

**ANGUS COUNCIL
EDUCATION COMMITTEE**

2 JUNE 2011

**REVIEW OF TEACHER EMPLOYMENT IN SCOTLAND (THE McCORMAC REVIEW): CALL FOR EVIDENCE
BY THE SCOTTISH GOVERNMENT**

REPORT BY THE DIRECTOR OF EDUCATION

ABSTRACT

The purpose of this report is to advise members of the Education Committee about the terms of an Angus Council officer response to the call for evidence in relation to the McCormac Review.

1 RECOMMENDATIONS

- 1.1 It is recommended that the Education Committee:
- (i) note the contents of this report
 - (ii) note the arrangements made by the Scottish Government to seek evidence in relation to the Review of Teacher Employment in Scotland led by Professor Gerry McCormac, Principal of Stirling University
 - (iii) note the terms of a response, provided in the Appendix, which was prepared by Angus Council officers and submitted to Scottish Government to comply with the submission deadline of 21 April 2011
 - (iv) note that the outcomes of the McCormac Review will be considered by the Scottish Negotiating Committee for Teachers (SNCT) with any agreed changes to terms and conditions – beyond those recently agreed – being in place by August 2012.

2 BACKGROUND

- 2.1 The 2010 Spending Review agreement between the Scottish Government and the Convention of Scottish Local Authorities, which was published in November 2010, included an agreement to an independent review of all aspects of the terms and conditions for Scotland's teachers.
- 2.2 The Cabinet Secretary for Education and Lifelong Learning invited Professor Gerry McCormac, Principal of Stirling University to chair the review group which has been charged with publishing, in the summer of this year, recommendations aimed at improving educational outcomes for Scotland's children and young people.
- 2.3 Professor McCormac issued a public call for evidence on 23 February 2011, inviting submissions by 21 April 2011.
- 2.4 That call for evidence was accompanied by a detailed questionnaire designed to gather views on key aspects of current terms and conditions for Scotland's teachers with a specific request for comments on aspects of those terms and conditions which may need to be amended.
- 2.5 The Appendix to this report provides the submission prepared by Angus Council officers.

3 FOCUS AND SCOPE OF THE McCORMAC REVIEW'S 'CALL FOR EVIDENCE' QUESTIONNAIRE

3.1 The review team is seeking the views of 'all interested parties' on seven key areas, namely:

- Professionalism
- Teachers' Duties
- Career Structure
- Conditions of Service/Pay
- Chartered Teachers
- Other (support) staff in schools
- Negotiating Machinery

3.2 The published 'call for evidence' questionnaire invites detailed comments as well as simple 'multiple choice' responses to prompt questions in relation to each of the above aspects of teacher employment.

3.3 The responses, provided in the Appendix to this report and submitted as an officer response to comply with the deadline for submissions, draw on:

- detailed deliberations within the senior management team of the education service
- related discussions with Head Teachers
- a range of work undertaken in the past decade to support and monitor the implementation of the national agreement, a Teaching Profession for the 21st Century (TP21), including work carried out jointly with teachers' representatives
- the report published following the review of the implementation in Angus secondary schools of that agreement carried out by the Angus Joint Negotiating Committee for Teachers. That report was the subject of a report considered by the Education Committee at its meeting on 26 November 2009 (Article 7 refers)
- regular consideration by officers of a range of school inspection reports
- deliberations within a range of education service networks over recent school sessions in relation to areas of activity covered by the national agreement, for example, the operation and management of continuing professional development (CPD) activities.

4 OVERVIEW OF KEY ISSUES HIGHLIGHTED IN THE RESPONSE SUBMITTED TO THE McCORMAC REVIEW

4.1 The following paragraphs highlight key observations made in the officer response about those aspects of teachers' current terms and conditions about which the McCormac Review is seeking comment.

