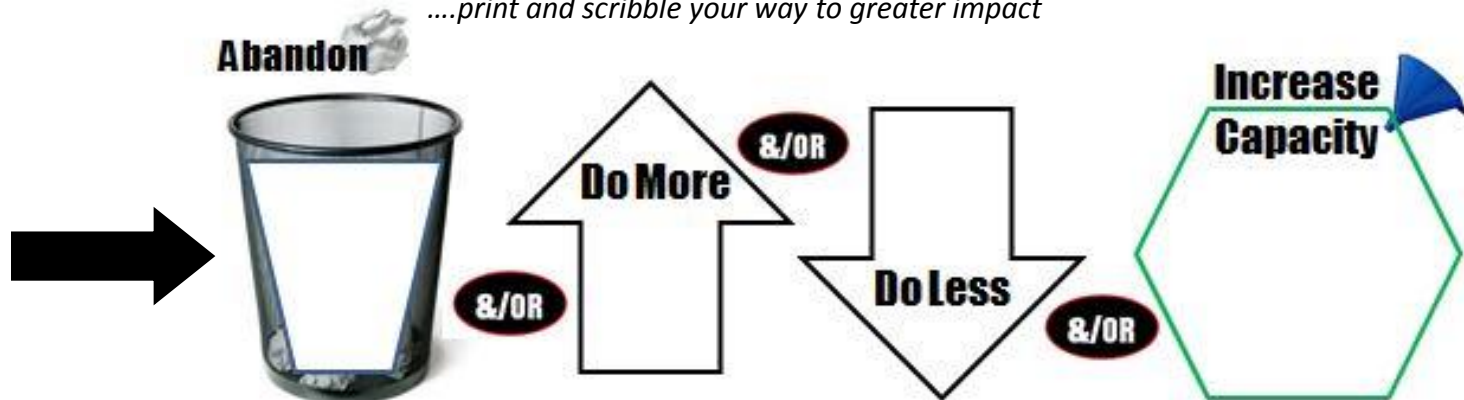# The 5 Minute Workload Plan

....print and scribble your way to greater impact
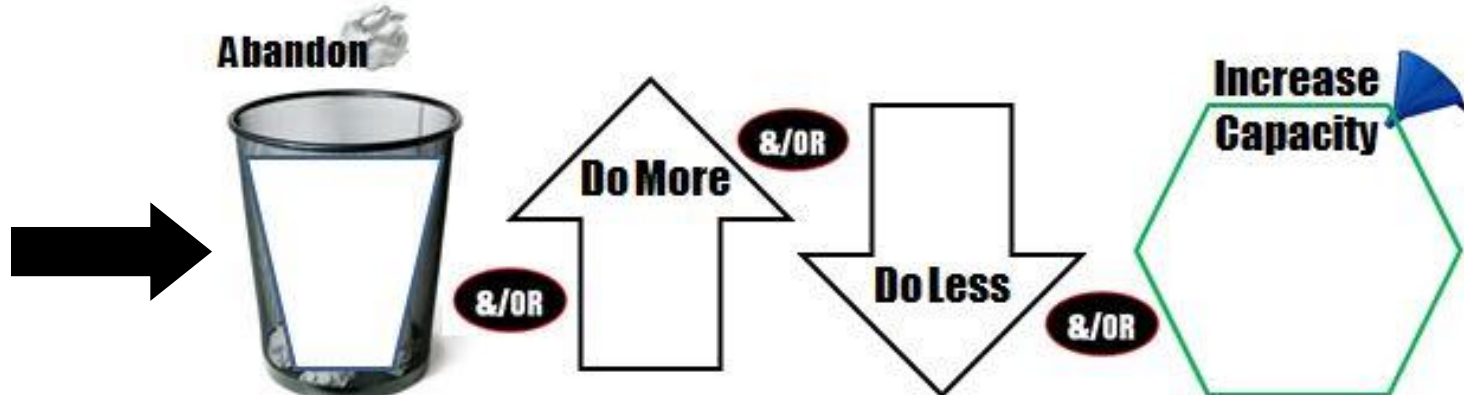
Workload Issue 1:

