

Report

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Report to:	Education Resources Committee
Date of Meeting:	22 November 2011
Report by:	Executive Director (Education Resources)

Subject:	Advancing Professionalism in Teaching - The Report of the Review of Teacher Employment in Scotland
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide information about the key findings and recommendations of the Report of the Review of Teacher Employment in Scotland by Professor Gerry McCormac.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the report of the Review of Teacher Employment in Scotland by Professor McCormac (September 2011) be noted; and
- (2) that a further report be submitted to Committee when discussions within the SNCT about the implementation of recommendations have been concluded.

3. Background

3.1. The 2010 Spending Review Agreement included an agreement to review the terms and conditions of employment for teachers and associated professionals.

3.2. A seven member review group under the Chairmanship of Professor Gerry McCormac was formed and tasked to consider evidence and make recommendations on the future terms and conditions of teachers' employment which would secure improved education outcomes for children and young people.

3.3. The key challenge facing the review group was to consider which teachers' terms and conditions of employment can best support and sustain Scotland's ambitious education agenda for successive generations of young people. The McCormac Committee concluded that the terms and conditions of teachers need to:-

- build the capacity of the profession to improve outcomes for learners
- strengthen the quality of teaching and leadership
- promote collegiality and partnership working, not just with other teachers but with all those who can assist young people's growth and learning
- enable necessary efficiency and flexibility
- embed a culture of self evaluation and improvement based on the impact on young people's learning.

3.4. In April 2011, the Council submitted a response to Professor McCormac's Call for Evidence.

4. Current Position

4.1. The McCormac Review of Teacher Employment in Scotland was published in September 2011. 34 recommendations were made and are included as appendix 1.

4.2. Some of the key recommendations that are likely to have a significant impact on teachers are noted below:-

- Removing a prescribed list of duties in the form of Annex B of the Teachers' Agreement and replacing this with a set of standards developed by the GTCS as the basis for teachers' professional practice. (Recommendation 1);
- Teacher education to be seen as a continuum, building progressively across a career. The Report endorses the GTCS plans to develop a system of re-accreditation, or 'professional update', for registered teachers and recommend this is introduced as soon as possible. (Recommendation 6);
- The 35 hours of contractual time per year that was allocated for CPD should remain but this should not be viewed as a time limit on CPD. (Recommendation 8);
- The Report recommends greater mobility of all teachers, including head teachers, between schools and more widely within the educational sector as a component of CPD to enhance professional development and improve understanding of issues related to the learner journey. (Recommendation 9);
- Devolving control of the number and grade of promoted posts to establishments. (Recommendation 17);
- The Chartered Teacher Scheme to be discontinued. (Recommendation 19);
- There should be no change to the length of the current contracted week of 35 hours. (Recommendation 22);
- Teachers should normally remain on the school premises during the pupil day. (Recommendation 23);
- Class contact time for teachers in all schools should be considered over a longer period such as a month or a term. (Recommendation 27);
- The involvement of external experts in the delivery of teacher-led school education should be facilitated. Schools should be encouraged to draw on appropriately skilled individuals to enhance the learning of pupils. Head teachers should determine whether these individuals may work directly with a class on their own. (Recommendation 31)

4.3. COSLA and the Scottish Government broadly welcomed the report on publication. The Education Secretary has indicated his intention to discuss the recommendations with the leaders of teaching unions and COSLA with a view to securing agreement on the way forward.

4.4. The work plan currently being developed by the Joint Secretaries to the SNCT will build around the recommendations to progress formal negotiations aimed at securing agreement by the start of the school year in August 2012.

4.5. When the SNCT concludes its work, Education Resources will meet with trade union partners locally to ensure that the recommendations which emerge for full implementation are taken forward in South Lanarkshire.

5. Employee Implications

5.1. Full implementation of all of the recommendations of the McCormac Report would lead to significant changes to the current terms and conditions of teachers.

6. Financial Implications

- 6.1. Full implementation of all recommendations will have financial implications for the Council. However, until there is agreement about which recommendations are to be taken forward, and the timescales for proposed changes are known, it is not possible to identify the actual financial impact.

7. Other Implications

- 7.1. There are no significant risk implications in terms of the information contained within this report.
- 7.2. There are no implications for sustainability in terms of the information contained within this report.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. Prior to any implementation of recommendations, a full equality impact assessment would be carried out.
- 8.2. During implementation of any proposals, there would be full discussion with trade union partners who represent all affected staff.

Larry Forde
Executive Director (Education Resources)

2 November 2011

Link(s) to Council Objectives/Improvement Themes/Values

- Raise educational attainment for all

Previous References

- Education Resources Committee 14 June 2011

List of Background Papers

- Call for Evidence by Professor Gerry McCormac
- Advancing Professionalism in Teaching: The Report of the Review of Teacher Employment in Scotland

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Conclusions and Recommendations of the Review of Teacher Employment in Scotland

Recommendation 1: Annex B of the Teachers' Agreement should be removed and teachers should work to a set of standards developed by the GTCS as the basis for their professional practice.

