's events.
 1.10 Working alongside teacher in Y3.
 1.30 Hall - celebrating Y4 music.
 1.40 More work on PSHE policies.
 2.10 Hall - celebrating Y5 music.
 2.20 Staff room - tea.
 2.30 Read new appraisal documentation.
 3.00 Monitoring in Y6.
 3.30 With staff and Rep. looking at exhibition of construction materials.
 4.15 Field - watching school football team in match.
 4.35 Post.
 5.10 Phone call to Infant Head.
 5.30 Cleared desk.
 5.40 Left school.

Thursday

8.15 See D.Head.
 8.30 Phone call to Headteacher colleague.
 8.45 Playground supervision.
 8.50 Phone call from researcher.
 9.00 Assembly.
 9.20 Monitoring Y4 maths.
 9.40 See Building Surveyor about painting of school.
 10.00 Phone call to hospital re. child with meningitis.
 10.20 See sick child's teacher and class.
 10.30 Staff room - report on sick child - extra 5 minutes for coffee, everyone very concerned.
 10.50 Phone call from Headteacher re. new pupils.
 11.05 Writing emergency procedures.
 12.00 Lunch in dining hall.
 12.10 Supervision in dining hall.
 12.20 Feedback re. evaluation sheets and half term plans to Y3 staff.
 12.40 Ditto for Y4 staff.
 12.50 Phone call from parent about meningitis - bad news travels!
 1.00 Pupils - bad behaviour.
 1.10 Phone call from parent about meningitis.
 1.20 Preparing materials for lesson.
 1.30 Secretary - admin. matters.
 1.40 Admin. - post.
 2.15 Cup of tea.
 2.30 NQT induction meeting - mentoring.
 3.30 Drive supervision.
 3.40 D.Head.
 3.50 Left school for home - had enough for one day....

Evening Assembly preparation - 30 mins.

Friday

8.10 Assembly preparation.
8.40 Contacted hospital for information about ---.
8.50 Y6 Registration.
9.00 Assembly and Hymn Practice.
10.00 Teaching Y6.
12.00 See school nurse - discuss meningitis.
12.15 See painters.
12.20 See boiler contractor.
12.35 Staff meeting - update on meningitis situation.
12.45 Phone call from Infant Head.
1.00 Lunch.
1.15 Post.
1.45 With secretary - admin.
2.00 Appointment with prospective parents.
2.30 Phone call from mother of pupil with meningitis - give support to her.
2.50 Post.
3.30 Drive supervision.
3.40 Various issues with staff.
4.05 Cleared desk
4.15 Left school - with post and appraisal file.

Sunday

Dealing with post - 1 hour.

Reading new appraisal file - 30 minutes.

Week Beginning Monday, 8th March

Monday

8.10 Caretaker - yet another problem with the boiler - no hot water.
8.20 Kitchen about arrangements for dinner.
8.30 Hall, erecting staging.
8.50 Parent - "Is it true we've got meningitis?"
9.00 Peripatetic music teacher.
9.10 Assembly.
9.40 Post.
10.00 Secretary - messages.
10.15 Preparing appraisal information.
10.35 Staff room - coffee.
11.00 LEA Inspector - by appointment.
12.30 Dining Hall.
12.40 Contractor re. coal store.
12.50 Teacher with timetable query.
1.00 Maths co-ordinator.
1.10 Working in Y4.
1.30 Preparing budget statement.
2.00 Working on SEN policy - part of the follow-up to my appraisal.
2.30 Emergency procedures policy.
3.00 Post.
3.30 Drive supervision.
3.40 Netball, football matches - I do crowd control!
4.30 Filing.

4.50 Left school.

Tuesday

8.15 Post.
8.35 Parent - reassurance given about meningitis.
8.50 Hall - organising furniture.
9.00 Assembly.
9.25 D.Head - management.
10.35 Disciplining pupils.
10.50 Maths post-holder.
11.10 Admin. - post.
11.30 See pupils re. playground problem.
11.45 Deal with sick child.
12.00 See teacher about a pupil.
12.15 Cleared desk.
12.30 Left school for meeting in ---. Ate fruit in car park.
1.15 Headteachers' meeting about NQT's.
3.45 Left --- and drove home.

Evening Working on budget plans - 2 hours.

Wednesday

8.10 Reading messages left from yesterday afternoon.
8.40 Preparing hall for photographer's visit.
8.50 Greeting parents of Infant children here for photographs.
9.00 Supervision of children in hall having photographs taken.
11.00 Reading information prepared by PFA committee.
11.15 Monitoring Y4 and Y6 classes.
11.50 Post.
12.10 Teacher reporting on last night's Area Sports meeting.
12.25 Hall supervision.
12.35 Lunch.
12.45 Preparing teaching materials.
1.10 Monitoring a Y3 class.
1.30 With secretary building (draft) budget for new financial year.
3.00 Further work (alone) on budget calculations.
3.30 Drive supervision.
3.40 Preparing for next meeting.
4.00 Governors' finance/personnel working party meeting.
5.20 Infant Headteacher visited.
5.45 Phoned home.
5.55 Clearing desk.
6.00 Left school.

Evening Working on budget - 2½ hours.

Thursday

8.10 Preparing teaching materials.
8.40 Secretary - setting up the day.
8.50 Kitchen - all is well!
9.00 Assembly.
9.20 Working on budget.
9.50 Writing up minutes of last night's working party meeting.

10.10 See parent interested in teaching as a career.
 10.40 Coffee.
 10.50 Seeing pupils about their behaviour at playtime.
 11.10 General admin.
 12.00 D.Head re. budget.
 12.25 See teacher about salaries.
 12.35 See NQT.
 1.00 Lunch.
 1.10 Teaching Y3.
 3.30 Drive supervision.
 3.40 Watching netball matches.
 4.00 Phone call to Infant school.
 4.10 Phone call to Ed. Office about SEN matters.
 4.20 Phone call to Senior Inspector at ---.
 4.30 Phone call to area education officer.
 4.35 Preparing assembly.
 5.05 Cleared desk.
 5.15 Left school.

Friday

8.10 Assembly preparation.
 8.35 Lesson preparation.
 8.50 Unplanned teaching in Y6 - teacher absent.
 12.00 Post.
 12.20 Update school log book.
 12.40 Phone call from Infant Head.
 12.50 Admin.
 1.00 See teacher about the Education Show.
 1.10 Teaching in Y6.
 3.30 Committee member of the PFA about a forthcoming social event.
 3.55 Preparing materials for PFA event - I've been handed a monkey!
 4.35 Teacher re. early retirement (hers, not mine - although....).
 5.00 Cleared desk.
 5.05 Left school - with budget information which I had planned to deal with today.

Evening Working on budget - 2 hours.

Saturday

Buying clip frames for art posters bought in Paris - 30 mins.

Sunday

Working on budget - 2½ hours.

Week Beginning Monday, 15th March **Monday**

8.10 D. Head - the week in view.
 8.30 Member of staff re. classroom matters.
 8.50 See peripatetic music teacher.
 9.00 Supervising Y6 class.
 9.10 Assembly.
 9.35 Newsletter to parents.
 10.05 Phone call to Office re. budget issues.

10.25 Post.
 10.40 Staffroom - discuss sweatshirts with staff.
 10.50 Teaching Y3 group.
 11.25 Budget issues with secretary.
 12.00 Phone call from Infant Head re. budget.
 12.10 Lunch and phone call from Office.
 12.25 Infant Head visits for help with budget.
 2.25 Tutor from local tech. to discuss student placement.
 2.50 Dealing with incident involving pupils from nearby secondary school.
 3.20 Discipline Y3 class in Hall.
 3.30 Drive supervision.
 3.40 Infant Head returns - more work on budget.
 5.10 Supervising pupil not yet collected from school.
 5.50 Child collected.
 5.55 Phone call to Chair of Govs.
 6.05 Cleared desk.
 6.15 Left school.

Tuesday

8.10 Preparing materials for art exhibition.
 8.40 Receiving new pupils and "deliver" them to staff.
 8.55 Chat to mother of above.
 9.00 Assembly.
 9.20 Teaching Y3.
 10.35 Staff room - tea.
 10.40 See parents - minor matter.
 10.50 D.Head - weekly management meeting.
 12.00 Infant Head phoned.
 12.10 Letter to finance committee.
 12.20 See peripatetic music teacher - trouble in the wind section!
 12.40 Preparing for exhibition.
 1.10 Teaching Y3.
 1.40 More preparation for exhibition.
 2.15 Covering Y5 class - teacher speaking to local press.
 3.00 More work on exhibition.
 3.30 Drive supervision.
 3.40 Staff meeting - mounting exhibition.
 5.40 Cleared desk.
 5.50 Left school.

Evening Working on art documentation - 1 hour 30 mins.

Wednesday

8.15 Putting finishing touches to art exhibition.
 8.30 Dealing with distressed teacher - unwell - sent home - arrange cover for class.
 8.55 Writing assembly notices.
 9.00 Assembly.
 9.20 Disciplining Y6 pupil.
 9.30 Moving exhibits back in place.
 9.45 In hall, talking to parents re. art - "leading" curriculum initiative on art - parents view exhibits.
 11.45 Moving exhibits ready for lunch in the hall.
 12.00 Supervision of lunch.
 12.15 See dinner lady reporting incident with 3 pupils.
 12.20 Dealing with the pupils!

- 12.40 Clear hall - remount exhibits - could ask teachers to help, but they need their break.
- 1.10 Teaching Y3 class.
- 1.30 In hall with parents, governors and PFA members - art exhibition.
- 3.30 Drive supervision.
- 3.40 See part-time teacher re. budget and implications for her contract.
- 4.00 Removing exhibition items ready for hall use tomorrow.
- 5.00 Clear desk.
- 5.20 Left school.

Evening Working on budget - 3 hours.

Thursday

- 8.10 Budget - checking last night's calculations.
- 8.25 See other part-time teacher re. budget and implications for her contract.
- 8.40 Phone call to parent.
- 8.50 Assembly notices.
- 9.00 Assembly.
- 9.25 With secretary, going through budget.
- 10.35 Phone call from parent (calling back from earlier).
- 10.50 With secretary, examining budget alternatives.
- 11.25 See contractor re. display screens.
- 11.45 Ed. Officer visits (appointment) to discuss budget building.
- 12.45 Phone call from governor.
- 1.00 Investigating why a child has brought a sizeable amount of money to school.
- 1.15 Phone calls to 2 parents about the money.
- 1.25 Attend Y3 play rehearsal in hall.
- 1.50 Phone call from parent about sweatshirts.
- 2.05 Attend Y6 play rehearsal in hall.
- 2.20 See teacher about the millionaire in her class....
- 2.25 Letter to parent about recorder playing.
- 2.30 Attend Y3 play rehearsal.
- 3.30 Drive supervision.
- 3.40 D.Head re budget and salaries.
- 3.55 Phone call from parent who has "quizzed" her son about his millions....they are her millions!
- 4.00 Left school to attend NAHT meeting.
- 6.00 Left meeting for home.

Evening Assembly preparation for ½ hour.

Friday

- 8.15 Drafting letter to parents.
- 8.35 Assembly preparations.
- 8.50 See pupil re. yesterday's money incident....progress made!
- 9.00 Assembly and Hymn Practice.
- 10.10 Responding to letters from parents - i.e. written replies.
- 10.35 See pupils about another incident yesterday.
- 10.50 Teaching.
- 11.20 Whole school play rehearsal in hall.
- 12.00 Re-drafting 1st letter of the day.
- 12.20 See teacher about the latest incident.
- 12.30 See pupils about incident - all is revealed - wrongdoer identified!
- 12.40 Phone call to parent to put him in the picture - he is very supportive.
- 12.50 Phone call to Infant Head.
- 12.55 Post.
- 1.05 Coffee.

- 1.10 Revision of budget oncosts in light of the post and phone call to the Office.
- 2.10 With secretary, dealing with several issues arising from the day.
- 2.30 Phone call from Infant Head.
- 2.40 More work on budget for meeting of finance committee next week - I would have saved hours if the original LEA figures/information had been accurate!
- 3.20 Therapy - visit Y5 rehearsal in hall....
- 3.30 Drive supervision.
- 3.40 Phone call from chair of governors.
- 3.55 Staff meeting about school play.
- 4.25 More work on finance - anticipating governors' meeting.
- 5.20 Complete school log book.
- 5.30 Left school - TGIF!

Saturday

Inter-school netball tournament - 2½ hours.

Sunday

Working on art documentation - 2½ hours - editing play script - 30 mins.