4.2 Professionalism:

- TP21 introduced a welcome contractual obligation for teachers to undertake 35 hours CPD per annum in addition to CPD undertaken in the course of the normal 35 hour week
- the majority of Scottish teachers have responded professionally to that unarguable expectation; in the main, teachers acknowledge the need to be open to undertaking professional learning throughout their career. Indeed, most teachers would, we believe, endorse recommendation 3 of the Donaldson Review that teacher education (learning) should be seen as a career-long continuum
- the overdue introduction of a national CPD framework and associated expectations have enabled teachers to be increasingly open to taking active responsibility for their professional learning and, thereby, to accept responsibility for improving their pedagogical skills and, as appropriate, the pedagogical skills of colleagues
- teachers are increasingly willing to learn with and from each other in developing their professional skills, in particular, skills in relation to classroom management and organisation

- there is merit in seeking to establish a basis for achieving greater transparency about the management of teachers' CPD contractual obligations, for example, by authorities/Head Teachers taking more direct control (say 14 hours) of the additional contractual 35 hours per annum, particularly at a time of unprecedented financial constraint. However, we believe that the increasingly positive professional environment within the teaching profession in Scotland would support a more transparent approach to managing this fundamental aspect of the work of teachers.

4.3 Teachers' Duties:

- while Annex B (*the national agreement's outline of teachers' duties*) provided a generally supportive outline of the professional duties of a teacher in Scottish schools, there is undeniable scope for enhancing that outline to take account of national and local developments since the inception of TP21
- Annex B should be refined, in particular, with a view to highlighting the unambiguous responsibility that all teachers have for the **overall** development of pupils in their charge, in line with CfE ambitions. That responsibility requires **all** teachers, primary and secondary, to be confident contributors to the teaching of literacy and numeracy and the health and wellbeing curriculum **in addition** to the teaching of specialist subjects (in the case of secondary teachers)
- the relevant items [(e), (f) and (g)] of Annex B should be correspondingly revised/recast in tandem with a parallel revision of standards 1.1.2 and 3.1 of GTC Scotland's Standard for Full Registration [quite properly, the Donaldson Review recommends a revision of the SFR professional standards]
- deliberations about the Donaldson Review offer a welcome context for updating/modernising the role of the teacher in Scotland, in ways likely to support the successful delivery of Curriculum for Excellence. **[NB – related discussions should have due regard to GIRFEC developments and to the emerging interest in exploring a “common core” of skills, knowledge and values across the children’s workforce; there are major workforce development implications of a ‘common core’ approach for Early Years (0-8) staff.]**

4.4 Career Structure:

- the probationary year is a crucial stage and a vitally important proving ground for an aspiring teacher
- the current model for training probationers is, by any standards, a 'de luxe' model; however, at a time of unprecedented financial constraint, it is not a model which can be exempt from modification. In our view, the interest within the SNCT in altering the balance between time in class and time spent in training beyond the classroom should result in an increase in the time which probationers spend in class
- with the exception of the Chartered Teacher grade, the simplified career structure introduced by TP21 has largely fulfilled its aims
- from the perspective of this authority, the introduction of the post of Principal Teacher in primary schools has been an unqualified success
- as is the case for professional (graduate) engineers, all teachers should be professionally 'chartered', perhaps via the Standard for Active Registration recommended by the Donaldson Review. We would suggest that all teachers should be 'chartered' in the same way that graduate engineers are chartered; professionally chartered teachers should be able to attain appropriately professional salary levels
- teachers have become Chartered Teachers through a process which has not in any way tested their ability to be leaders of learning or to be 'model' class teachers capable of nurturing effective practice among colleagues within their individual schools
- the introduction of the Chartered Teacher grade has provided few benefits to schools or the wider education system
- while it is possible to devise a more effective and a more transparent quality assurance system in relation to the award of the Chartered Teacher grade, such an approach would still raise questions about whether there was a fundamental need for the establishment of such a grade

- therefore, it is our view that the Chartered Teacher scheme be disbanded.

4.5 **Conditions of Service/Pay:**

- we are of the view that the main conditions of service introduced by TP21 have broadly contributed to improving outcomes for children and young people and enhancing teacher professionalism, and, thereby, supporting the delivery of the new curriculum
- in terms of relativities with other professionals, and in terms of relativities with teaching across Europe, we are of the view that the current level of teachers' pay reflects their professional status
- while no job evaluation/job sizing scheme is flawless, we are firmly of the view that the job sizing scheme has stood the test of time; it is a scheme which bears very favourable comparison with the job evaluation scheme for other local authority staff.