Performance Management

Recommendation 2: All teachers should be engaged in a revitalised process of Professional Review and Personal Development which should be implemented consistently and on a national basis.

Recommendation 3: Annex E of the Teachers' Agreement should be removed.

Recommendation 4: Other staff, within a school, who contribute to the education of pupils should be entitled to PRPD. These groups of staff should also have objectives agreed and their performance assessed with local needs and the school improvement plan in mind.

Recommendation 5: Staff acting as reviewers in the PRPD process should be properly trained and their involvement in the process should be seen as an important part of their own professional development.

Section 4: Development of the Profession

Career and Management Structures

Recommendation 6: Teacher education should be seen as a continuum, building progressively across a career as proposed by the Donaldson Report. We therefore endorse the GTCS plans to develop a system of re-accreditation, or 'professional update', for registered teachers and recommend this is introduced as soon as possible.

Recommendation 7: The CPD requirements for teachers should be linked to the revitalised national system of Professional Review and Personal Development as described in recommendation 2.

Recommendation 8: The 35 hours of contractual time per year that was allocated for CPD should remain but this should not be viewed as a time limit on CPD.

Recommendation 9: We recommend greater mobility of all teachers, including headteachers, between schools and more widely within the educational sector as a component of CPD to enhance professional development and improve understanding of issues related to the learner journey.

Recommendation 10: A rigorous and relevant programme of CPD should be made available to all teachers; spanning initial teacher education to masters level.

Recommendation 11: CPD should, where possible, be organised so as not to disrupt normal programmes of learning for children and young people.

Probationer Teachers and the Induction Scheme

Recommendation 12: The guaranteed year of employment for all probationary teachers should continue.

Recommendation 13: Class contact time for probationary teachers should not exceed 74 hours over a four week period (or pro-rata to a term), be flexible and allow sufficient time for development needs.

Supply Teachers

Recommendation 14: Supply teachers should have access to high quality CPD and should be entitled to engage in a PRPD process.

Headteachers

Recommendation 15: Headteachers should be required to engage in an appropriate PRPD process that should include professional development tools such as 360 degree review.

Section 5: Career Structure

Career and Management Structures

Recommendation 16: The four grade career and management structure in respect of promoted posts remains fit for purpose and should be retained.

Recommendation 17: Resources should be devolved to headteachers to determine the number and level of promoted posts within the available budget that best delivers the priorities of the school.

Recommendation 18: The post of principal teacher should be more flexibly deployed by local authorities and schools; it should be possible to promote staff to these posts on a temporary basis.

Chartered Teacher

Recommendation 19: The Chartered Teacher Scheme should be discontinued.

Recommendation 20: Skills gained in achieving chartered teacher status should be harnessed and negotiations through the Scottish Negotiating Committee for Teachers (SNCT) should ensure that credit is given for completed modules.

Recommendation 21: A form of professional recognition should be developed by the GTCS and/or Universities for teachers who demonstrate long term innovative classroom and collaborative practice or who have a successful history in mentoring or research.

Section 6: The School Week

Recommendation 22: There should be no change to the length of the current contracted week of 35 hours.

Recommendation 23: Teachers should normally remain on the school premises during the pupil day.

Recommendation 24: There should be flexibility within the 35 hour week to allow teachers to undertake effective collegiate work and play a substantial role in the wider learning community contributing to the development and delivery of the 3-18 curriculum.

Recommendation 25: Marking, preparation and peer review are key elements of the work of teaching professionals and headteachers must allow appropriate time for such core activities.

Recommendation 26: There should be no change to the current 855 hours per year of class contact time.

Recommendation 27: Class contact time for teachers, in all schools, should be considered over a longer period such as a month or a term.

Primary School Teachers

Recommendation 28: All primary school teachers, in consultation with their headteacher, should be responsible for the education of their class for the entire length of the pupil week, although they need not necessarily be in class during all these hours.

Section 7: Pay/Job-sizing

Teachers' Salary

Recommendation 29: The level of teachers' pay remains at an acceptable level and does not require to be reassessed in the short term. It is important that teaching remains an attractive career option and pay levels should reflect this.

Job-Sizing

Recommendation 30: There should be a further review of the job-sizing toolkit by the SNCT to address anomalies and ensure consistent application.

Section 8: Other staff in schools

Recommendation 31: The involvement of external experts in the delivery of teacher-led school education should be facilitated. Schools should be encouraged to draw on appropriately skilled individuals to enhance the learning of pupils. Headteachers should determine whether these individuals may work directly with a class on their own.

Recommendation 32: The GTCS should develop a validation process to assist local authority schemes for the involvement of specialists who can contribute to positive learning outcomes for pupils.

Section 9: Negotiating Machinery

Recommendation 33: The arrangements set out in the Teachers' Agreement governing national negotiation in the Scottish Negotiating Committee for Teachers and in the Local Negotiating Committees for Teachers are appropriate and these bodies should remain.

Recommendation 34: Planning at school level, should in the future, be characterised by collaborative, consultative and collegiate processes focused on the best outcomes for the school and its pupils. This should not be treated as a forum for negotiation.