Week Beginning Monday, 22nd March

Monday

- 8.10 Teacher - I won't know that --- isn't coming in. Phone supply quick! She can come!
- 8.25 Secretary about ticket sales.
- 8.30 On drive, supervising ticket sales - the queue had formed before I had arrived in school!
- 8.50 Secretary with (play) programme details. D.Head overwhelmed by the queue!
- 9.05 Assembly preparation.
- 9.10 Assembly.
- 9.40 D.Head - he's sold every single ticket for both nights! We should transfer to the West End!
- 9.50 Preparing paperwork for tonight's meeting.
- 10.10 Secretary - post.
- 10.35 Coffee.
- 10.45 Teaching a group of SEN children.
- 11.20 Attending to various things relating to the play - all seemingly trivial but vital!
- 12.00 With the play narrators - practice makes perfect....
- 12.20 Phone call from researcher.
- 12.30 Phone call from local press about covering the play.
- 12.35 Phone call from a 2nd newspaper co.
- 12.45 Lunch.
- 12.55 D.Head about the rehearsal.
- 1.10 Rehearsal....words fail me....it can only improve....
- 3.30 Dealing with child injured as he left school - small wound/large plaster - crisis over.
- 3.40 Parent phoned, complaining about the lack of tickets.
- 3.45 Preparation for meeting.
- 4.00 Finance/personnel committee meeting - governors receive proposals and accept them.
- 5.30 Phone call from teacher off sick - she'll be off all week.
- 5.40 Post.
- 5.55 Tidy up.
- 6.00 Left school - with post.

Evening Sorting through post and making decisions about it.

Tuesday

8.10 D.Head.
 8.30 2 pupils registering a complaint about bullying on the way home last night.
 8.45 Phone call from parent about tickets.
 8.50 Distressed child - something's bitten her - she thinks it's ants - offer cream and t.l.c!
 9.00 Assembly.
 9.20 Y5 rehearsal.
 10.00 Letters to LEA about teacher's retirement.
 10.35 See pupils (4) about last night's bullying - "we were only playing a joke: we will say "Sorry"."
 10.50 Teaching.
 12.00 Teacher re. props for the play.
 12.10 D.Head - re. organisation of refreshments.
 12.30 Music teacher.
 12.40 Dining hall - checked that the apology had been given -it had!
 12.50 Deal with sick child.
 1.00 Lunch with secretary.
 1.10 Teaching Y3 class.
 1.45 Letters to parents about dinner money.
 2.00 Post.
 2.20 Pupils to praise.
 2.30 Take rehearsal for some members of the cast.
 3.05 Office admin.
 3.30 Drive supervision.
 3.40 Staff meeting.
 4.15 Teacher to discuss the possibility of retirement.
 5.00 Clear up office.
 5.10 Leave for home.

Wednesday

8.10 Work on entrance hall display.
 8.30 Putting up curtains on stage.
 8.35 See students (whilst putting up stage curtains).
 8.50 Pupils about House matches - praise their initiative.
 9.00 Assembly.
 9.25 Write to LEA about contracts for part-time teaching staff.
 10.10 Check props for play.
 10.35 Strong word for 2 girls who, apparently, have done little work.
 10.50 Rehearse several children.
 11.30 Make some additional props.
 12.00 D.Head about management issue.
 12.15 Dining hall supervision.
 12.25 Rehearse children.
 1.05 Lunch.
 1.10 Work with teacher in Y4.
 1.50 Rehearsing more children.
 2.20 Staff room - tea but especially PR!
 2.30 Yet more rehearsals....
 3.00 Reading through items of post.
 3.30 Drive supervision.
 3.40 See students - progress report.
 4.00 Considering alternatives to the school uniform.
 4.15 Dealing with post.
 6.00 Cleared desk.
 6.05 Left school.

Evening Assembly preparation - 30 minutes.

Thursday

8.10 Assembly.
8.35 Post.
8.45 Supervising pupils.
8.55 Assembly preparation.
9.00 Assembly.
9.25 Phone call from Headteacher about games (rounders).
9.35 See teacher about inter-school rounders matches.
9.50 Admin. issues with secretary - she has the answers!
10.00 Need to audit stock - looking in cupboards - counting this, that and the other - total boredom!
11.45 Letter to a parent about socks.
11.50 Pupils with good work.
12.05 Circulating stock lists to staff for their assistance with the audit.
12.15 Preparations for dress rehearsal - leave staff to have their well-deserved break.
1.10 Dress rehearsal of play.
3.30 Drive supervision.
3.40 Clear up in hall.
3.50 Left school.

Evening Assembly preparation - 1 hour - play preparation - 30 mins.

Friday

8.10 Assembly preparation.
8.25 Restore hall furniture after yesterday's rehearsal - what a problem it is only having one hall for assemblies, PE, events and dining!
8.40 Smartening up display.
8.50 Hall as children enter for assembly.
9.00 Assembly and Hymn Practice.
10.10 Letter to Parents.
10.25 Plan details of PFA Gourmet Evening.
10.35 Staff room.
10.50 Teaching.
11.20 Phone call to Infants school.
11.30 Phone call to PFA chair about the Gourmet Evening.
11.40 Rehearse narrators.
12.00 D.Head re. play.
12.20 Preparing materials for play.
12.40 Resolved an argument between 2 pupils - about Pop Groups!
1.00 Letter to parents about missing book.
1.15 House matches.
2.00 Senior Inspector (LEA) arrived - staffing issues to resolve.
3.30 Phone call to Ed. Office.
3.45 Phone call to colleague.
4.00 Phone call from PFA chair.
4.20 Post.
5.00 Write school log book.
5.10 Clear desk.
5.20 Leave.

Saturday

Cooking for Gourmet Evening - 1 hour.
At the --- preparing for the Gourmet Evening - 2 hours.

PFA Gourmet Evening - 5 hours.

This time is an investment. We work very hard at the partnership with our parents, both professionally and socially, since the outcome of good relationships inevitably is a better deal for our pupils. You can't get all parents to support functions like a Gourmet Evening and you can't expect staff to support either - in fact, the staff do. The PFA is not there primarily to raise funds for school - that's a welcome spin-off - it's there to develop the notion of community, within and beyond the school. Ours is just great!

Sunday

Planning for next week - 3 hours.

Week Beginning Monday, 29th March

Monday

- 8.10 Photocopying - sheets for monitoring pupil behaviour.
- 8.20 Phone call from parent - minor matter.
- 8.25 Pupils to praise for awards gained.
- 8.35 Secretary - reminders for me!
- 8.40 Teacher returning to school after illness - feeling much better.
- 8.50 Assembly preparation.
- 9.00 Preparing for Ed. Psych's visit.
- 9.00 Reward assembly - lots to celebrate.
- 9.50 See Ed. Psych. - discuss statemented pupils.
- 10.35 Disciplining pupils.
- 10.50 Teaching Y3 group.
- 11.20 Preparations for performance.
- 11.40 Monitoring Y6 classes.
- 11.55 Kitchen - smiling faces!
- 12.00 Hall supervision.
- 12.10 Dealing with requisition matters.
- 12.30 Lunch.
- 12.40 Preparations for Performance - mundane but vital, as has been said before.
- 1.10 Greet Infants coming to watch the play. (Not sure they'll follow the plot...)
- 1.15 Performance and photographs.
- 3.15 Hall furniture replaced ready for Assembly tomorrow.
- 3.40 Clearing up in other areas of school with members of staff.
- 4.30 Office - catching up on post, admin.
- 5.50 Cleared desk.
- 6.00 Left school.

Tuesday

Note - personal appointment determined late arrival time.

- 10.15 See D. Head re. concert arrangements.
- 10.25 Admin. connected with requisition.
- 10.35 Discipline pupils.
- 10.50 Dealing with requisition.
- 12.00 Listen to the Band - praise, praise, praise.
- 12.15 Return to requisition with a lighter heart.
- 12.45 See pupils re. scene in play.
- 1.10 Teaching Y3 class.
- 1.45 Brief visit to all classes - giving positive message about the play (to staff as well as pupils).
- 2.15 Post.
- 2.20 Staffroom - retirement presentation to peripatetic music teacher.

2.35 Admin.
 3.00 See parents of Y6 pupil re. behaviour.
 3.30 Drive supervision.
 3.40 Staff meeting with Y3.
 4.30 Watching school football team in match.
 5.00 Cleared desk.
 5.05 left school.

Evening Reading educational material - 2 hours 30 minutes.

Wednesday

8.15 Meeting with chair of governors re. pay policy and NQT.
 8.55 Assembly preparation.
 9.00 Assembly.
 9.30 Rehearse musical items for play.
 9.50 Preparing for pay policy working party meeting.
 10.35 Discipline pupils.
 10.50 Monitoring - all classes.
 12.00 Hall supervision.
 12.10 Lunch.
 12.30 Preparing hall for production (here we go again.).
 1.10 See pupil helping at tonight's performance.
 1.30 Working alongside Y6 classes.
 1.55 Ditto - Y5 classes.
 2.10 See D.Head on a matter relating to the play.
 2.20 Staff room.
 2.20 Phone call from parent about tonight's arrangements.
 2.40 With pupils in hall, preparing for tonight.
 3.30 More preparations.
 4.20 Office - admin. - post.
 5.20 Personal preparations for play.
 6.20 Front of house role.
 7.00 Play.
 9.20 Left school.

Thursday

8.10 Clearing hall for the day.
 9.00 Band concert - wonderful!
 9.35 Office - dealing with requisition.
 10.35 Dealing with naughty children.
 10.50 Admin. re governing body.
 11.50 See supervisory assistants about the hall and dinner hour.
 12.00 Lunch.
 12.15 Member of staff to see me about scene in play.
 12.45 Preparing hall - again!
 1.15 To ---, shopping for items for school.
 1.45 Office - admin. - filing.
 2.20 Staff room.
 2.30 Hall - play preparations.
 3.30 Drive supervision.
 3.40 Planning for tomorrow.
 5.00 Preparations for play.
 6.10 Front of house.
 7.00 Play.
 9.10 Left school.

Friday

- 8.00 With caretaker and staff, taking staging down.
- 8.30 Receiving and arranging children's decorated eggs for display.
- 9.00 Assembly and practice for Easter Bonnet Parade.
- 9.45 Parents and staff join us (children and me) for Easter Bonnet Parade in hall. Parents stay to view decorated eggs.
- 10.45 Staff room - coffee.
- 10.55 Monitoring classrooms.
- 11.25 Office - admin.
- 12.00 Staff room - end-of-term lunch with all staff.
- 1.00 Supervision on playground.
- 1.20 Clearing up around school - putting screens away; returning items from play to children; taking down displays and clearing boards - general dogsbody!
- 2.20 Post.
- 2.30 Final assembly.
- 3.00 Drive supervision.
- 3.10 Pastoral care - staff i.e. cup of tea and wind down. Then, send them home!
- 4.10 Office - face the inevitable...post, general admin. matters, filing. Feel as if I'm scratching the surface....
- 5.40 Left school. Easter holidays have officially begun!

People often say that this term, the Spring term, is the quietest of the three. We would not subscribe to the view this term - it has been hectic week after week. My impression is that the events we have planned have served to bring staff, pupils and parents closer together. That said, everyone is drained and in need of a holiday.

Week Beginning Monday, 5th April

Tuesday

Reading educational materials - 1 hour.

Saturday

Looking at information about Key Stage 1 SATs and planning next term's school diary - 2 hours.

Sunday

Perusing summer term action plan; deciding staff meeting agendas; planning whole school events - 3 hours.

Week Beginning Monday, 12th April

Thursday

Visit Gloucester Docks and the Museum of Packaging - possible venue for a Year Group trip - 1½ hours.

Note: this entry was not included in the analysis of time allocated to school related activities.

Saturday

Looking at information about Key Stage 1 SATs (science); further planning of term's events - 1½ hours.

Sunday

Preparation of art materials for INSET day - 1½ hours.

Summer Term

Week Beginning Monday, 19th April

Monday

- 8.10 Meet staff briefly to enquire about the holiday.
- 8.20 Phone call from parent about admission of a child.
- 8.30 Another "new" parent arrives with child for admission - previously arranged! Quickly sorted out - secretary takes over.....
- 8.50 Assembly preparation.
- 9.00 Post - frightening sight!
- 9.10 Assembly.
- 9.45 Secretary with details of letter to parents.
- 10.00 Parent (see 8.20) arrives - meet child....tour school etc. Process completed.
- 10.30 Phone call to peripatetic music teacher.
- 10.40 Staff meeting re. consultations.
- 10.50 Teaching Y3 group.
- 11.20 Letter to LEA Music Dept.
- 11.35 Letter to parents about music provision.
- 11.50 Post.
- 12.00 D.Head re. term's events.
- 12.25 Phone call from chair of PFA.
- 12.40 Deal with injured child.
- 12.45 Phone call from researcher.
- 12.55 Post.
- 1.05 Lunch.
- 1.10 Work with teacher in Y4.
- 1.35 Preparing staff meeting.
- 2.00 Post.
- 2.10 Storing stock.
- 2.15 Playing Fields & Grounds officer calls - playground markings.
- 2.45 Phone call to Ed. Office re. above.
- 2.55 Post.
- 3.30 Drive supervision.
- 3.40 D.Head.
- 4.00 See teacher about art documentation and resourcing.
- 5.30 Cleared desk.
- 5.40 Left school.