4.6 **Other Staff in School:**

- we are of the view that Annex E to TP21 has brought unambiguous benefits to schools, to teachers and, by implication, to pupils
- the appointment of significant numbers of additional support staff has indeed enabled teachers to focus more clearly and more effectively on their core professional activities

4.7 **Negotiating Machinery:**

- the SNCT has been generally effective in undertaking its role
- from an Angus perspective, Local Negotiating Committees for teachers have been a welcome and effective departure
- as an LNCT, the Angus Joint Negotiating Committee for Teachers (AJNCT) has undertaken a number of joint initiatives including a major review of the implementation of TP21 in Angus secondary schools, published in November 2009, and shared with COSLA.

5 **SCOTTISH NEGOTIATING COMMITTEE FOR TEACHERS (SNCT): PROPOSED CHANGES TO PAY AND CONDITIONS**

5.1 Changes to teachers' pay and conditions have been agreed by all three sides of the SNCT following the outcomes of the national teacher ballots announced on 28 April 2011.

5.2 The decision by the majority of the teachers' side to accept the Employers' revised proposal will result immediately in a series of changes to terms and conditions set out in the SNCT handbook. These changes relate to:

- **Pay Agreement 2011-2013** – there will be no pay award for teachers and associated professions for the period 1 April 2011 – 31 March 2013
- **Conservation for Promoted Postholders** – lifetime conservation arrangements will cease to apply on 31 March 2016
- **Annual Leave** – from the leave year commencing 1 September 2011 the annual leave entitlement of teachers and music instructors will be 40 days per annum, with the balance, up to the current entitlement, being redefined as 'school closure'. Teachers and music instructors who return from maternity or adoption leave and wish to take the balance of accrued annual leave shall in the first instance be directed to take this leave during school closure periods. Employees who have accrued statutory leave during sickness absence shall in the first instance be directed to take any accrued leave (not taken during the sickness absence) during school closure periods
- **Chartered Teachers' Scheme** – the award of salary increments for teachers commencing modules should be suspended with immediate effect. Teachers already working towards completion of a module of modules shall receive **one salary increment on successful completion of that module or modules**. Until further notice, no additional salary increment shall be rewarded for any further modules of study which are completed and the

SNCT will take a decision by April 2012 on the awarding of any additional increments to teachers undertaking the Chartered Teacher programme

- **National Teacher Induction Scheme** – from 1 August 2011 the amount of class contact time for probationer teachers shall increase from 15.75 hours to 18.5 hours per week
- **Supply Teachers' Pay** – all 'teaching cover' periods of five days or less will be defined as 'supply'. From August 2011, for such periods payment will be on Point 1 of the main grade scale and for a maximum of 25 hours
- **Fixed Term Appointments** – in situations where the teaching cover/supply period exceeds the initial five days, then the teacher should be issued with a fixed term temporary contract so that from day six onwards payment, working hours and duties will be in accordance with the SNCT. However, where it is known at the outset that a period of engagement to provide teaching cover is to be more than five days, then the teacher should be issued with a fixed term contract in accordance with the terms of paragraph 3.1 of Appendix 2.8 of the SNCT handbook.

5.3 It should be noted that the changes described in the foregoing paragraph will be progressed through the SNCT 'Conditions of Service' Working Group over the summer in order to give effect to the new agreement. Any further changes, agreed following consideration of the outcomes of the McCormac Review, will be put in place by August 2012.

5.4 Arrangements have been made to amend the education service's administrative and budget management procedures to take account of these significant changes. Procedural amendments will be undertaken in consultation with Head Teachers and with teachers' representatives through the work of the AJNCT.

6 FINANCIAL IMPLICATIONS

6.1 There are no financial implications arising directly from the terms of this report.

7 HUMAN RIGHTS IMPLICATIONS

7.1 There are no Human Rights implications arising from the consideration of this report.

8 EQUALITIES IMPLICATIONS

8.1 The issues contained in the report fall within an approved category that has been confirmed as exempt from an equalities perspective.

9 CONSULTATION

9.1 In accordance with the Standing Orders of the Council, this report has been the subject of consultation with the Chief Executive, the Director of Corporate Services, the Head of Finance and the Head of Law & Administration.

NEIL LOGUE
DIRECTOR OF EDUCATION

BACKGROUND PAPERS

Note: No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information), were relied on to any material extent in preparing the above report.

NL/AM

CALL FOR EVIDENCE

This Call for Evidence seeks to gather views, from all interested parties, on key aspects of the current arrangements of teacher employment in Scotland. The questions are not an exhaustive list of the issues and you are encouraged to provide comments on any issue you feel may be relevant.

The Call for Evidence will close on 21 April 2011.

