Implementation of Key Aspects of the National Agreement,

'a teaching profession for the 21st century':

AJNCT Review

November **2009**

Contents

1. Background

1.1 "A Teaching Profession for the 21st Century", the national agreement reached between teacher organisations, employers and the then Scottish Executive, was published in January 2001, following recommendations made in the McCrone Report of May 2000.

This national agreement represented "a unique opportunity to put in place the professional conditions of service which teachers in Scotland deserve and which they need to have if they are to deliver our shared objective of a world class education service which will fit our children well for the 21st century". (Page 1, A Teaching Profession for the 21st Century)

The main issues covered by TP21 related to Career Structure, Conditions of Service, Pay, Developing and Supporting the profession and, finally, Negotiating Machinery.

1.2 Angus Council Education Committee approved Report No 7/04 "Revised Management Structures in Secondary Schools" on 8 January 2004. That report set out proposals for revised secondary school management structures which were the outcome of the deliberations of a joint working group. The terms of the report included a commitment to monitor closely the implementation and the impact of the new management structures.

The objectives of the new management structures were expressed succinctly in Section 5.3 of Report No 7/04 as follows:

"The improved and simplified structures which are being proposed seek to:

- place pupils at the heart of learning and teaching
- enhance the self-esteem and professional status of unpromoted teachers
- value and facilitate the contributions which all teachers can make to a school's management processes
- promote and foster teamwork and collaborative working - not least by establishing meaningful and manageable curriculum teams

- support the continuing professional development of teachers
- encourage and support consistent and coherent leadership and management by promoted staff"

1.3 An AJNCT Working Group was established in early 2008 to undertake a general review of TP21 including a review of new management structures. At the initial meeting of the working group on 4 March 2008, it was agreed that:

- the review would cover a range of key TP21 issues including new management structures, and the working culture in secondary schools
- the review exercise would take account of previous Authority monitoring and review activities
- the review would be 'forward looking' and seek to identify best practice to date as well as areas requiring further work/development
- the review would be carried out under the auspices of the AJNCT
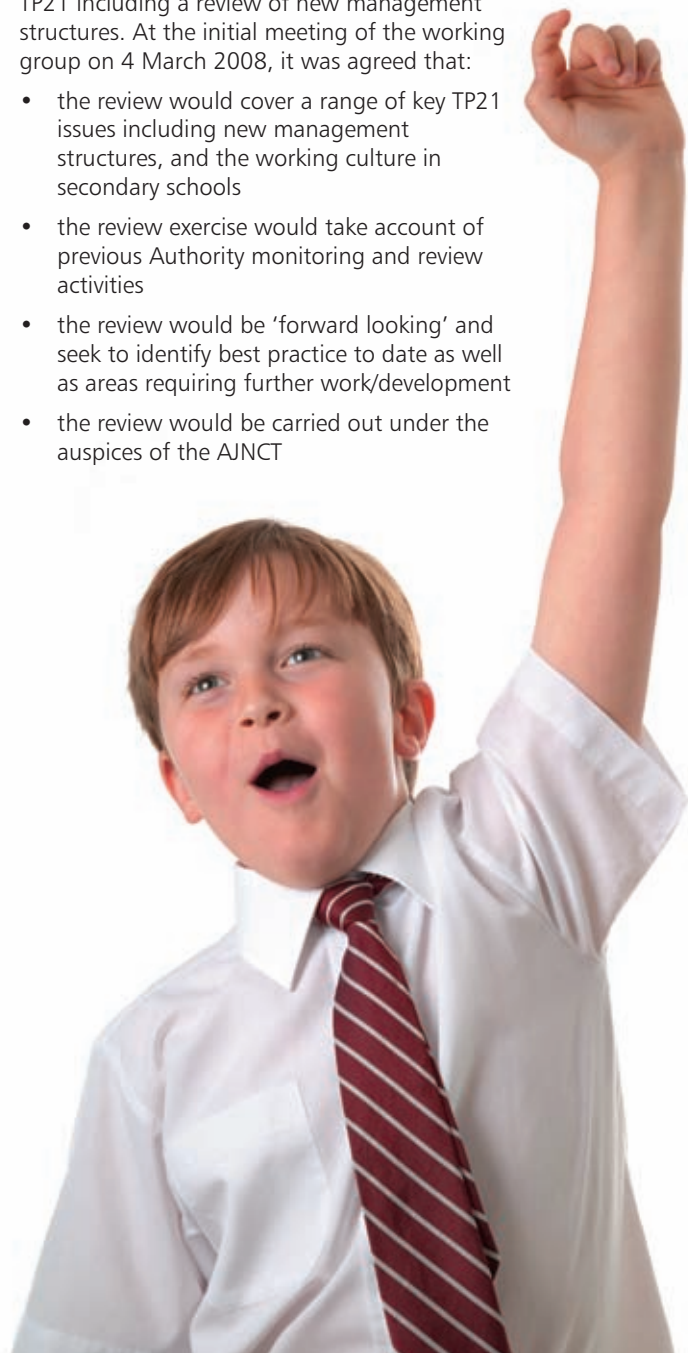
- the review would seek to address anxieties emanating from any aspect of the implementation of TP21 in Angus secondary schools including the establishment of new management structures