Evening Working on art documentation - 1½ hours.

Tuesday

- 8.00 Post.
- 8.40 See teacher re. PE equipment.
- 8.45 See teacher re. art.
- 8.50 Post.
- 9.00 Assembly.
- 9.25 D.Head - weekly management meeting.
- 10.45 Coffee.
- 10.50 Teacher re. English.
- 11.20 Admin. - filling form in.
- 11.30 See new parent with children.
- 12.00 Teacher to see me about her retirement.
- 12.15 Phone call to Office about insurance.
- 12.25 D.Head re. staff meeting.

12.35 Supervision in hall.
 12.45 Preparing staff meeting.
 1.10 Teaching Y3 PE.
 1.45 Writing newsletter to parents.
 2.15 Phone call from Parish Council clerk.
 2.30 Newsletter continued.
 3.00 Finalised staff meeting details.
 3.15 With secretary re. budget, letters and info. to be sent to LEA.
 3.30 Drive supervision.
 3.40 Staff meeting.
 4.50 Follow-up admin.
 5.10 Finish newsletter (3 pages).
 5.30 Read art documentation.
 6.00 Cleared desk.
 6.10 Left school.

Wednesday

8.00 Judged competition.
 8.20 Post.
 8.40 See teacher about requisition.
 8.50 Secretary with more post.
 9.00 Assembly.
 9.25 Phone call to PFA chairman.
 9.35 Phone call to Infant Head.
 9.50 Monitoring Y3 classes.
 10.20 Admin.
 10.50 Phone call to Ed. Office.
 11.05 Monitoring Y4 class.
 11.25 With secretary completing diaries for term.
 11.55 Drink.
 12.00 Hall supervision.
 12.10 3 phone calls from Ed. Office re. pool; cycling; audio visual equipment.
 12.40 Lunch.
 12.50 Playground - talk to children.
 1.00 Teacher to see me about pupil.
 1.10 Teaching.
 1.30 Writing governors' report.
 2.20 Staff room - coffee.
 2.30 Teacher about music.
 3.30 Drive supervision.
 3.40 Preparation for working party meeting.
 4.10 Finance working party meeting.
 5.40 Left school.
 7.00 Back at school - PFA committee meeting.
 9.00 Left school.

Thursday

8.00 Assembly preparation.
 8.30 Teacher about newspaper article.
 8.40 See pupils with certificates - celebrate their success.
 8.50 See pupil about reading - praise.
 8.55 Assembly preparation.
 9.00 Assembly.
 9.35 Secretary - "what are we doing today?"

9.40 To the Infant school - meeting with Headteacher about joint commemoration in July.
 11.10 Back to school - see peripatetic music teacher.
 11.20 Working on governors' report.
 12.00 District Council representatives visit to judge school's response to environmental issues.
 12.20 Storing stock.
 12.30 D.Head about his appraisal.
 1.00 See pupils about playground incident.
 1.10 Monitoring Y6 classes.
 1.20 Governors' report.
 1.40 Phone call to 'Times Ed.' about advert for teacher vacancy.
 1.50 Composing ad.
 2.00 Phone call from Infant Head.
 2.20 Began letter to Parish Council.
 2.30 NQT induction meeting.
 3.30 Drive supervision.
 3.40 Staff meeting.
 4.00 Appraisal administration.
 4.30 Phone call from parent about swimming caps.
 4.45 Cleared desk.
 4.55 Left school.

Evening Writing letter to Parish Council - 1 hour - writing job specification - 1 hour.

Friday

8.00 See caretaker about swimming pool.
 8.10 Checking art policy.
 8.30 Secretary - today's targets!
 8.40 See teacher about art.
 8.50 Preparing assembly.
 9.00 Assembly and Hymn Practice.
 10.10 Local historian visits to discuss school's founder.
 10.50 Teaching.
 11.20 Proof reading governors' report.
 11.30 Post.
 12.00 Infant Head phoned about Parish Council letter.
 12.25 Hall supervision.
 12.40 Tour of school.
 12.50 Post.
 1.00 Dealing with sick children.
 1.15 Work alongside Y4 teacher.
 1.35 See peripatetic music teacher - the brass section wants to quit!
 1.50 Admin. - post/filing.
 2.00 Preparing hall for visitors.
 2.15 Concert by peripatetic teachers of string instruments.
 3.15 Restoring hall.
 3.25 Cup of tea.
 3.30 Drive supervision.
 3.40 Write school log book.
 4.00 Organising office information board.
 4.20 Photocopying.
 4.45 Return to post....
 5.30 Cleared desk.
 5.40 Left school.

Sunday

Checking latest budget update from LEA - 30 minutes.

Planning commemorative event ready for staff meeting - 1 hour 30 minutes.

Week Beginning Monday, 26th April

Monday

8.10 See caretaker re. sewage ejector and pumping out pool.
8.25 Teacher re. DT
8.30 See D.Head re. absent pupil.
8.40 Post.
8.50 Phone call to Head of nearby school re. absent pupil.
9.00 Secretary, setting up the day.
9.10 Assembly.
9.30 Phone call to Ed. welfare officer. re. pupil.
9.40 See parent re. pupil and swimming.
10.20 Post.
10.35 Work on display.
10.50 Teaching.
11.20 Post.
12.00 Secretary re. p.m.
12.10 Preparing for staff meeting tomorrow.
12.30 Pupils to see me re. rabbit holes on field -conduct an investigation.
12.45 Admin.
1.30 Left school for Heads' Meeting at ---.
2.00 Heads' meeting.
4.00 Left for home.

Evening Producing art resources - 2½ hours.

Tuesday

8.10 See teacher about art assessment.
8.25 Infant head visits about commemorative event.
8.55 Secretary - plan the day.
9.00 Assembly.
9.20 See D.Head.
9.30 Planning "eyes" rota for pool (i.e. volunteer parents acting as extra pairs of eyes during swimming lessons).
10.00 D.Head - appraisal meeting.
10.35 Staff room.
10.50 To Infant school.
11.00 Meeting with Infant Head and chairman of Parish Council - stormy waters!!!
12.00 Into town - non-school business.
12.40 Return to school.
12.45 See pupils about incidents during dinner hour.
1.10 Discipline Y5 and Y6 in hall - wish I'd never gone out of school!
1.30 Teaching Y3 class.
1.55 Working alongside Y4 teacher.
2.05 Completed "eyes" rota.
2.20 Discipline pupils again, having made them miss their playtime.
2.40 Appraisal - management issues.
3.10 Post.
3.30 Drive supervision.
3.40 Staff meeting.

5.20 See Y5 staff.
5.30 See D.Head.
5.40 Seeing cleaners.
5.45 Left.

Wednesday

8.15 Prepared materials for D.Head appraisal.
8.30 Secretary with budget form details.
8.45 Playground supervision.
8.55 Post.
9.00 Appraise D.Head as he took assembly.
9.25 Follow-up interviews with pupils.
10.35 Staff room - students PR!
10.45 Secretary.
10.55 More interviews with pupils.
11.25 Appraisal admin.
11.40 Phone call to parent re. playground incident.
11.50 Phone call from another parent supporting school's action re. his son.
12.00 SENSS teacher about pupils.
12.30 D.Head - appraisal feedback.
12.50 Phone call from Infant Head.
1.05 Coffee.
1.10 Teaching a Y3 class.
1.30 Proof reading minutes of working party meeting.
1.40 Prepared materials for next meeting of working party.
2.00 Needed to be with children! Visited Y4 music lesson - lovely!
2.10 Phone call fro Ed. welfare officer re. pupil who has left.
2.20 Phone call from Sec. Head about music.
2.40 See teacher about music.
3.00 Parish Councillor visits.
3.30 Drive supervision.
3.40 Work on display.
4.00 See teacher about art policy.
4.20 Further preparation for working party meeting.
4.50 Ate apple, reading circular from LEA.
5.05 See caretaker about fixing a wall hanging.
5.15 Phone call to ex-member of staff for advice re. wall hanging.
5.25 Assembly preparation.
5.45 PFA Games Evening.
7.45 Left for home.

Thursday

8.00 Photocopying materials for assembly.
8.20 Work on display.
8.40 Distressed parent phones re. child.
8.50 Distressed parent arrives with child - domestic problem resolved.
9.00 Assembly.
9.35 Display.
9.40 Governor arrived (by appointment) to monitor our curriculum delivery - I accompany her around school.
11.40 phone call to Parish Council about commemorative event.
12.00 Preparing materials for INSET day.
12.10 See teacher about music.
12.30 See D.Head - exchange of info.
1.00 Dinner ladies to see me about playground behaviour.

- 1.10 Following up with pupils.
- 1.25 Further preparation for INSET day.
- 2.00 Working in Y4.
- 2.20 Staff room - coffee.
- 2.30 NQT induction - our swimming arrangements.
- 3.30 Drive supervision.
- 3.40 See teacher about art.
- 4.00 Phone call from parent about incident in school - already dealt with.
- 4.10 General admin.
- 5.00 Left school.

Friday

- 8.15 Preparing materials for the day.
- 8.30 Staff INSET day - agenda: art; water safety (practical); pupil behaviour; curriculum timetabling.
- 2.30 Post, filing etc.
- 5.00 Left school.

My day was disrupted by the arrival of a parent with pupil at 10.15 a.m. I spent 1 hour sorting out an incident that had supposedly occurred yesterday but of which we had no knowledge. Parent left somewhat chastened when her daughter admitted (after 50 minutes) that she had made the incident up. In my absence, the Deputy contained the planned INSET, proving the value of sharing management and planning.

Week Beginning Monday, 3rd May

Monday

School closed for Bank Holiday - preparation for NAHT conference tomorrow - 2½ hours.

Tuesday

- 8.10 Caretaker - "the pool is ready for use."
- 8.20 Teacher about spelling.
- 8.30 Teacher re. incentive allowances.
- 8.40 Pupil to praise - came in to show award.
- 8.50 Post
- 9.00 Parent phoned - she thinks her son has come to school with a £10 note in his pocket - it's hers.
- 9.10 Assembly.
- 9.35 D.Head - staff appraisal.
- 10.35 See child about the £10 - he hasn't got it.
- 11.00 Swimming pool - the 1st lesson.
- 11.10 Had to leave swimming - the £10 note has been seen.... pupil still denies any knowledge.
- 11.25 Phone call from LEA art inspector.
- 11.30 Pupil arrives with....guess what?....the £10 note!
- 11.40 Back to swimming pool to see next class.
- 11.50 Phone call to parent re. £10 note.
- 12.00 Teacher about the pupil and money. What a time all this has taken!
- 12.15 Dining hall.
- 12.20 Teacher about staff meeting.
- 12.25 Left school for NAHT conference at ---.
- 1.30 Conference start.
- 5.00 Conference over - drove back to school.
- 6.00 PFA Games Evening.
- 7.30 Locked school.
- 7.45 Left for home.

Wednesday

- 8.15 Caretaker - the pool is fine.... water warm....filters humming....
- 8.25 Picking up messages from yesterday afternoon and planning the day.
- 8.45 Parent with child re. £10. - she to thank me, he to apologise. It's tough being a parent.
- 9.00 Assembly.
- 9.20 Keep 2 girls back - talking during assembly.
- 9.30 Classroom observation - D.Head appraisal.
- 10.05 To High school for meeting with Parish Council about the commemorative event.
- 12.05 Straight into the dining hall.
- 12.15 Prepare for meeting.
- 12.30 Meeting with staff to be appraised.
- 12.50 D.Head re. appraisal.
- 1.10 Monitoring in Y3.
- 1.30 Secretary - bringing me up to date.
- 1.45 Filling in form about school journey insurance.
- 2.00 Phone call from parent re £10. I won't "take it out on him" will I?
- 2.15 Letter to parent about earrings.
- 2.20 Staff room - tea.
- 2.30 NQT re. consultations.
- 3.15 Talking to parents by school gate - PR!
- 3.30 Supervise children leaving school.
- 3.40 D.Head.
- 3.55 Post.
- 4.05 Phone call from researcher - 2 queries.
- 4.10 Left school.

Evening Phone call (9 p.m.) from teacher who has just had an abusive phone call from a parent. Will sort it out tomorrow. Make a mental note that I should be ex-directory too - though I have only ever had 1 parent ring me up at home.