RESPONDENT INFORMATION FORM

Please note that the Respondent Information Form must be completed to ensure that we handle your response appropriately. Questions marked * must be answered by all respondents, unless you are directed past this question.

Name/Organisation

(A) Name of Organisation (if appropriate)

Angus Council – NB Officer Response

(B) Title:

<input checked="" type="checkbox"/>	Mr
<input type="checkbox"/>	Ms
<input type="checkbox"/>	Mrs
<input type="checkbox"/>	Miss
<input type="checkbox"/>	Dr

(C) * Surname

Logue

(D) * Forename

Neil

Address details

(E) Postal address

Angus House
Orchardbank Business Park
Forfar

(F) Postcode

DD8 1AE

(G) Phone

01307 476347

(H) Email address

LogueN@angus.gov.uk

Permissions

(I) * I am responding as ... (Please select one option only)

<input type="checkbox"/>	An individual	=> please go to question (J)
<input checked="" type="checkbox"/>	A Group/Organisation	=> please go to question (L)

(J) * [Please answer, if you are responding as an individual]

Do you agree to your response being made available to the public (in the Scottish Government library and/or on the Scottish Government web site)? (Please select one option only)

<input type="checkbox"/>	Yes	=> please go to question (K)
<input type="checkbox"/>	No	=> please go to question (M)

(K) * [Please answer, if you said yes to question (J)]

Where confidentiality is not requested, we will make your responses available to the public on the following basis. (Please select one option only)

<input type="checkbox"/>	Yes, make my response, name and address all available	} => please to } question (M) }
<input type="checkbox"/>	Yes, make my response available, but not my name and address	
<input type="checkbox"/>	Yes, make my response and name available, but not my address	

(L) *The name and address of your organisation *will be* made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

Are you content for your *response* to be made available?

<input checked="" type="checkbox"/>	Yes	=> please go to question (O)
<input type="checkbox"/>	No	=> please go to question (O)

(M) * [Please answer, if you are responding as an individual]

A number of people may have an interest in this Call for Evidence. Which of the following best describes your role in completing the questionnaire?

(Please select one option only):

<input type="checkbox"/>	Teacher (class, chartered, deputy, head, special)	} => please go to question (N) } } } } } }	
<input type="checkbox"/>	Other educational establishment staff (e.g. support staff)		
<input type="checkbox"/>	Non-teaching local authority employee		
<input type="checkbox"/>	Government agency employee		
<input type="checkbox"/>	Parent / Carer		} => please go to question 1 } }
<input type="checkbox"/>	Pupil		
<input type="checkbox"/>	Other		
If other, please specify:		}	

(N) [Please answer, if you said you are a teacher in question (M)]

If you are a teacher, can you please tell us what type:

<input type="checkbox"/>	Primary (including nursery) class teacher
<input type="checkbox"/>	Primary (including nursery) principal teacher
<input type="checkbox"/>	Primary (including nursery) chartered teacher
<input type="checkbox"/>	Primary (including nursery) depute head teacher
<input type="checkbox"/>	Primary (including nursery) head teacher
<input type="checkbox"/>	Secondary class teacher
<input type="checkbox"/>	Secondary principal teacher
<input type="checkbox"/>	Secondary chartered teacher
<input type="checkbox"/>	Secondary depute head teacher
<input type="checkbox"/>	Secondary head teacher
<input type="checkbox"/>	Special school teacher (all grades)
If other, please specify:	

(O) *[Please answer if you are responding as a group/organisation]

A number of different groups may have an interest in this Call for Evidence. Which of the following best describes your organisation? (Please select one option only)

<input type="checkbox"/>	Educational establishment
<input type="checkbox"/>	Union
<input type="checkbox"/>	Professional body
<input checked="" type="checkbox"/>	Local authority
<input type="checkbox"/>	Government agency
<input type="checkbox"/>	Parent / Carer's organisation
<input type="checkbox"/>	Pupil's group
<input type="checkbox"/>	Other, please specify
If other, please specify:	

=> All questions from this point are for all respondents.

A. Professionalism

The Teachers' Agreement, which aimed to enhance the opportunities for professional development, made continuing professional development (CPD) a condition of service while also specifying that teachers should undertake a maximum of 35 hours CPD in each working year. It also required that all probationers should be guaranteed a one-year training contract.

