A new working time legislation in Danish Public Schools calls for Relational Coordination?

Track 1: Building RC, Respect and trust

RCRC Roundtable 2017, Copenhagen

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RESULTS FROM INTERVIEWS WITH MANAGEMENT, SHOP STEWARDS & SAFETY REPS. & TEACHERS IN SIX SCHOOLS

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<td>Dialogue – but to little time</td>
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<td>School 3</td>
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HOW DID IT COME TO THIS?

The 2014 School Incident

- The Government launched a reform of public schools:
  - Longer school days = longer work days
  - Preparation is to take place at school premises
  - More classroom time – reduced preparation time
- Negotiations on new agreement (including working hours) broke down – teachers were ‘locked out’ by employers association (acc. to the Danish Model)
- New regulation on working hours was imposed upon the schools - by a law issued by the government.
- The Teachers and their Union felt betrayed
IN THE MUNICIPALITY ”FJORD”

• Management structure was changed in 2013
• The Municipality and the local Teachers Union were not able to reach an agreement on working hours, administration of working time and task allocation
• The Municipality issued an “Administration order” of working hours etc.
• The school-managers were responsible of implementing the “Administration order”
• The Municipality and the local Teachers Union kept ‘fighting’ and were unable to reach an agreement from 2014 – 2016
• ‘TeamWorkLife’ was invited to evaluate the implementation of the “Administration order” in 2016 by a new Municipality management and the Local Union (new Chairman)
**THE ‘RELATIONAL COORDINATION CHALLENGE’**

- **Shared goals**  
  - Shared knowledge  
  - Mutual respect

- **Management**

- **Shop stewards**

- **Special function teachers**
  - Frequent
  - Accurate
  - Timely
  - Problem solving

- **Kindergarten teachers**

- **Safety Reps**

- **Teachers**

**Developing a working day structure that enables cooperation, well planned teaching, commitment among teachers etc.**
CONCLUSIONS

• Two schools were able to handle the challenge – By Problemsolving dialogue in the TRIO

• Top Down management created disrespect and a sense of injustice in other schools

• Feedback from the schools to the Municipality and the Union was clear: “Make an agreement – show us that cooperation is the way”

• The TRIO can be a framework for relational Coordination

• The managers need further support – e.g. in RC

In 2017 the Municipality and the Local Union made an agreement on working hours

Thank you for your attention

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