Thursday

- 8.10 Phone call from teacher who won't be in school because her daughter is ill - arrange cover.
- 8.15 Teacher about last night's phone call.
- 8.35 Writing information about NQT.
- 8.50 Post.
- 9.00 Assembly.
- 9.20 Filing information obtained at the conference - will I remember where I filed it?
- 9.25 In-tray - pick stuff up.... put it down again.
- 9.50 Observing Y6 in pool.
- 10.10 As above - Y4.
- 10.30 See a statemented pupil's personal welfare assistant.
- 10.50 Take delivery of my new filing cabinet - shift furniture to house it.
- 11.10 With Y3 in pool (observing, not swimming!).
- 11.30 Peripatetic music teacher.
- 11.45 Classroom observation - Y6 class.
- 12.00 Great commotion....dog and rabbit on field....chase off dog....rabbit dead! Children very upset. Send for caretaker to bury rabbit. Sweet Y3 girl asks if I can say a prayer for it - of course. Rabbit buried with all due ceremony. D.Head to see me about the staffing structure - one ear on him, one eye on children - I must look demented!
- 12.55 See teacher - minor matter.
- 1.10 Observing in Y5 classroom.
- 1.20 Looking at field as a resource area.
- 1.40 Put up a display of DFE materials (publications) for parents.
- 2.00 Review new entrants booklet.

- 2.20 D.Head re. a request for a Work Experience placement.
- 2.30 Letter to student re. above.
- 2.40 Secretary with suggestions for new entrants booklet.
- 2.50 Preparation for consultations.
- 3.05 See music teacher.
- 3.30 Drive supervision.
- 3.40 At last make contact with parent who phoned teacher last night - arrange an appointment during consultations.
- 3.50 Staff room.
- 4.00 Washing up.
- 4.10 Tour of school.
- 4.15 Phone call from parent about consultations.
- 4.20 Assembly preparation.
- 4.40 Continue tour of school.
- 4.45 Post.
- Consultation evening.
- Had appointments....saw other parents as needed.
- 7.45 Left school.

Friday

- 8.05 Caretaker - problem with the alarm system.
- 8.10 Teacher about consultation evening.
- 8.20 Ditto.
- 8.25 Plans for the day.
- 8.45 See parent about lost book.
- 8.50 Y3 cloakroom - what do children have in those enormous bags?
- 8.55 Assembly preparation.
- 9.00 Assembly and Hymn Practice.
- 10.15 Write bulletin for next week.
- 10.20 Phone call re. the commemorative panel.
- 10.30 Looking at catalogues for fabrics re. above.
- 10.40 Staff room.
- 10.50 teaching.
- 11.20 More searching for fabric suppliers.
- 11.30 Reading info. ready for the working party meeting.
- 11.50 In-tray - trying to catch up. perhaps it should be re-named the in-try?
- 12.00 Write notes about Y3 PE.
- 12.10 See pupil not eating lunch.
- 12.20 Phone call - redirect to teacher.
- 12.30 Circulating next week's staff meeting details.
- 12.40 Phone call fro Ed. Office re. invoices.
- 12.50 Tour of yard and field.
- 1.00 Naughty boys....ah!
- 1.10 Working in Y4 class.
- Why am I in 10 minute mode?
- 1.30 Complete questionnaire on streaming - Univ. of Bristol.
- 1.50 Clearing in-tray.
- 2.20 Staff room - see teacher about art.
- 2.30 D.Head re. school band.
- 2.40 Cleared desk.
- 2.50 Left school and drove to --- to purchase fabrics for the commemorative screen. Driving time is thinking time!
- 3.30 Arrive at --- complete purchase.
- 4.15 Leave --- and drive home (eating lunch!).

Saturday

Reading Headteacher's briefings - 25 mins.
Planning staff appraisal from training manual - 50 mins.
Planning the commemorative panel - 20 mins.

Sunday

Studying materials from management course - 2 hours.
Planning the panel - 30 mins.
Planning the visit by --- - 30 mins.

Week Beginning Monday, 10th May

Monday

8.20 Arrive late - drop briefcase!
8.25 Teacher about cycle proficiency.
8.30 D.Head about the screen.
8.50 Secretary re. day's events.
9.05 Post.
9.10 Assembly.
9.40 Hall - rearranging furniture and apparatus to create art gallery.
9.55 Post.
10.00 Phone call from colleague wanting a reference.
10.30 Staff meeting - panel.
10.50 Hearing readers.
11.20 Observing swimming lesson.
12.00 See teacher about art materials.
12.10 Staff meeting - panel.
12.40 Library - supporting Y6 pupils carrying out research.
1.00 Lunch and coffee.
1.10 Phone call from parent.
1.20 Developing details of panel design.
2.10 deal with sick pupil.
2.20 Discussed panel design with staff over tea.
2.30 Monitoring Y4 class.
2.50 Working on panel.
3.10 Post.
3.20 Writing letter to art inspector.
3.30 Drive supervision.
3.40 Post.
4.00 Producing templates for the panel.
4.30 Phone call from researcher (to make sure I'm doing it and doing it as agreed!).
4.50 Drove to --- to purchase additional fabric for panel.
5.30 Left for home.

Evening Teaching preparation - 20 mins - appraisal preparation - 40 mins.

Tuesday

8.15 Appraisal preparation.
8.25 Staff meeting - final decisions re. panel details agreed.
8.50 Supervising pupils.
9.00 Assembly.
9.20 Monitoring Y3 class.
9.30 D.Head - appraisal meeting and target-setting. Is this really valuable?

10.35 Staff room.
 10.50 See language post-holder.
 11.30 Working on appraisal policy.
 11.40 Secretary - paperwork generated by the morning.
 12.00 See teacher about art materials.
 12.10 Phone call from researcher.
 12.20 See pupils re. competition success.
 12.30 See 2 staff re. appraisal.
 12.40 See teacher re. consultations.
 12.50 See teacher re. panel.
 1.00 Tour of school.
 1.10 Teaching.
 1.40 Proof reading secretary's typing.
 1.50 Collating appraisal materials.
 2.05 Mount display linked to animal lady's visit.
 2.15 Post.
 2.20 Distribute post to staff.
 2.30 Phone call to Ed. Office re secondary transfers.
 2.45 Working on pay policy.
 3.30 Drive supervision.
 3.40 See parent re. cycle proficiency.
 3.50 See teacher - ditto.
 4.00 Left school - personal business (bought my tea!).
 4.30 Back to school - chat with staff - relax.
 5.15 Phone call to parent re. cycle proficiency.
 5.30 Further work on pay policy.
 6.00 Consultations for parents.
 9.00 Left school.

Thursday

8.15 The dread call - teacher off sick - immediate effect on my day - supply only available p.m.
 8.20 See Y3 staff about student.
 8.30 Preparing for teaching.
 8.50 Teaching Y4 class - unplanned!
 12.00 Marking - preparing for p.m.
 12.20 Post.
 12.30 D.Head - review of internal decoration - ate apple and had tea during meeting.
 1.00 Caretaker - internal decoration.
 2.20 See teacher re. lesson after break.
 2.30 Teaching Y3 swimming.
 3.30 Drive supervision.
 3.40 See teacher re. swimming lesson - drink tea during meeting.
 3.50 Working party meeting - finance/personnel policy.
 5.50 Prepared assembly.
 6.00 Cleared desk.
 6.10 Left school.

Friday

8.15 Y3 staff re. visit.
 8.30 See teacher returning after absence - somebody up there loves me!.
 8.45 D.Head re. staff meeting I intend to call.
 8.50 Secretary - exchange of info.
 9.00 Staff meeting re. planning sheets - D.Head in hall with school.
 9.10 Assembly and Hymn Practice.
 10.15 Secretary - checking minutes.

- 10.30 See Y5 and Y6 about responsibilities - sometimes, you just have to spell it out....
- 10.45 Teaching group.
- 11.25 Admin. connected with working party meeting.
- 11.45 Post.
- 12.00 Supervision in hall and school - wet dinnertime, the bane of Headteachers' lives.
- 12.45 Staff room - discuss variety of issues - eat apple.
- 1.00 Phone call to chair of governors.
- 1.05 Phone call to Headteacher colleague.
- 1.10 Working in Y4 class.
- 1.30 Visit swimming pool.
- 1.40 Phone call to parent re. proposed Y3 visit - the seat belts issue.
- 1.55 Reading file on new pupil.
- 2.05 Phone call to Psychological Service! I think we're going to need help here!
- 2.20 Deliver messages in staff room.
- 2.30 Governor visits - by appointment. Wish more were able to come but they're very busy people.
- 3.00 Query re diary from researcher.
- 3.30 Drive supervision - this is always a good opportunity for informal chat with parents.
- 3.40 D.Head - re school's Silver Jubilee.
- 4.40 Phone call to Headteacher re. commemorative event (i.e. founding of school).
- 5.00 Cleared desk.
- 5.10 Left school.

Sunday

Planning work for next week - 30 mins. First sift of application forms for teacher vacancy - 1 hour 15 mins.

Week Beginning Monday, 17th May

Monday

- 8.10 Teacher re. appraisal.
- 8.20 Teacher re. inter-school liaison.
- 8.30 Teacher - she is to be admitted to hospital in the near future - will be off school for one week.
- 8.40 D.Head re tomorrow's appraisal.
- 8.45 Teacher re planning.
- 8.50 Notes given to secretary - need typing.
- 9.00 Post.
- 9.10 Assembly.
- 9.35 Secretary re supply teacher arrangements.
- 9.45 Appraisal admin. - this whole process takes hours and must cost a fortune - for what?
- 10.05 Write school log book.
- 10.15 Letter to parents.
- 10.25 Phone call from Infant Head.
- 10.35 Staff room - info. re Silver Jubilee.
- 10.50 Teaching.
- 11.20 Visit from artist - he is to paint a picture of the school.
- 11.35 Monitoring in Y4 and Y6.
- 12.00 Pupils who've done well in rounders and cricket.
- 12.10 Teacher re. design for the panel.
- 12.15 Info. for staff re. Silver Jubilee and commemorative event.
- 12.30 Phone call to colleague.
- 12.40 Phone call to school bank.
- 12.50 Discussion with teacher about welfare assistant needed for pupil.
- 1.00 Teacher re. Silver Jubilee.
- 1.10 Lunch and admin.
- 1.25 Phone call to garden centre re. roses.
- 1.30 Work on display.

1.40 Letter to consultant re. pupil.
 1.50 Working on staff responsibilities for governors' meeting.
 2.20 Staff room - tea.
 2.30 To Y4 classroom - discuss possible welfare assistant for pupil in that class.
 2.40 Contacted parent re. above.
 3.10 Post - mainly about the budget.
 3.30 Drive supervision.
 3.40 Y3 staff.
 3.50 Y4 staff.
 3.55 Went for a swim in the school pool - magic! Why don't I do this regularly? I WILL!
 4.20 Go through LEA's LMS scheme in detail.
 5.30 Left school.

Evening Proof reading art document -15 mins. Catalogues, selecting playground benches -30 mins

Tuesday

8.10 see staff re. pupils involved in Ed. Psych's visit today.
 8.30 D.Head.
 8.35 See supply teacher re. the day.
 8.45 Secretary - setting up the day.
 8.55 Hall.
 9.00 Assembly.
 9.20 Preparing for Ed. Psych's visit.
 9.30 Meeting with Ed. Psych.
 9.55 Lesson preparation.
 10.05 Phone call to parent about the panel.
 10.10 Planning time-line presentation for commemorative event.
 10.25 D.Head re. appraisal.
 10.30 Staff room - tea - introduce Ed. Psych.
 10.50 Teaching Y6 class.
 11.20 With Ed. Psych and parents by appointment.
 12.00 Ditto - different parents.
 12.25 With Ed. Psych.
 12.45 Reporting back to Y4 and Y5 staff.
 1.05 Phone call to Headteacher.
 1.10 Teaching Y3 class.
 1.45 Redesign staffing structure.
 2.00 Phone call to contractor re. needlework yarns.
 2.05 Phone call to Sec. school Head re. Y6 records.
 2.15 Phone call to Office re. SEN provision.
 2.20 Phone call to parent re. child and her special needs.
 3.00 Letter to Ed. Office re. welfare assistant.
 3.30 Drive supervision.
 3.40 Staff meeting.
 5.00 D.Head - issues arising.
 5.30 Phone call to parent who runs a landscape gardening service re. providing 25 Silver Jubilee roses.
 5.40 Cleared desk.
 5.50 Left school.