1) To what extent do you agree that the arrangements for professional development set out in the Teachers' Agreement have: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Led to an improved quality of learning and teaching?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Acted to develop leadership capacity within all levels of the teaching profession	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2a) Should the current arrangements for continuing professional development be changed?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

2b) If so, how?

- TP21 introduced a welcome contractual obligation for teachers to undertake 35 hours CPD per annum in addition to CPD undertaken in the course of the normal 35 hour week
- the majority of Scottish teachers have responded professionally to that unarguable expectation; in the main, teachers acknowledge the need to be open to undertaking professional learning throughout their career. Indeed, most teachers would, we believe, endorse recommendation 3 of the Donaldson Review that teacher education (learning) should be seen as a career-long continuum
- it is the view of Angus Council that the overdue introduction of a national CPD framework and associated expectations have enabled teachers to be increasingly open to taking active responsibility for their professional learning and, thereby, to accept responsibility for improving their pedagogical skills and, as appropriate, the pedagogical skills of colleagues
- teachers are increasingly willing to learn with and from each other in developing their professional skills, in particular, skills in relation to classroom management and organisation
- related developments have included (a) what is by any standards a 'de luxe' model for the training of probationer teachers (b) an increasing array of leadership and management CPD opportunities for extant or aspiring school leaders (such developments have undoubtedly contributed to a strengthening of leadership capacity in relation to learning and teaching processes and, more widely, people management) and (c) the growing confidence of Head Teachers in nurturing and drawing upon the extensive pool of training expertise available within and across schools
- on the debit side, we would dispute the view often articulated by teachers' representatives that the majority of teachers undertake more CPD hours each year than they are contractually expected to do by the terms of TP21. In the course of the McCormac Review, there is merit in seeking to establish a basis for achieving greater transparency about the management of teachers' CPD contractual obligations, for example, by authorities/Head Teachers taking more direct control (say 14 hours) of the additional contractual 35 hours per annum, particularly at a time of unprecedented financial constraint. While Angus Council has the electronic means of tracking teachers' current commitments, we have deliberately desisted from actively policing the extent to which these obligations are individually respected, the better to avoid a negative 'clock watching' mindset. However, we believe that the increasingly positive professional environment within the teaching profession in Scotland would support a more transparent approach to managing this fundamental aspect of the work of teachers. (Such approaches are, of course, common place in other professions).

B. Teachers' Duties

Annex B of the Teachers' Agreement outlines duties for classroom/chartered, principal, depute head teacher and head teachers, as a guide for the development of specific job descriptions in local authorities.

3) Do you think the prescribed set of duties in Annex B of the Teachers' Agreement are suitable for a profession implementing Curriculum for Excellence?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

4a) Do you believe the duties need to be revised?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If so, how?

- while Annex B provided a generally supportive outline of the professional duties of a teacher in Scottish schools, there is undeniable scope for enhancing that outline to take account of national and local developments since the inception of TP21
- Annex B should be refined, in particular, with a view to highlighting the unambiguous responsibility that all teachers have for the **overall** development of pupils in their charge, in line with CfE ambitions. That responsibility requires **all** teachers, primary and secondary, to be confident contributors to the teaching of literacy and numeracy and the health and wellbeing curriculum **in addition** to the teaching of specialist subjects (in the case of secondary teachers)
- related expectations clearly pose a major challenge to those secondary teachers who may still see themselves only as **subject specialists**
- notwithstanding its many strengths, the Guidance system in secondary schools, introduced in the early 1970s, exercised an unhelpfully demarcating influence on the mindset of many secondary teachers. In an Angus context, we no longer refer to Guidance; following the introduction of new secondary school management structures in August 2005, we have strongly promoted the locus of **all** teachers in providing aspects of '**pupil care and support**', principally, as Form Tutors, working with manageable Tutor Groups (maximum 20 pupils). The provision of 'Pupil Care and Support' is managed and supported by Principal Teachers (PCS) who, of course, still retain responsibility for supporting pupils with 'high tariff' support needs
- we believe that in order to deliver the CfE entitlement that pupils should have frequent and regular opportunities "to discuss their learning with an adult who knows them well and can act as a mentor", authorities and schools need to put in place such a support system or similar
- the relevant items [(e), (f) and (g)] of Annex B should be correspondingly revised/recast in tandem with a parallel revision of standards 1.1.2 and 3.1 of GTC Scotland's Standard for Full Registration [quite properly, the Donaldson Review recommends a revision of the SFR professional standards]
- deliberations about the Donaldson Review offer a welcome context for updating/modernising the role of the teacher in Scotland, in ways likely to support the successful delivery of Curriculum for Excellence. **[NB – related discussions should have due regard to GIRFEC developments and to the emerging interest in exploring a "common core" of skills, knowledge and values across the children's workforce; there are major workforce development implications of a 'common core' approach for Early Years (0-8) staff.]**

