

REVIEW OF TEACHER EMPLOYMENT IN SCOTLAND: 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)

Education, Learning & Leisure Service Aberdeenshire Council
--

(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

Anderson

(D) * Forename

Jim

Address details

(E) Postal address

Woodhill House Westburn Road ABERDEEN

(F) Postcode

AB16 5GB

(G) Phone

--

(H) Email address

jim.anderson@aberdeenshire.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 type="checkbox"/>	Yes	=> please go to question (O)
<input checked="" 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) } } } } => please go to question 1 } }
<input type="checkbox"/>	Other educational establishment staff (e.g. support staff)	
<input checked="" type="checkbox"/>	Non-teaching local authority employee	
<input type="checkbox"/>	Government agency employee	
<input type="checkbox"/>	Parent / Carer	
<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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?

It is our thinking that there is a need for a fundamental look at the way in which CPD opportunities are offered to Scottish teachers, and the practical considerations which apply. We believe there is a strong case for an extension of the teacher, but not the pupil, year. This would allow for more systematic and meaningful CPD to take place. The five In-Service closure days spread across the year can be extremely disruptive to learning and could be scheduled in quite a different way. There could be an argument for one full week June/July or mid August for CPD activities to take place. Another model would be for the first day of each term to be used in addition to the suggested single week. Any change in the model should be considered alongside current arrangements for the reduction in class contact time. However, we recognise the need to continue to develop skills and competences in our teachers throughout their careers (Donaldson recommendation 36), and we need to do what we can to nurture enthusiasm for meaningful CPD activities. More specifically we need to look at fewer CPD set piece events and more local, team-based approaches (Donaldson recommendation 33).

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?

Would add leadership development to the role of Principal Teacher.

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 type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
b) to provide opportunities for teachers to advance their careers through promotion to management roles	<input type="checkbox"/>	x	<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 type="checkbox"/>	x	<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?

x	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?

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

7b) If so, how?

Increased flexibility to allow staff to move between sectors e.g. primary Head Teachers to become secondary Head Teachers.
--

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 type="checkbox"/>	<input checked="" 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:

Reduction in annual leave entitlement – Reduction used for CPD. Review of CCT – increase in class contact time for teachers and probationers.

Teachers to self certify for all periods of absence (from day one).

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 type="checkbox"/>	strongly agree
<input checked="" 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?

A review of conservation arrangements is essential.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Learning and teaching quality across the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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:

The accreditation carries with it no additional responsibility. At a time when we are encouraging distributive leadership and leadership for learning in all teachers this seems contrary to what we are trying to achieve.

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 type="checkbox"/>	<input checked="" 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?

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 type="checkbox"/>	1 Very well
<input type="checkbox"/>	2 Well
<input checked="" 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 type="checkbox"/>	1 Very well
<input type="checkbox"/>	2 Well
<input checked="" 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?

--

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 type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
b) Retains the most skilled individuals within the profession	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
c) Recognises and encourages excellence in the classroom	<input type="checkbox"/>	x	<input 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"/>	x	<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).

There is much of the Agreement which has been of enormous benefit to children and young people in Scottish schools over the last 10 years or so. However, needs and requirements have changed during this time. It is our view that there is no overwhelming reason for maintaining the status quo e.g. length of the teacher year.

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?

x	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