Wednesday

8.20 See teacher re. art.
 8.30 See supply teacher.
 8.40 See teacher re. pupil.
 8.50 See parent re. child.

9.00 Assembly.
 I'm in 10 minute mode again!
 9.25 Monitoring classes.
 9.50 Secretary - going through materials needed for governors' meeting.
 10.15 Preparing governors' meeting.
 10.35 Staff room - make decision on playground benches.
 10.50 Dealing with contractor, ordering benches.
 11.20 Preparing governors' meeting.
 12.00 Work on display.
 12.30 Go for a walk down the road.
 12.45 See would-be parent re. child currently in private education.
 1.10 Monitoring Y3 class.
 1.30 Looking at application forms for vacancy.
 1.50 Monitoring in Y4 class.
 2.20 Tea.
 2.30 Prepared criteria for governors to assess application forms.
 3.30 Drive supervision.
 3.40 Conduct Cycle Proficiency Scheme - turning right tonight...pupils' version is turning wrong!
 4.40 Cleared desk.
 4.45 Left.

Thursday

8.05 D.Head - going through candidates for vacancy.
 8.50 Greeting parents here for assembly.
 9.00 Assembly.
 9.25 Chair of governors - shortlisting and agreeing interview details.
 10.55 Drafting letters re. above.
 11.10 Secretary with details of above.
 11.25 Confirm arrangements with D.Head.
 11.40 See Playing Fields & Grounds staff about proposed rose bed.
 11.50 Signing letters re. vacancy.
 12.00 Left school and drove to --- (lunch in car).
 1.10 Headteachers' training meeting - run by LEA.
 4.10 Left meeting - into ---, engaged in retail therapy (shopping!).
 5.30 Back in school - preparation for meeting.
 7.00 Governors' meeting.
 9.45 Set alarm, lock up.
 10.10 Left school.

Friday

8.10 Assembly preparation.
 8.30 See pupils with items for assembly - I am pleased with their support.
 8.35 Teacher re. library loan service.
 8.45 See teacher re. history.
 8.50 Arranging hall for assembly.
 9.00 Assembly and Hymn Practice.
 10.10 Office - admin.
 10.50 Teaching Y3 group.
 11.20 To Infant school - discussion with Headteacher about outcomes of governors' meeting.
 12.40 D.Head - ditto.
 12.50 Admin. connected with governors' meeting.
 1.10 Work with Y4 class.
 1.30 Read information to select new applicant for post (1 candidate has withdrawn).
 1.45 Tour of school with new parent and pupils.
 2.15 Phone call to chair of governors re. new applicant.

2.25 Ed. welfare officer about pupil.
 2.30 See teacher re. arrangements for next week.
 2.45 Letter to Grounds Dept.
 2.55 Admin. relating to preparation for interviews.
 3.25 Clearing in-tray - mostly towards bin!
 3.30 Drive supervision.
 3.40 Admin. - post.
 4.00 Left school.

Sunday

Preparing for next week - 1 hour.

Updating school prospectus - 2 hours.

Week Beginning Monday, 24th May

Monday

8.20 D.Head re. panel.
 8.30 Y3 staff re .SEN
 8.50 Assembly preparation.
 9.00 Y6 teacher.
 9.10 Assembly.
 9.35 Post.
 10.05 Monitoring Y3 SEN files.
 10.35 Staffroom - coffee.
 10.45 Phone call to parent; child has left school; parent says she told him to if he felt ill! She confirms he is at home with her. Arrange to visit home later in morning.
 10.55 Discuss above issue with child's teacher.
 11.10 Teaching group.
 11.40 Visit child's home as arranged - no-one in....
 11.50 Visit from LEA Inspector - discuss my input into management training conference.
 12.50 See parent about roses.
 1.00 Deal with sick child.
 1.10 Read forms, select another candidate for interview.
 1.25 Post.
 2.10 Phone call from parent of child who took himself home.
 2.20 See teacher re. above.
 2.30 Monitoring Y4 class.
 2.50 Phone calls re. candidates.
 3.05 Admin. re. above.
 3.20 Phone call to Infant Head re. parent.
 3.30 Drive supervision.
 3.40 Phone call from part-time teacher who is ill.
 3.50 Phone call to chair of governors re. candidates; update on situation.
 4.15 More phone calls re. above.
 4.40 Admin. re. above.
 5.00 Left school.

Tuesday

8.10 Planning the day.
 8.20 Teacher re. pupil.
 8.30 Parent with pupil who left school yesterday - give a very clear message to both.
 8.50 Take pupil to class teacher.
 8.55 Hall.
 9.00 Assembly.

9.35 D.Head - weekly management meeting; appraisal, display, candidates.
 10.35 Staffroom - coffee, biscuits, birthday celebration.
 10.50 Appraisal of teacher - initial meeting.
 11.50 See rep. from County Cleaning Service re. Hall walls.
 12.10 Prepare grid of candidates' details.
 12.30 Phone call to chair of governors re. above.
 12.40 Phone call from candidate.
 12.50 Post.
 1.10 Working with group in Y3 class.
 1.45 Monitoring Y3 SEN files.
 2.20 See teacher re. above.
 2.30 See student re. forthcoming practice.
 2.40 See Groundsman.
 2.55 See parent about roses.
 3.05 Finalising info. to governors re. candidates with secretary.
 3.30 Drive supervision.
 3.40 Staff meeting.
 5.05 Left school.

Wednesday

8.20 Pupil arrives at school early and wet through; pastoral care.
 8.30 Teacher informs me about parent who phoned to report bullying.
 8.40 See pupil re. above.
 8.50 Registering class - teacher wet through supervising cycle storage on yard.
 9.00 Assembly.
 9.30 See Y6 pupil sent to me for insolence and bullying.
 10.00 In response to letter from parent alleging bullying, see pupils and deal with issue.
 10.10 Phone parent, inform re. action taken; grateful.
 10.20 Phone call from secondary school re. pupil transfer.
 10.30 Walking the vision - seeing and being seen around school.
 10.50 Governor visits - planned.
 12.10 Round and about - all connected with bullying incident.
 12.20 Appraisal admin.
 12.30 Staff meeting to set dates for appraisal.
 12.50 Round school.
 1.10 Phone calls to candidates.
 1.30 Monitoring Y5 class.
 1.45 Teaching Y4 class.
 2.30 Monitoring Y5 SEN files.
 3.30 See Y5 staff re. SEN pupils.
 3.40 Cycle proficiency.
 4.40 Phone call to parent re. pupil not collected; supervise until parent arrives.
 4.50 Left school; visited friend, cup of tea, relax.
 5.30 Returned to school; preparing info. and room for PFA meeting; see chairman.
 7.30 PFA meeting.
 9.00 After meeting, discussing issues arising with one or two anxious committee members.
 10.00 Left school.

Thursday

8.10 See caretaker re. arrangements for meeting.
 8.20 Discuss interview questions with D.Head.
 8.45 See parent re. pupil.
 8.55 Greeting parents arriving for assembly.
 9.00 Assembly.
 9.20 Secretary, details of the day.

9.30 Letters to write following the PFA meeting.
 9.50 Phone call from governor.
 10.05 See pupils who are not working to capacity.
 10.30 Coffee - staff room.
 10.40 Reading through SEN files.
 11.10 Working with several SEN children.
 11.30 Phone call from parent to apologise for wife not collecting child yesterday.
 11.40 Interview preparation.
 12.00 Dining hall - touring school - wet dinner time.
 1.05 Lunch.
 1.10 In Y6 classroom.
 1.30 LEA photographer to take pictures for school brochure.
 3.30 Drive supervision.
 3.40 Teacher re history timeline.
 4.10 See cleaner in hall.
 4.20 Washing up.
 4.30 Post.
 5.00 Left.

Friday

8.10 Secretary - arrangements for the day.
 8.25 D.Head - ditto.
 8.35 Assembly preparation.
 8.45 Phone call from Headteacher who would like to visit.
 8.50 Assembly - supervising entry to hall.
 9.00 Assembly and Hymn Practice.
 10.10 Coffee with visiting Headteacher colleague - very relaxing - someone who understands what it's like!
 10.25 Preparations for interviews.
 10.55 Greeting candidates.
 11.15 With candidates in Y3.
 12.00 Lunch with candidates and chair of governors - introduce candidates to staff.
 12.45 Governor briefing.
 1.15 Interviews for Y3 post in September.
 4.15 Deal with paperwork for above.
 4.45 Sort through post from rest of day.
 5.45 Phone call from researcher - reminders about holidays - would I forget? it's part of life now!
 6.05 Left school for holidays and complete break - I hope!

Week Beginning Monday, 31st May - Half Term

Monday

Working on embroidered panel for Founding/Jubilee celebrations - 2 hours.

Tuesday

Ditto - 3 hours.

Wednesday

Ditto - 2 hours.

Thursday

Working on music scheme of work - 1 hour.

Working on reports comments bank - 1 hour 15 mins.

Saturday

Working on the panel - 3 hours.

Sunday

More on the music scheme - 1 hour.

Scrutinising of completed half term plans and evaluation sheets - 45 minutes.

Reviewing above documentation - is it appropriate? - 15 minutes.

Designing ticket for PFA event - 30 minutes.

Working on panel - 1 hour 30 minutes.

I chose to do the sewing at home because there's no way I could justify spending school time on it, even if I had it. It proved to be very relaxing.

Week Beginning Monday, 7th June

Monday

Leave home and drive to --- for Headteachers' meeting.

8.30 Reading materials prior to meeting - arrived early!

9.00 OFSTED training day for Headteachers - conducted by LEA.

3.30 Left --- and drove home.

Evening Working on the panel - 1½ hours.

Tuesday

8.10 Tour of premises, inspecting work done by contractors during half term.

8.25 Teacher to see me about reports.

8.30 Revise staff meeting agenda with teacher.

8.45 See colleague from Sec. school here for morning discussing Y6 pupils with their teachers.

8.50 Secretary - update on yesterday's events.

9.00 Assembly.

9.20 Hall, moving furniture.

9.30 Reading info. about children newly admitted yesterday.

9.50 Writing letter to parents of children joining us in September.

10.15 Phone call to Sec. school re. pupil.

10.25 Looking at Lettings charges.

10.35 Discussion with Sec. school colleague.

10.50 Teaching Y6 class.

12.00 Playground - talking to pupils.

12.20 Phone call from Headteacher colleague.

12.30 D.Head - reporting to him on yesterday's training - we decide we don't want an OFSTED just yet!

1.00 With building inspector in kitchen - re. fans.

1.10 Teaching Y3 class.

1.45 Sec. school colleague visits re. their pupils on community service here.

2.05 Post and general admin. - filing etc.

3.30 Drive supervision.

3.40 Staff meeting.

5.10 Left school.

Wednesday

8.10 Caretaker re. toilets.
8.20 Receive pieces of panel from staff - it's like a jigsaw in cloth.
8.40 Tour of premises.
8.50 Post.
9.00 Assembly.
9.40 Kitchen.
9.50 Spread out pieces of panel - start to fit together.
10.20 Deal with sick child.
10.30 Discipline pupils about care of equipment.
10.40 Coffee.
10.50 Write letter to PFA committee.
11.10 Monitoring Y3 and Y5.
12.00 Phone call to Ed. Office.,
12.10 Phone call from parent.
12.20 Lunch.
12.30 Pastoral support of teacher re. her retirement.
12.50 Phone call to Headteacher colleague.
1.00 Raining - tour classrooms.
1.10 See parent re. tomorrow's trip.
1.20 Phone call to researcher - left message.
1.25 Call returned.
1.30 Complete questionnaire on property management for Audit Commission.
2.30 Post.
3.30 Cycle proficiency.
4.45 Admin. - cleared last few files in cabinet. Feel the rare sense of satisfaction at having completed a task!
6.00 Left school.

Thursday

8.15 Teacher re. trip.
8.30 Assembly preparation.
8.45 See parents accompanying trip.
8.55 Hall - assembly preparation.
9.00 Assembly.
9.30 Planning visit by VIPs later this month.
10.00 Phone call from Inspectorate.
10.40 Coffee.
10.50 Planning sports day.
11.05 Monitoring classes.
11.30 Mounting/assembling panel.
11.50 Post.
12.00 See D.Head re assessment/evaluation sheets.
12.15 Staff meeting about evaluation sheets - invite their comments.
12.30 Composing letter to accompany reports to parents.
12.50 Planning corridor display.
1.10 Secretary - exchange of information/paperwork.
1.25 Tour school with prospective parent.
2.00 With secretary - update our diaries for the rest of term.
2.20 Staff room.
2.30 Monitoring classes.
3.30 Drive supervision.
3.40 Individual professional development meetings with staff.

5.40 Left school.

Friday

8.00 D.Head re. the day.
8.20 Phone call from parent - domestic crisis likely to affect child.
8.40 See teacher concerned.
8.50 Assembly preparation.
9.00 Assembly and Hymn Practice.
10.15 Post with the best cup of coffee of the week.
10.35 See secretary -update on current issues.
10.40 More coffee - well, it is Friday!
10.50 Teaching group.
11.20 Phone call from Inspectorate.
12.00 Seeing several teachers re. pupils.
12.30 Phone call from Headteacher colleague.
12.40 Phone call from Parish Council clerk.
12.50 Tour of school.
1.10 Work in Y4 classroom.
1.30 Left school to go to --- to collect a badge-maker - lunch in car.
2.20 Arrive in --- filthy weather - got wet through collecting equipment - who'd be a Headteacher?
3.00 To Ed. Office to return items (looking like a drowned rat - what price the image now?).
3.30 Travelled home.