C. Career Structure

The Teachers' Agreement created a simplified career structure that included four main grades within both primary and secondary schools:

- i) Classroom teacher (probationer, main grade, chartered)*
- ii) Principal teacher*
- iii) Depute head teacher*
- iv) Head teacher*

5) To what extent do you agree that this career structure has met its aims: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) to provide opportunities for teachers to advance their careers in the classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) to provide opportunities for teachers to advance their careers through promotion to management roles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) to provide an appropriate number of skilled individuals able to undertake management roles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) To what extent do you agree that the probationary year is a crucial stage in teacher's development?

<input checked="" type="checkbox"/>	strongly agree
<input type="checkbox"/>	agree
<input type="checkbox"/>	neither agree nor disagree
<input type="checkbox"/>	disagree
<input type="checkbox"/>	strongly disagree

7a) Do you think that the career structure should be changed?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

7b) If so, how?

<ul style="list-style-type: none"> • the probationary year is a crucial stage and a vitally important proving ground for an aspiring teacher • as indicated above, the current model for training probationers is, by any standards, a 'de luxe' model; however, at a time of unprecedented financial constraint, it is not a model which can be exempt from modification. In our view, the interest within the SNCT in altering the balance between time in class and time spent in training beyond the classroom should result in an increase in the time which probationers spend in class • with the exception of the Chartered Teacher grade, the simplified career structure introduced by TP21 has largely fulfilled its aims • from the perspective of this authority, the introduction of the post of Principal Teacher in primary schools has been an unqualified success • as is the case for professional (graduate) engineers, all teachers should be professionally 'chartered', perhaps via the Standard for Active Registration recommended by the Donaldson Review. [NB – subject to related developments, it might be feasible to introduce a related salary bar. While
--

that is an option which could be considered, it is not an option which at this stage we would necessarily recommend]

- while the basis for the frequent references by professional associations to the 'need to keep good teachers in the classroom' is understood, it is surely more appropriate to work towards a situation where **all** classroom teachers are enabled and supported to be good teachers; it should be taken as read that aspiring school leaders should be able and committed class teachers, capable of leading the learning and of modelling effective pedagogy
 - while it is recognised that there are current Chartered Teachers who are exemplary professionals and exemplary classroom teachers, it is unlikely that those qualities have been central to the process by which they have achieved Chartered Teacher status and a salary equivalent to the mid-point of the Principal Teacher salary scale
 - Teachers have become Chartered Teachers through a process which has not in any way tested their ability to be leaders of learning or to be 'model' class teachers capable of nurturing effective practice among colleagues within their individual schools
 - the introduction of the Chartered Teacher grade has provided few benefits to schools or the wider education system
 - while, of course, it is possible to devise a more effective and a more transparent quality assurance system in relation to the award of the Chartered Teacher grade, such an approach would still raise questions about whether there was a fundamental need for the establishment of such a grade
 - as indicated above, we would suggest that all teachers should be 'chartered' in the same way that graduate engineers are chartered; professionally chartered teachers should be able to attain appropriately professional salary levels
 - since the introduction of the Chartered Teacher grade, frequent and futile discussions have take place locally and nationally about ways in which teachers, who have achieved Chartered Teacher status, could be **formally** expected to take on a higher level of responsibilities than those set out in Annex B
 - all professional teachers, with due access to appropriate development opportunities including opportunities to exercise and develop leadership skills, are capable of fulfilling the type of expectations discussed (but generally undeliverable) for teachers who have acquired the Chartered Teacher grade through the current route
 - unsurprisingly, therefore, it is our view that the Chartered Teacher scheme be disbanded.
-

D. Conditions of Service / Pay

The Teachers' Agreement specified:

- a contractual 35 hour week for all teachers
- a maximum class contact time of 22.5 hours
- an allowance of personal time for preparation and correction, of no less than one third of class contact time
- that tasks which do not require the teacher to be on the school premises can be carried out at a time and place of the teacher's choosing
- use of remaining collegiate time to undertake activities agreed at school level
- 195 days working year, and an additional maximum of 35 hours CPD for all teachers

The Teachers' Agreement also introduced substantial pay rises for all teachers.