Priority: H/M/L
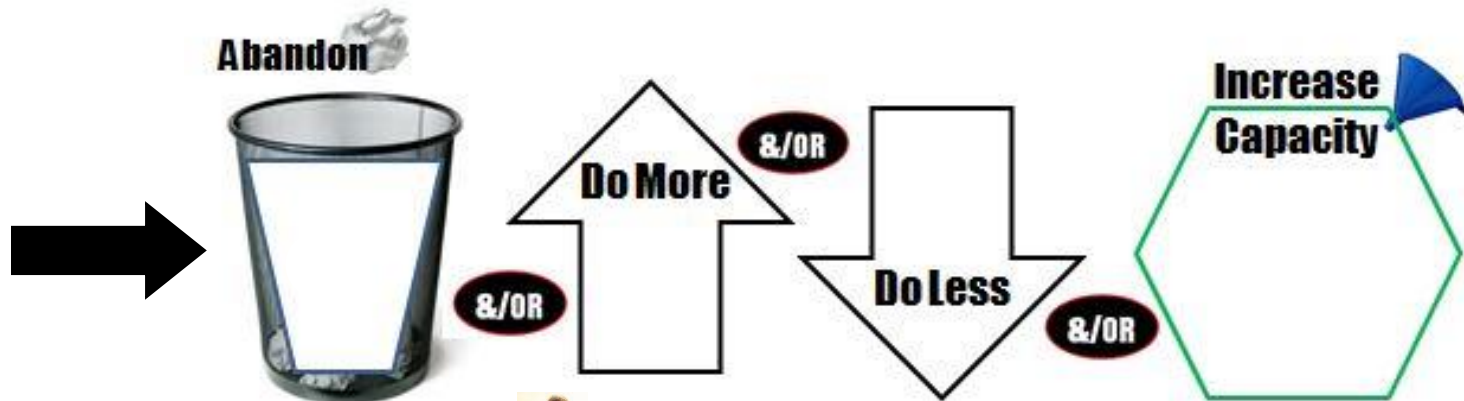
Abandon

Do More

&/OR

&/OR

Do Less

&/OR

Increase Capacity

Workload Issue 2:

Priority: H/M/L

Abandon

Do More

&/OR

&/OR

Do Less

&/OR

Increase Capacity

Workload Issue 3:

Priority: H/M/L

Abandon

Do More

&/OR

&/OR

Do Less

&/OR

Increase Capacity

Stephen Tierney (2015) @LeadingLearner & Ross McGill @TeacherToolkit

@Teacher Toolkit

Context – (What each area means?)

Determining Priorities

- Having identified a workload issue it is worth pausing for a moment to consider whether it is important and its potential impact. A simple question is, *"What would happen if I didn't implement this initiative/task at this moment in time?"* For some initiatives, like important changes to the testing or examination system, which would have a high impact on children, they would be graded a high priority (H). Not everything can be important and some things don't have a particularly high impact. These should be categorised as medium (M) or of low (L) priority. It is necessary to consider the importance and potential impact of issues and initiatives on priorities like standards, the quality of teaching & learning or the care, support or guidance of children.

Abandon

- We seem to be far better at increasing our workload than taking a hard cold look at what we do. It's important to create the time and space to do a smaller number of tasks very well. It may be a whole system, set of activities or individual elements which can be abandoned, binned and consigned to history. Some may never have been that important nor had any really impact. Others may just have been overtaken by more important, more impactful ways of working. Every time you add something to your own or another person's workload commit to also take something away.

Do More, Do Less

- This is a slightly less drastic step than abandonment. It requires careful analysis of the various elements that make up a task or system. They may be some aspects which are worth doing more of. There will undoubtedly be other elements which you could do less of and still maintain the overall quality or impact. What would you do more or less of when planning for your classes or tracking progress or ensuring high quality feedback for students? More use of numbered success criteria means less writing of the same comments at the bottom of a class' work.

Increase Capacity

- One important way to improve your effectiveness and decrease workload is to increase your individual, department's or school's capacity. Time is finite and abandoning some practices, for example, completing administrative tasks in meetings to replace them with collaborative planning of learning can yield real benefits. Small costs associated with employing support staff can give teachers valuable time as can the effective use of technology and fit for purpose software. Creating more professional development time for staff, by finishing slightly earlier one afternoon per week, is an approach increasingly used by many schools. Training and development can help staff become more skilled and reduce the time taken to complete tasks. The final little graphic is a reminder; filter, filter, filter as you cannot do everything. It's time to focus on your important, high impact priorities.