Saturday

Phone call from Inspector - 20 minutes.

Sunday

Reading reports - 1 hour.
Planning my time, events, meetings etc. for next week - 1 hour.
Updating the inserts for the school prospectus - 1 hour.

Week Beginning Monday, 14th June

Monday

8.10 See various staff about week's events, post etc.
8.40 See peripatetic music teacher about next year's provision.
8.50 Parent informs me of domestic situation and effect on her son.
9.00 Pass on appropriate info. to child's teacher.
9.10 Assembly.
9.35 Observing teacher as part of appraisal process.
10.35 Instruct pupils re. cleaning school trophies - more enthusiasm than technique....
10.50 Teaching Y3 group.
11.20 Phone calls to parents requesting help with school project.
11.50 Post.
12.15 D.Head - planning.
12.30 Around school - deal with diseased rabbit on field.
1.00 Phone call from researcher with query about diary - last lap!
1.10 Work alongside Y4 teacher.
1.30 Discussing prospectus update with colleague from Audio-visual Service.
2.00 Discussing Sports Day requirements with Groundsman.
2.30 Phone call from students' tutor.
2.50 Monitoring Y4 and Y6.
3.30 Drive.

- 3.40 Clearing desk.
- 4.00 Left school.

Evening Working on text to be displayed with panel - 30 minutes. Reading paperwork - 1 hour. Preparing for meeting with D.Head - 30 minutes.

Tuesday

- 8.15 See Y3 staff about students and NQT.
- 8.30 See students.
- 8.40 See parent about child ill at school yesterday.
- 8.50 Discuss above with class teacher.
- 9.00 Assembly.
- 9.20 D.Head - weekly management meeting; his appraisal responsibility and current projects. Decide to postpone sports day planned for today - should guarantee sunshine p.m.!
- 10.35 Coffee - staff room.
- 10.50 Helping former member of staff (now a voluntary helper) making badges for Silver Jubilee - 350 to make in total! I hadn't expected to be involved in this but....
- 11.30 Letter to governors re. interviewed candidates.
- 11.45 With secretary, signing invoices, letters, moving paper (back to her where possible!).
- 12.00 Caretaker - review work to be done in next 4 weeks.
- 12.20 Answering phone calls from parents about sports day - "is it on?"
- 12.40 Teacher re. retirement plans - needs a sympathetic ear.
- 1.10 With secretary - appraisal arrangements/supply cover.
- 1.40 Appraisal admin.
- 2.00 Reading new pupils' files.
- 2.20 Staff room.
- 2.30 Visited student.
- 2.45 See peripatetic music teacher.
- 2.55 Wading through the in-tray - yuk!
- 3.30 On drive - spread the word: could be sports day tomorrow!
- 3.40 Staff meeting.
- 4.50 Phone call from researcher - query about an earlier diary sheet. As if it's not bad enough filling in the current one!
- 5.10 Close the door and sit and reflect on what it's been like keeping a professional diary.
- 5.35 See cleaners - congratulate on state of school.
- 5.45 Leave school.

Wednesday

- 8.15 Chair of governors to discuss annual report to parents and annual meeting.
- 8.45 D.Head and teacher in charge of PE - sports day? In the balance....
- 8.50 Secretary - the day's events (not clear yet, like the sky).
- 9.00 Assembly.
- 9.25 Give school details of sports day - but there is drizzle in the air....
- 9.40 Reading students files.
- 10.20 See student.
- 10.35 See teacher re. maths groupings.
- 10.40 The heavens open - goodbye sports day.
- 10.45 Writing governors' report to parents - this isn't my job but.... Frequent interruptions as I take phone calls from parents about sports day when secretary is out of office.
- 12.00 Non-stop phone calls re. sports day - secretary goes home to lunch. We'll definitely have an answering machine next year (and it won't be me!).
- 12.30 See staff about revised plans for sports day - could be tomorrow....
- 12.40 See students tutor.
- 1.20 Monitoring Y3 class.
- 1.30 Rain's stopped - examine field - sodden - tomorrow looks iffy (sic).

- 1.40 Phone call to Headteacher, arranging for new member of staff to visit.
- 2.10 Observing in Y6.
- 2.20 Whole school in hall - update on sports day - all leave with fingers crossed for tomorrow.
- 2.30 Seeing group of pupils about participation in VIP visit.
- 3.00 NQT induction.
- 3.30 Cycle proficiency.
- 4.40 Left school - bought tea.
- 5.10 Returned - compiling materials for weekend conference.
- 5.35 Working on panel - pinning the squares to the background cloth.
- 6.35 Agree tonight's arrangements with caretaker.
- 6.40 Back to the panel.
- 7.00 Meeting preparation.
- 7.30 PFA meeting - included plans for their help in sewing the whole panel together.
- 9.00 Wrote last entry in diary.
- 9.10 Left school.

Thursday

- 8.10 Seeing individual teachers about future non-contact time.
- 8.30 Seeing parents here to sew 6 ft square panel - 36 separate embroidered scenes.
- 8.45 Yard supervision.
- 8.50 Hall - welcome more parents - these are here for assembly.
- 9.00 Assembly.
- 9.20 Answering query from parents working on panel.
- 9.30 Appraising a teacher.
- 10.15 Post.
- 10.35 Staff room - decision re. sports day - "go for it."
- 10.50 Sports day preparations.
- 11.50 Dealing with messages left on desk.
- 12.05 Manning phone - sports day calls throughout dinner hour - eat lunch.
- 1.05 Sports day.
- 3.30 Drive supervision.
- 3.40 D.Head - sports day post mortem.
- 3.55 Left school.

Evening Preparing assembly - 30 minutes.
 Sewing for panel - got to get it finished - 30 minutes.

Friday

- 8.20 Assembly preparation.
- 8.35 Teacher about sports day.
- 8.45 Teacher about our forthcoming event.
- 8.50 Hall.
- 9.00 Assembly and Hymn Practice.
- 10.10 Post.
- 10.25 Looking at Y5 maths groupings.
- 10.40 Hall, observing school shop arrangements.
- 10.50 See heating engineer about hall lighting.
- 11.05 Teaching.
- 11.30 Write up student's file.
- 12.00 See teacher about my lesson next week.
- 12.10 Write letter of thanks to local garage owner - loaned us a battery for PA system.
- 12.20 Wrote letter to governors.
- 12.30 See caretaker about lighting.
- 12.50 Supervision on yard.
- 1.10 With Y4 class.

1.30 Lunch.
 1.35 Private phone call.
 1.45 Monitoring SEN - reading Y4 files.
 2.15 Staff room - tea.
 2.30 Composing newsletter with details of forthcoming "big" events.
 3.15 See students' tutor.
 3.30 Drive.
 3.40 Clearing desk.
 4.00 Left school and drove to ---.
 4.45 Weekend residential LEA management conference - including working dinner.
 10.30 Session over - crawled off to bed!

Saturday

Conference from 9.00 to 9.30 p.m. This included my input, addressing Headteachers about time management - little did they know that I was keeping this diary! Meals included opportunities to network and were seen as an important part of the conference.

Sunday

Conference from 9.00 to 3.00 p.m.

Week Beginning Monday, 21st June

Monday

8.10 D.Head - feedback re. conference.
 8.30 Teacher re. art.
 8.35 Caretaker - "the drinking fountain's blocked."
 8.45 See football team and PE teacher about weekend success.
 8.50 Assembly preparation.
 9.00 Post.
 9.10 Reward Assembly.
 9.45 Visit Y3.
 10.00 School nurse re. case conference.
 10.20 Post.
 10.50 Teaching.
 11.20 Working in Y5.
 12.00 See Y5 teacher.
 12.20 Phone call fro researcher.
 12.30 Se Y6 teacher about standards.
 12.35 Hall - cover the panel, having discovered pupils eating lunch and admiring it....
 12.45 Write letter to sports organisation about gifted pupil.
 12.55 Post.
 1.30 Preparing tomorrow's staff meeting.
 2.15 Staff room.
 2.25 Looking at trees with Y3.
 2.35 Compiling suggestions on classroom management to support a teacher.
 3.05 Admin.
 3.25 Thank parents for work on panel - they've been magnificent.
 3.30 Drive supervision.
 3.40 Problem - child not collected - supervise until parent arrives.
 3.50 Appraisal meeting with teacher.
 4.50 Discussion with teacher about history topic.
 5.30 Cleared desk.
 5.35 Left school.

Evening Writing appraisal statement - 30 mins.
Preparation for tomorrow - 30 mins.

Tuesday

8.15 D.Head.
8.35 See teacher re. history topic plan.
8.50 Post.
9.00 Assembly.
9.20 Lesson preparation.
9.30 Preparing staff meeting.
10.15 With secretary, preparing budget inf. for governors' annual meeting.
10.35 Staff room - students' tutor.
10.50 Observing Y6 class.
11.50 Phone call to Audio-visual Dept.
11.55 See dinner ladies.
12.00 Reading and adding my comments to pupils' reports
12.15 Hall - discipline pupils.
12.25 Phone call fro Sec. school.
12.35 Lunch.
12.45 Lesson preparation.
1.10 Teaching.
3.30 Drive supervision.
3.40 Staff meeting.
4.50 Hall with D.Head and teacher, discussing "art gallery."
5.35 Cleared desk.
5.45 Left school.

Wednesday

8.10 Seeing Y3 staff about new entrants.
8.20 See teacher about music.
8.25 Admin.
8.45 Phone call from parent about uniform.
8.55 Secretary - set up the day.
9.00 Assembly.
9.20 Phone call fro Parish Council clerk.
9.30 Caretaker re. hanging panel.
9.35 Secretary - ask her to "hold the fort."
9.40 Drive to --- for materials for panel.
10.20 Return to school - with secretary, prepare GEST finance for governors' meeting.
10.35 Discipline 2 pupils.
11.00 Phone call to Audio visual.
11.10 Writing invitations to parents, governors, former staff re Silver Jubilee.
12.00 Case conference on pupil.
1.45 Admin. relating to above.
2.00 Assembling panel in hall with caretaker.
3.00 Phone call from Audio visual re. new prospectus.
3.10 Collecting materials re prospectus to send to Audio visual.
3.30 Cycle proficiency.
4.45 More work on Jubilee preparations.
5.15 Left school.

Evening Reading/completing pupils' written reports - 2 hours 15 minutes.

Thursday

- 8.10 In hall with all staff mounting panel on backing board.
- 8.30 With all staff - playground, taking delivery of 3 very large seats from Scotland!
- 8.50 Greeting parents attending assembly.
- 9.00 Assembly.
- 9.20 Secretary - school insurance.
- 9.35 Secretary have a cup of coffee together - we draw breath.
- 9.55 Phoned Infant school.
- 10.00 Post.
- 10.35 Staff room - "where shall we have the new seats?"
- 10.50 Meeting with geography inspector.
- 11.15 Secretary, discussing PFA sale of sweatshirts.
- 11.35 With parent - ditto.
- 12.00 Geography co-ordinator - feedback on inspector's visit.
- 12.30 See teacher about written reports.
- 12.40 D.Head - weekly meeting.
- 1.10 Phone call to Audio visual about photographs.
- 1.20 Writing letters in connection with forthcoming events.
- 2.50 Kitchen to discuss the Silver Jubilee cake with the cook.
- 3.05 Observing student's drama lesson.
- 3.15 With secretary, finalising letters.
- 3.25 Parent about sun hats.
- 3.30 Drive supervision.
- 3.40 See Y5 staff.
- 3.45 Writing text for visitors' books to be used for forthcoming events.
- 4.45 Write school log book.
- 4.55 Preparing assembly.
- 5.15 Left school.

Friday

- 8.15 Assembly preparation.
- 8.25 Teacher re. retirement.
- 8.35 Post.
- 9.00 Assembly and Hymn Practice.
- 10.00 Visit from LEA inspector.
- 11.00 Visit from former Headteacher colleague.
- 11.20 Visit Y5.
- 11.25 Admin. re sweatshirts.
- 11.40 Admin. re commemorative event.
- 12.00 See teacher about written reports!
- 12.25 Write diary entry - reflect.
- 12.30 See pupils about the field.
- 12.35 Lunch and letter writing.
- 12.50 Supervision outside.
- 1.10 Audio visual rep. to photograph embroidered panel - copies will be on sale.
- 2.00 More planning, preparation, admin. re forthcoming events - I'm trying to anticipate every eventuality.
- 3.00 Phone call from Sec. school re. transfer arrangements.
- 3.10 See groundsmen about preparation of rosebed.
- 3.20 See parent about pupil going on holiday in term time - a regrettable but growing trend.
- 3.30 Drive.
- 3.40 Post.
- 4.40 Left school.