Conditions of Service

8) To what extent do you agree that the conditions of service listed above: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Enable teachers to deliver the best outcomes for children and young people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Need adjusted to reflect actual workloads and practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Help to nurture an attitude of professionalism amongst teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Are suitable to successfully implement Curriculum for Excellence?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9a) Do you think the current conditions of service should be amended?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If yes, please specify how:

<ul style="list-style-type: none"> • we are of the view that the main conditions of service introduced by TP21 have broadly contributed to improving outcomes for children and young people and enhancing teacher professionalism, and, thereby, supporting the delivery of the new curriculum • as we have already indicated, there is merit in adopting a more transparent and more accountable approach to managing teachers' CPD obligations • there may also be merit in giving due consideration to the potentially negative impact of reduced class contact time, in particular, for primary teachers; from time to time, parents of primary school children bring to the attention of education authorities concerns about the significant number of teachers who have shared responsibilities for their child's class • we would wish to emphasise that the above matter deserves attention from the point of view of its impact on pupils, as opposed simply from the point of view of its potential for delivering financial savings. (In raising this matter, we are absolutely clear that the maximum class contact of 22.5 hours has brought clear benefits to primary teachers who now have more time within the contractual working week to attend to preparation and correction commitments.]
--

Pay

10) To what extent do you agree that the current level of teachers' pay reflects their status as professionals working in the public sector?

<input checked="" type="checkbox"/>	strongly agree
<input type="checkbox"/>	agree
<input type="checkbox"/>	neither agree nor disagree
<input type="checkbox"/>	disagree
<input type="checkbox"/>	strongly disagree

11a) The Teachers' Agreement resulted in the posts of Principal Teacher, Depute Head Teacher and Head Teacher being job sized. Do you believe job sizing arrangements need to be revised?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If so, how?

<ul style="list-style-type: none"> in terms of relativities with other professionals, and in terms of relativities with teachers across Europe, we are of the view that the current level of teachers' pay reflects their professional status while no job evaluation/job sizing scheme is flawless, we are firmly of the view that the job sizing scheme has stood the test of time; it is a scheme which bears very favourable comparison with the job evaluation scheme for other local authority staff we are not of the mind that (beyond recent amendments to guidance in relation to the operation of the scheme) the job sizing scheme needs to be revised; however, of course, we recognise that the scheme needs to be regularly updated, for example, to take account of changes to school budget values.

E. Chartered Teachers

The Teachers Agreement created the position of Chartered Teacher within Scottish schools as a means of allowing experienced teachers to develop without having to leave the classroom.

12) To what extent do you agree that the Chartered Teacher Scheme has had a positive impact on: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Retaining skilled professionals as classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Learning and teaching quality across the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

13a) Should the Chartered Teacher Scheme be:

<input type="checkbox"/>	Retained as it is
<input type="checkbox"/>	Amended
<input checked="" type="checkbox"/>	Disbanded

13b) Please give reasons for your choice:

<ul style="list-style-type: none"> • See Section C above

F. Other Staff in Schools

The Teachers' Agreement created additional posts for support staff (e.g. classroom assistants, clerical staff, lab technicians) undertaking a range of tasks in Scotland's schools. Support staff were introduced to help address teacher workload while allowing teachers to focus on their key role in teaching and learning. Annex E to the Teachers' Agreement established a list of tasks that should not routinely be carried out by teachers.

14) To what extent do you agree that additional support staff have: (please select one option for each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Helped teachers to focus on their core role as leaders of education in the classroom?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Helped school managers to focus on leading, managing and providing strategic direction for schools?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Impacted positively on the learning of pupils?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15a) Do you think it is necessary to revise the tasks that the Teachers' Agreement (Annex E) specifies should NOT routinely be carried out by teachers?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No*
<input type="checkbox"/>	Don't know

15b) If so, how?