1.4 Membership of the joint working group was as follows:

- Jane Baird, Depute Head Teacher, Arbroath High School/Leadership & Management Officer (seconded April 2009-October 2009)

- David Drysdale, Principal Teacher, Montrose Academy

- Peter Duguid, Principal Quality Improvement Officer (until July 2009)

- Norma Findlay, Quality Improvement Officer (until October 2009)

- Graeme Kiddie, Depute Head Teacher, Monifieth High School

- Neil Logue, Senior Education Manager (Chair)

- Brian McHardy, Depute Head Teacher, Carnoustie High School

- Mike Nash, Teacher, Montrose Academy

- George Stachura, Head Teacher, Montrose Academy/(seconded) Leadership & Management Officer (until April 2009)

- Trish Torz, Principal Quality Improvement Officer (from July 2009)

2. Previous Consultation and Monitoring Exercises

2.1   Since the publication of 'a teaching profession for the 21st century' the Angus education service has adopted a systematic approach to planning and monitoring the implementation of the national agreement and related developments. The following paragraphs detail the outcomes of the various monitoring and review exercises which are of relevance to this review.

2.2   **New School Management Structures: Revised Pupil Care and Support Arrangements. Report of SMT Visits to Secondary Schools (Sept/Oct 2005)**

These visits explored the early stages of implementation of revised Pupil Care and Support procedures, in particular, Form Tutor arrangements. The report, prepared by members of the education service's senior management team, summarised developments relating to the following issues:

- number of Tutor Groups: the Authority's expectation was that Tutor Groups should normally comprise 15 pupils

- nature of Tutor Groups: the adoption of either vertical (all year groups) or horizontal (single year group) models; the deployment of S6 pupils as mentors/buddies for junior pupils and the adoption by staff of their pupil support role

- time allocated to Form Tutor "periods" and the procedures being put in place to support the monitoring and tracking of pupil progress, including the use of the PPMS tracking system

- Pupil Care and Support Teams and meetings between Principal Teachers (PCS) and Form Tutors

- training for Form Tutors to assist them in assuming their monitoring and pupil support responsibilities

- the operation of Integrated Community School Partnerships and their contribution to delivering more effective support to vulnerable children and young people

- Child Protection issues and specifically procedures for recording and storing child protection information within PPRs

It was noted that the Pupil Care and Support arrangements in each school were the result of extensive consultation with staff. Guidance and training was in place for Form Tutors and for S6 pupils undertaking duties within a vertical structure of Tutor Groups. It was already clear that the majority of colleagues recognised the benefits to be derived from their wider involvement in Pupil Care and Support matters and from new ways of organising Tutor Groups. All secondary schools were making overall very good progress in introducing revised pupil care and support procedures.

There was a growing recognition that the work of Form Tutors and the operation of Tutor Groups could make important contributions to the learning and teaching process especially in relation to monitoring and tracking pupil progress. It was, however, clear that there was a need to ensure that steps were taken in each school to track pupil progress regularly in all year groups. To further develop pupil care and support teams, schools needed to set in place a schedule of regular meetings between Principal Teachers (PCS) and Form Tutors. For its part, the Authority would explore options for the development of electronic systems for pupil registration in order to reduce administrative and bureaucratic burdens. The development of Integrated Community Schools Partnerships was seen as being generally positive.

The main conclusion of the SMT report was that revised pupil care and support arrangements were being implemented in a diligent and positive manner, supported by authority networking forums such as the Pupil Care and Support Steering Group and the Pupil Care and Support Curriculum Advisory Group.

2.3   **Implementation of Revised Management Structures: QIO Progress Report (November 2006)**

This report was a collation of the key issues within progress reports prepared by Quality Improvement Officers following a series of meetings with Principal Teachers (Curriculum) and (Pupil Care and Support) in the period April and August 2006.