Saturday

Worked out detailed programme for VIPs visit - 2 hours.

Week Beginning Monday, 28th June

Monday

7.15 Phone call at home from teacher who is not coming in. Got supply out of bed! She'll come in.
8.15 In school - D.Head.
8.20 Caretaker - did I know there's a flood in a Y6 classroom? I didn't....
8.35 PFA chairman phoned about their next social event.
8.40 Saw supply teacher on my way to the flood.
8.45 Y6 classroom - water everywhere - found the caretaker and gave instructions.
8.50 Helped staff and children remove sodden floor tiles.
9.00 Teacher about cycle proficiency - not a priority for me at this time.
9.05 Secretary with message - parent enquiring about swimming lessons - I think I'm in the middle of one!
9.15 Assembly - aware that my feet are wet!
9.40 Checking Y6 room - it's fit for use!
9.45 See supply teacher -she's OK. I feel like a plate spinner, dashing about....
9.50 Letter to parent about swimming (see 9.05).
10.15 Letter about the Jubilee.
10.35 Staff room.
10.50 Teaching.
11.20 With secretary, planning Jubilee event.
12.00 See dinner ladies.
12.15 Teacher re. music and her student.
12.30 Letters to parents about the roses - asking for help.
12.45 Playground.
1.10 Write diary.
1.15 Caretaker re. flood - he's fixed the cause.
1.25 Letter to husband of retiring teacher.
1.40 Visit Y6 - discipline a pupil.
1.50 See students.
2.10 Phone call to art inspector.
2.20 D.Head.
2.30 In a Y4 class.
2.50 Post.
3.00 Signing letters.
3.15 With secretary - paperwork - form to complete.
3.30 Drive.
3.40 Cleaners about the flood.
4.00 Teacher re. swimming.
4.10 Teacher re her student.
4.40 Teacher re. geography.
4.50 D.Head.
5.00 Left school.

Tuesday

8.00 See teacher returning after yesterday's absence.
8.05 Teacher re. appraisal.
8.10 Prepare staff meeting.
8.30 D.Head re. my covering his class today.
8.45 Post.
8.50 Secretary - jobs for the day.

9.00 Assembly.
 9.20 Teaching D.Head's class while he appraises a colleague.
 11.50 Fire practice.
 12.00 D.Head - update on morning.
 12.35 Letters to parents re. incident involving their children and traffic outside school.
 12.50 Lunch.
 1.10 Teaching.
 1.40 Signing letters.
 1.50 Groundsmen re rosebed.
 2.00 Phone call to neighbouring LEA re. music.
 2.10 Caretaker re. siting of playground seats.
 2.20 Staff room.
 2.30 Calculating time spent on teaching using SCAA document.
 3.30 Take 2 pupils to apologise to the Lollipop Lady (see 12.35).
 3.45 Staff meeting.
 5.00 Writing school log book.
 5.10 Cleared desk.
 5.20 Went to look at playground seats now securely fastened down - caretaker has done a great job.
 5.30 Left school.

Wednesday

8.10 Planning the day.
 8.20 Teacher re. history.
 8.30 Playground encouraging care of new seats.
 8.50 See SENSS teacher.
 9.00 Assembly.
 9.20 Post.
 9.30 See SENSS teacher.
 10.00 See Ed. Psych.
 10.15 Observing student.
 10.35 Post.
 10.50 See Ed. Psych.
 11.00 See parents with Ed. Psych.
 12.00 See Ed. Psych.
 12.15 See teacher re. student.
 12.30 Phone call from researcher.
 12.45 D.Head re. curriculum time.
 1.10 SEN admin.
 1.50 Phone call to local police re. youths causing nuisance.
 2.00 Secretary - signing invoices etc.
 2.10 Dealing with sick pupils.
 2.20 Visit from local policeman re. incident.
 2.30 NQT induction.
 3.15 Visit Y3's plant stall - they're doing a roaring trade.
 3.30 Cycle proficiency test.
 5.15 Removing wasps from classroom.
 5.35 Cleared desk.
 5.50 Left.

Thursday

8.10 Caretaker re. contractors' visit.
 8.15 Y5 staff re. day's events.
 8.20 D.Head - ditto.
 8.30 Y3 staff about new entrants' brochure.

8.40 Phone call to Infant Head.
 8.45 Letter to Finance/personnel committee members.
 8.50 See supply teachers.
 8.55 Greeting parents here for assembly.
 9.00 Assembly.
 9.20 Post.
 9.30 Deal with sick pupil.
 9.35 Admin. connected with annual award to pupil.
 9.45 Back to sick child - establish the cause - last night's death of guinea pig....ah!
 9.55 Reading reports.
 10.20 See tutor re. student likely to fail.
 10.35 Staff room -tea and chat.
 10.50 More reports.
 12.00 Meeting with tutor, student and class teacher - difficult!
 12.15 With student.
 12.20 With teacher - appraisal target-setting.
 12.50 Investigating reported Y5 girl's misbehaviour.
 1.10 Y5 girls in my office.
 1.30 Letters to parents re. above.
 1.35 Writing appraisal targets.
 1.45 Write diary entry and school log book.
 1.50 More reports - eating lunch at same time.
 2.20 Teacher re. music.
 2.30 More reports.
 3.30 Further cycle proficiency tests.
 5.15 Teacher re. appraisal targets and completion of process.
 5.45 Washing up.
 5.55 Tidy up.
 6.00 Leave school.

Evening Reading and commenting on reports - 1 hour 30 minutes.

Friday

8.15 Staff re. various issues.
 8.35 Parent asking for work for sick pupil.
 8.45 Playground.
 8.50 Hall.
 9.00 Assembly/Hymn Practice.
 10.15 Post.
 10.35 Teacher re. student.
 10.45 Coffee.
 10.50 See student.
 11.20 Reports.
 12.00 See PFA committee member about forthcoming event.
 12.20 See parent about PE kit.
 12.30 Phone call to Inspectorate.
 12.40 D.Head re. appraisal process.
 1.00 Cup of tea and lunch.
 1.10 Work alongside teacher in Y4.
 1.30 See caretaker re. washbasins, fountains and furniture for tomorrow.
 2.00 Observe student.
 2.15 Secretary.
 2.25 Tea.
 2.30 Reports.
 3.15 Log Book and diary.
 3.30 On drive.

- 3.40 To Infant school.
- 3.50 Meeting with Parish Councillors.
- 5.00 Drove home.

Saturday

Went to school to support PFA social event - 4 hours.

Sunday

Reports - 2 hours. In-tray - 1½ hours. Planning my time next week - 1 hour.
Work on forthcoming VIP visit - 2½ hours.

Week Beginning Monday, 5th July **Monday**

- 8.10 Post.
- 8.20 D.Head.
- 8.30 Phone call to Sec. school Headteacher.
- 8.40 Phone call from parent re child.
- 8.45 Phone call from part-time teacher - sick.
- 8.50 Phone call to Infant Headteacher.
- 9.05 Hall.
- 9.10 Assembly.
- 9.40 Planning rest of term.
- 10.40 Coffee.
- 10.50 Teaching Y3 group.
- 11.20 Phone call to one of the VIPs in London.
- 11.35 Follow up to phone call - write notes re. visit.
- 12.00 Teacher re. class visit.
- 12.05 See student.
- 12.15 See other student.
- 12.25 Caretaker - update on planned work to end of term.
- 12.35 Hall - kitchen.
- 12.45 Staff room - lunch.
- 1.00 Phone call to colleague.
- 1.10 Work alongside Y4 class.
- 1.20 Preparing materials for new member of staff's visit tomorrow.
- 2.20 Staff room - tea.
- 2.30 Continue with earlier preparations.
- 3.00 Rewrite new entrants booklet.
- 3.30 Drive supervision.
- 3.40 Teacher re. VIPs' visit.
- 4.00 D.Head demonstrates tent erection on field.
- 5.15 Post.
- 6.00 Left school.

Evening Reading post - 1 hour.

Tuesday

- 8.10 Teacher re. new member of staff's visit.
- 8.20 Meeting with new member of staff joining us in September.
- 9.00 Assembly.
- 9.20 Further meeting with new teacher.
- 10.50 Teaching Y3 class to release teacher for meeting with new colleague.

12.00 With new teacher.
 12.10 Caretaker about the ceiling tiles.
 12.15 Teacher re. student.
 12.30 Working on new entrants booklet.
 12.45 See pupils re. playground incident.
 12.55 Hall supervision.
 1.00 Lunch.
 1.10 Teaching Y3.
 1.45 See parent re. school band.
 2.00 See peripatetic music teacher.
 2.05 See parent re inter-school sports.
 2.10 Deal with sick child.
 2.20 Tea - see teacher re. statemented pupil.
 2.30 Diary and log book.
 2.40 Phone call to Infant school.
 2.50 See teacher of the deaf re. pupil.
 3.00 Admin. - post.
 3.15 Welcome art inspector, here to lead staff INSET.
 3.30 Staff meeting - art.
 5.15 Instructions to caretaker.
 5.30 Went to area schools' sports event.
 8.00 Left for home.

Wednesday

Happy birthday to me, happy birthday to me, happy birthday dear ---. happy birthday to ME!

8.15 Kitchen - discuss Silver Jubilee arrangements with cook - put cream cakes in fridge..
 8.30 Seeing staff about the day.
 8.50 See students' tutor.
 9.00 Assembly - children sang, "Happy birthday," someone having tipped them off - very touching.
 9.20 Post.
 9.30 Phone call to Infant school - liaise re. next year's Training Days.
 9.50 Re-forming Y4 classes for next year.
 10.35 Staff room - give out cakes - you will celebrate my birthday!
 10.50 Re-forming Y5 classes.
 12.00 Hall supervision.
 12.15 Playground supervision.
 12.25 Caretaker - update on his work - all going well.
 12.30 Phone call from governor.
 12.40 Governor visits - brings birthday card.
 12.50 Lunch.
 1.00 Visit from former caretaker - another card.
 1.20 Re-forming Y6 classes.
 2.20 Consulting Y4, Y5 and Y6 staff re. above.
 2.30 Amending class lists in the light of staff comments.
 3.00 Filing.
 3.20 Reading educational material.
 3.30 Back to staff with amended lists for their approval.
 3.45 Post.
 4.15 Left school - determined to make the most of the remaining hours of my birthday!

Thursday

8.20 Post.
 8.35 See teacher returning after illness.
 8.40 Secretary - setting up the day.

8.50 Greeting parents, here for assembly.
 9.00 Assembly.
 9.20 Preparing info. for Infant school re VIPs visit.
 9.30 Write school log book.
 9.45 See students (their last day).
 10.00 Go to see how the new school pond project led by D.Head is progressing.
 10.15 Working on last reports.
 10.40 Staff room - goodbye to students.
 10.50 Preparing for Jubilee.
 11.10 Allocating September new admissions to classes.
 11.40 Working on appraisal policy.
 12.00 Collecting information needed for weekend conference.
 12.40 Playground - talking to pupils - therapy.
 1.10 With secretary.
 1.20 Budget update.
 1.45 Letter to VIPs, London.
 1.55 In-tray.
 2.20 Staff room - students provide cakes.
 2.30 Deep into the in-tray - exciting stuff!
 3.30 Drive supervision.
 3.40 Found the bottom of the in-tray.... last seen 3 months ago!
 4.00 Teacher re. pupil.
 4.15 Left school.

Friday

8.20 Post.
 8.30 Informed that pupil has been knocked down by car in lane outside school - outside with him till ambulance arrived. No serious damage.
 9.00 Back into school - inform secretary and staff of accident.
 9.10 Hymn Practice.
 9.35 Assembly - parent talks to children about her visit to Rumania and the orphanages there.
 9.55 Talk to children about the accident - stress good pedestrian behaviour.
 10.10 Phone calls to parent of injured pupil and car driver, also a parent.
 10.25 Phone call from local newspaper re. accident.
 10.35 Staff room - issued reports.
 10.50 Teaching Y3 group.
 11.20 Admin. connected with formal assessment of pupil.
 12.05 See Y3 staff.
 12.20 Letter to parents accompanying reports.
 12.40 See pupils wishing to raise funds for Rumania.
 12.50 Phone call from governor re. child knocked down.
 12.55 Playground.
 1.00 Lunch.
 1.10 Write up school log book.
 1.20 Secretary - budget update.
 1.30 Entrance hall display.
 2.30 D.Head discussing leavers' certificates.
 2.45 Further work on display.
 3.30 Drive supervision.
 3.40 Cleared desk.
 3.45 Left school, travelled to --- for weekend residential LEA conference. Planning next week en route.
 4.45 Arrived at conference venue and registered.
 5.00 Conference.
 7.30 Dinner.
 9.30 To room - worked on conference material and school work - 3 hours.