<p>*</p> <ul style="list-style-type: none"> • we are of the view that Annex E to TP21 has brought unambiguous benefits to schools, to teachers and, by implication, to pupils • the appointment of significant numbers of additional support staff has indeed enabled teachers to focus more clearly and more effectively on their core professional activities • we are not minded to suggest that Annex E should be revised in any significant way; however, there is merit in refining the list of duties with a view to ensuring that it is appropriately contemporary and, also, with a view to minimising needless demarcation on the part of teaching staff.
--

G. Negotiating Machinery

The Teachers' Agreement established the Scottish Negotiating Committee for Teachers (SNCT) as the tripartite body (Teacher Unions, COSLA, Scottish Government) responsible for negotiations on pay and conditions, and for establishing an appeals mechanism. It also established Local Negotiating Committees for Teachers (LNCTs) which have powers to vary certain devolved condition of service agreements and to reach agreement on a range of matters not subject to national bargaining. The roles of the SNCT and the LNCTs are set out in Annex F of the Teachers' Agreement.

16) How well has the Scottish Negotiating Committee for Teachers undertaken its role?

<input checked="" type="checkbox"/>	1 Very well
<input type="checkbox"/>	2 Well
<input type="checkbox"/>	3 Satisfactorily
<input type="checkbox"/>	4 Poorly
<input type="checkbox"/>	5 Very poorly

17) How well have the Local Negotiating Committees for Teachers undertaken their role?

<input checked="" type="checkbox"/>	1 Very well
<input type="checkbox"/>	2 Well
<input type="checkbox"/>	3 Satisfactorily
<input type="checkbox"/>	4 Poorly
<input type="checkbox"/>	5 Very poorly

18a) Do you think the negotiating arrangements should be changed?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If so, how?

<ul style="list-style-type: none"> • The SNCT has been generally effective in undertaking its role • from an Angus perspective, Local Negotiating Committees for teachers have been a welcome and effective departure • as an LNCT, the Angus Joint Negotiating Committee for Teachers has undertaken a number of joint initiatives including a major review of the implementation of TP21 in Angus secondary schools, published in November 2009, and shared with COSLA • we are not of the view that there needs to be any significant change to current negotiating arrangements.
--

H. Overall impact of the Teachers' Agreement

The Review would like to consider the overall impact of the Teachers' Agreement.

19) To what extent do you agree that the Teachers' Agreement: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Attracts the most skilled individuals to the profession	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Retains the most skilled individuals within the profession	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Recognises and encourages excellence in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Contributes to the creation of a flexible, creative, learner-centred teaching profession that can support Curriculum for Excellence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Further Points

20) The Review Group would be pleased to consider any further points respondents wish to make about teacher employment in Scotland. (Please expand the box below if you need more space).

- the Review should seek to promote a commitment to build on the gradual but positive cultural changes in the teaching profession in Scotland which have resulted, in significant measure, from TP21 and related developments. Teachers are increasingly open to new ways of working and to learn with and from other professionals. More and more teachers recognise the importance of their professional practice being truly child-centred and accept their role in developing the whole child. That holistic role needs to be to the fore of forthcoming deliberations about career-long teacher education associated with the Donaldson Review
- Donaldson and other commentators make unambiguous references to the need for Head Teachers to be involved in 'system-level' leadership. Nowhere is that term clearly defined. Given the demands of the new curriculum and related challenges around the GIRFEC agenda, there is merit in focusing on **service-level** rather than **system-level** leadership. Current thinking around greater autonomy for Head Teachers might result in a fragmented and incoherent education service in which joined up planning/action to 'get it right for every child' is difficult, if not impossible. As is the case, for example, in Canada, Head Teachers should have opportunities to be deployed/seconded on a rolling basis in other schools (a) to broaden and deepen their understanding of different school environments (b) to spread and nurture expertise and (c) to strengthen individual commitments to education as a public service that operates between and across schools and not simply within individual 'autonomous' schools. That approach would be effective, we believe, in delivering current ambitions in relation to system-level or system-wide leadership.

21) The Review Group may wish to contact you as part of the wider Review of Teacher Employment. Would you be willing for them to do this?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please email your response to: reviewofteacheremployment@scotland.gsi.gov.uk

Or send by post to: The Review of Teacher Employment, 2A South, Victoria Quay, Edinburgh, EH6 6QQ

Thank you for your response. The Review will consider all responses before reporting with recommendations in the summer of this year.

If you have any questions about the review process please email reviewofteacheremployment@scotland.gsi.gov.uk or call 0131 244 4925.

More information about the Review is available at www.reviewofteacheremployment.org