Saturday

9.00 - 9.30 p.m. Conference.

Sunday

9.00 - 3.15 p.m. Conference.

Evening Word processing material for Tuesday - 30 minutes.

Week Beginning Monday, 12th July

8.00 D.Head - arrangements for morning.
8.15 Preparation for PFA meeting.
8.20 To Infant school for meeting.
8.30 Finance/Personnel committee meeting .
9.00 Back to school.
9.10 Assembly.
9.50 Secretary - messages.
9.55 Caretaker.
10.00 New parents - tour of school, information given etc.
11.00 Secretary - arrangements for VIPs visit.
11.15 Post.
11.20 Phone call from researcher.
11.25 Post.
11.35 Phone call to governor.
11.40 Display.
12.00 See staff re. VIP visit .
12.30 Hall supervision.
12.45 Rehearsing pupils.
1.45 Cold cup of coffee, banana.
1.50 Phone call from governor.
1.55 Phone call from PFA parent.
2.00 To Infant school for next year's Y3 class lists.
2.20 Display.
3.20 Post.
3.30 Drive.
3.40 Display.
4.10 Post.
4.20 Changed ready for area schools rounders competition.
4.30 To sports event.
7.15 Left at end of event - drove home.

Evening Preparing materials for display - 2 hours.

Tuesday

8.10 Groundsmen.
8.15 Teacher about display.
8.20 Work on display.
8.40 Secondary pupils here for a week's work experience - see them about today's events.
8.50 Finalise arrangements for Y2 visit.
9.00 Assembly.
9.20 Preparing for Y2 children to arrive.
9.30 Y2 children arrive for induction visit; I am in swimming pool area with them.
11.30 Secretary - update on the morning.
11.40 Health inspector calls to see kitchen - will it change anything?

11.45 Work on display.
 12.00 Teacher re. pupils.
 12.10 Give pupils garden job.
 12.20 D.Head re. p.m.
 12.25 Pupils help with display.
 12.30 Caretaker re. panel and hooks.
 12.40 Rehearse pupils in hall.
 1.10 Teaching Y3.
 1.45 Caretaker consults re. panel.
 1.55 More work on our displays.
 2.20 Lunch.
 2.30 Displays.
 3.30 Drive supervision.
 3.40 With all staff working on displays throughout school.
 5.00 Back to my display in the entrance hall.
 7.30 PFA committee meeting.
 9.00 Clearing desk - general tidying up.
 9.30 Leave school.

Wednesday

8.10 Post.
 8.20 Caretaker.
 8.25 Hall - preparing for rehearsal.
 8.40 Rehearsing pupils.
 8.50 Preparing next rehearsal.
 9.15 Rehearsal of time line.
 10.00 Preparing for Friday - mounting photos, trying out chairs in hall, adding up guests....
 10.35 Staff room - raise morale re. rehearsal!
 10.50 Create seating plan for Friday.
 11.20 New parent with child.
 11.35 Displays.
 12.00 Write letter in response to students' request for placement.
 12.10 Preparing for tonight's meetings.
 1.10 See new member of staff on half day visit.
 1.20 Discussion with peripatetic music teacher about a concert.
 1.30 Drafting input for tonight's meeting.
 2.00 Display.
 2.20 With pupils and D.Head watching new pond fill - very exciting!
 2.45 Display.
 3.15 Supervise pupils putting chairs out in hall.
 3.30 Drive.
 3.40 Hall preparation.
 4.10 Working on hall displays.
 6.10 Finalising details of meetings.
 6.25 Husband visited with lectern and crockery.
 6.40 Changed clothes.
 7.00 Governors' annual meeting for parents.
 7.30 New entrants' parents' meeting.
 9.30 Complete diary - clear desk.
 9.40 Left school.

Thursday

8.30 Staff meeting re. day's plans.
 8.45 With D.Head in hall arranging displays.

8.50 Hall, preparing for parents coming.
 9.00 Post.
 9.05 Letter to parent.
 9.15 Greet parents as they arrive.
 9.30 Parents' preview of pupils' time line presentation.
 10.00 Standing in for PFA as parents try sweatshirts on children.
 10.20 Phone call from Parish Council - alterations to seating plan and programme are now necessary!
 10.40 Leave school for ---.
 10.55 Headteachers' meeting with Chief Ed. Officer.
 12.15 Back to school.
 12.30 Congratulate staff re. morning's presentation to parents.
 12.45 D.Head - discuss enforced revision of arrangements.
 12.55 Disciplining pupils.
 1.05 Chat with pupils on yard.
 1.10 Assembly.
 1.35 Post.
 1.55 Phone call from PFA treasurer.
 2.00 With secretary, checking details for tomorrow.
 2.20 Staff room - cup of tea.
 2.30 Making staff name badges (not planned but requested by Parish Council!) for tomorrow.
 3.00 Arranging guests' chairs according to seating plan.
 3.30 Drive.
 3.40 Self and D.Head, moving PE mattresses out of hall - part of FINAL, FINAL arrangements.
 4.10 Completed diary - cleared desk.
 4.20 Left school to buy items for tomorrow - 1 hour.

Friday

8.15 Visit by the VIPs from London to commemorate the founding of the school. Events included the unveiling of the embroidered panel. Our guests were awesome in their magnificence and so were we. It was the proudest and most significant day of my Headship because it encapsulated what the staff and children working together could achieve. It was the realisation of my vision.
 12.00 Lunch at Secondary school with VIPs.
 1.15 To Infant school for VIPs visit there.
 4.30 Returned to school - shared details of day with staff - made notes - cleared desk at 4.50.
 5.00 Danced across the car park - "What am I going to do with all my free time?" Silly question....

This event has been months in the planning and now is history. However, there is no danger of any sense of anti-climax hitting us, as there's the little matter of the Silver Jubilee still to come, to say nothing of the more usual end of year events.

Saturday

Buying leaving presents for member of staff - 2 hours.

Sunday

Preparation for next week - 3 hours.

Week Beginning Monday, 19th July **Monday**

8.35 Photocopying info.
 8.45 Caretaker re. preparations for tomorrow.

8.55 Pupil re. award - celebrate his success.
 9.00 Assembly preparation.
 9.10 Assembly - celebrate the success of last Friday; well done everyone!
 9.30 Presentation of awards - whole school .
 10.00 Presenting dictionaries to Y6 - their leaving gift from the school.
 10.30 Staffroom, coffee.
 10.40 Post.
 10.55 Collecting info. for chair of governors.
 11.10 Phone call from Infant head.
 11.15 Removing display.
 11.35 Groundsmen deliver roses.
 11.40 To Infant school to pick up Head.
 11.50 Join colleagues for lunch to mark Headteacher's retirement.
 1.10 Return to school.
 1.25 See Ed. Psych re. pupil.
 1.30 Mounting new display in hall.
 1.45 Ed. Psych.
 1.55 Display.
 2.20 With pupils, remove hall furniture.
 2.30 See pupils involved in playground incident.
 2.50 Display.
 3.10 Secretary - budget update.
 3.30 Teacher re. retirement presentation.
 3.50 Teacher re. musical presentation.
 4.15 Phone call from researcher.
 4.25 Working on display in hall.
 4.55 D.Head - finalise plans for tomorrow.
 5.10 Wrapping presents.
 5.40 Updating SEN file of statement pupil.
 6.00 Clearing desk and office.
 6.20 Leave school.

Evening Preparations for Silver Jubilee event - 1 hour. Preparations for retirement presentation -1 hour 30 minutes.

Tuesday

School celebrates its 25th birthday today

8.10 Final preparations for the day.
 9.00 Presentation to retiring member of kitchen staff.
 9.30 Musical presentation to parents.
 10.30 Official handing over of new playground seats by PFA.
 11.00 Planting of 25 roses.
 11.30 Coffee - PR in hall with staff, parents, governors and guests.
 12.00 School open to visitors - PR - round and about.
 1.30 Repeat of musical presentation to parents.
 2.20 Picnic on field - whole school, parents, governors, guests - including Teddy Bears by the score.
 3.45 Presentation to retiring teacher.
 5.15 Left school.

Wednesday

8.10 With pupils and staff removing hall displays, rearranging furniture.
 8.30 See parent with pupil.
 8.50 Post.

9.00 Assembly.
 9.20 With Y6 class, returning PE apparatus and staging to usual positions in hall.
 10.00 Thank groundsmen for help with rosebed.
 10.10 Letter of thanks to VIPs and guests.
 10.35 Staff room - coffee and thanks.
 10.50 Kitchen - chat and thanks.
 11.00 Phone call to parent in response to letter.
 11.25 Phone call to Headteacher colleague.
 11.30 Phone call to Inspectorate.
 11.35 Phone call to Ed. Office.
 11.45 Post.
 12.00 Around school.
 12.15 With secretary - dealing with cash from sales of photos, badges etc.
 12.25 Discipline pupil.
 12.45 Meeting with school band - congratulate them.
 12.55 Tea and lunch.
 1.05 Secretary re. afternoon.
 1.10 House matches.
 3.30 Presentation to former member of staff now a volunteer helper.
 3.50 Furniture inventory.
 4.20 Post.
 5.10 Cleared desk.
 5.20 Left school.

Evening Write newsletter to parents - 1 hour. List furniture requirements for next year - 45 mins.

Thursday

8.20 Teacher about a minor matter.
 8.30 See pupils with awards - praise.
 8.40 Post.
 8.50 Prepare hall.
 9.00 Assembly.
 9.20 Talent Show.
 11.00 See groundsmen.
 11.10 Secretary.
 11.20 Additions to newsletter.
 11.35 See teacher re. next term.
 11.50 Ditto.
 12.00 Phone call from parent.
 12.05 Teacher - review of pupil's statement.
 12.30 Caretaker re. holiday work.
 1.00 Writing up pupil's statement.
 1.15 Tea.
 1.20 Ed. welfare officer reporting on case conference.
 1.30 See parents re. child and incident during music presentation.
 2.00 Completing forms re. pupil attending Chairman of Education Committee's reception for national achievement awards.
 2.20 See Welfare assistant.
 2.30 Contractor re. hall lighting.
 2.50 Phone call from governor.
 3.00 Checking letter written by pupils to recent guests.
 3.10 Filing.
 5.10 Left school.
 Tea with friend.
 7.00 Attend Sec. school Presentation Evening.

10.45 Leave for home.

Friday

8.20 Post
8.40 See pupils with awards - celebrate their success.
8.50 Whole school watched video recording of recent events.
9.50 Working alongside Y6 - their last day.
10.50 Office - admin.
12.00 Staff buffet lunch.
1.10 Parent of Y6 pupil to say, "Thank you."
1.20 Packing away, clearing up.
2.00 Hall - told pupils (Y3, Y4 and Y5) which classes they would be in next year - sent them to new teachers. Kept Y6 with me (mater familias?).
2.15 Staff room - presentation to teacher colleague, retiring today.
2.30 Final assembly.
3.00 Drive - pupils leaving.... goodbyes....
3.15 Visit staff individually - give personal thanks....
3.45 Working alone - goodbyes to staff as they leave.
4.45 Left school - Holidays.

Week Beginning Monday, 26th July

Monday

In school from 9.30 to 12.30. General admin. - sorting out everything I had piled up, or put to one side....

Tuesday

Arrived at school at 12.30 - wrote personal letters of thanks to various people - 1 hour.

Thursday

9.30 Arrived at school and worked in hall on "art gallery."
11.30 With caretaker, redesigning office.
12.45 Left for home.

Friday

Selecting materials to take home - 1½ hours. Tidying staff room - 45 minutes.

Sunday

Organising all the paperwork I have brought home recently - reading, discarding....sorting briefcase!
Deciding what to take on holiday (to France) to read or make notes about. At least there, I won't have to answer the telephone, deal with visitors etc. etc. Will I want to come back?

Had a wonderful holiday and didn't do too much school work - especially once I had wound down. Now, I feel really refreshed and ready to take up the challenge of the job once more.

Week Beginning Monday, 30th August

Monday

Met teacher starting with us next week - helped her to carry boxes into her classroom - 30 minutes.
Reading and making notes about things for next week - ignoring post! - 1 hour.

Tuesday

- 10.00 Meeting with the new teacher.
11.00 Tour of school - see caretaker. meet contractors and check work - still in school - 1 classroom can't possibly be ready for next week! What a start! And an end to this diary year.
12.00 Leave.

Plus ça change, plus c'est la même chose.....

(Is this proof that I gained something from the holiday?)