Key strengths and achievements highlighted in the QIO report included:

- the hard work and commitment of Principal Teachers and senior managers

- a perception by some Principal Teachers that the implementation of new management structures had been more successful than expected

- improved teamworking, supported by good access to CPD opportunities and by the work of senior management teams

- evidence of good collaborative working, supported by a participative school ethos

- Principal Teachers adapting successfully to their new extended roles and demonstrating sound leadership skills

- increasing evidence of staff working collegiately in departmental activities

- opportunities for Principal Teachers (Curriculum) to observe teaching in subjects other than their own specialism

- the benefits of Principal Teachers (Curriculum) assuming whole school responsibilities; there were, however, real concerns about potential workload

- some evidence of more integrated working within Curriculum Groups, for example, in Sciences and in Social Subjects

- the development of more effective teamwork between Principal Teachers (Pupil Care and Support) and Form Tutors

- the more extensive and increasingly effective operation of Tutor Groups in accordance with Authority expectations

- the closer rapport between Form Tutors and the pupils in their Tutor Groups which benefited the quality of monitoring and tracking arrangements

Key areas for improvement and support, noted by Quality Improvement Officers, included:

- the need to re-focus on quality improvement procedures which had been less rigorously applied during a session of major change

- opportunities for better provision of subject-specific meetings

- the importance of ensuring, as far as possible, that 'management time' was protected

- the ongoing need to develop manageable classroom observation procedures to enhance school self-evaluation

- the clear need to achieve effective links between self-evaluation, Professional Review and Development (PRD) and Continuing Professional Development (CPD) commitments

- the need for leadership and management training for Principal Teachers (PCS) and newly appointed Principal Teachers

- the importance of ensuring a well managed, regular schedule of meetings of Curriculum Groups, subject-specific groups and between Principal Teachers (PCS) and Form Tutors

- further development of the whole school role of Principal Teachers (Curriculum)

2.4   Surveys of Staff Consultative Groups undertaken by an AJNCT Working Group on Promoted Post Structures. The working group conducted two surveys,

a)   Implementation of TP21 (Nov/Dec 2006)

b)   Introduction and Implementation of New Management Structures (February 2007)

c)   The main conclusions of this survey were that:

- the key elements of the national agreement in relation to career structure, conditions of service and pay provisions had been fully implemented in Angus schools

- expectations about 'developing and supporting the profession' had also been faithfully implemented with the exception that a Support Services Manager had still to be appointed in one secondary school. (NB - All Angus schools now have a Support Services Manager (SSM)

- the essential criteria set by the SNCT for the introduction of Working Time Agreements had been met by all schools though there were specific issues which were the subject of ongoing consideration in a minority of schools

- with respect to the fifteen criteria about the development of collegiality at school level set by the Scottish Negotiating Committee for Teachers on a scale of 1 (excellent) to 6 (unsatisfactory), the majority of schools were evaluated between 1 and 3 and all schools between 1 and 4. The one exception was in relation to the criterion that the workload requirements of the School Improvement Plan should reflect the realities of the 35 hour working week and the Working Time Agreement; three schools scored 5 and one school a 6.

d) This survey was more qualitative in that it sought to elicit comments on and exemplification of each of twenty key issues. Of the eight Angus secondary schools, the main findings were:

- five schools had taken up their full entitlement to promoted posts; three, however, had opted for a degree of flexibility, in accordance with the local agreement

- each school had adhered to the recruitment procedures for new Principal Teacher posts

- six schools had completed the allocation of annually reviewable whole school roles to Principal Teachers (Curriculum) and (PCS); two schools were still in the process of doing so at the time of the survey

- appropriate CPD was provided by the Authority and by each school for promoted postholders and teachers aspiring to promoted posts in the new structures

- promoted postholders were given management time in accordance with Authority guidelines, with allocations being reviewed annually

- the establishment of Subject Network Groups was welcomed; these networks were often attended by subject-specialist staff other than Principal Teachers

- there was evidence that teachers in each secondary school now had more opportunities for collaboration and for exercising leadership skills

- arrangements were now in place for both Curriculum Group meetings and subject-specific meetings; most of these meetings were convened outwith the pupil day and arrangements framed within each school's Working Time Agreement

- team building activities had been undertaken in all schools except one

- arrangements for Tutor Groups had been implemented, albeit in varying degrees in all schools

- each school had its full complement of support staff who were being deployed in accordance with Annex E of the National Agreement

Overall, this was a very positive set of findings.

2.5   Authority CPD Evaluation Reports (2007-08)

The latest available evaluation report relates to 2007-08; its main findings were that:

- the review process, school improvement planning and training programmes are well established in schools, as is personal action planning and CPD planning; there is, however, a need in some schools for more rigorous self-evaluation and for improved management support for CPD

- CPD needs are identified from a range of sources but teachers are involved in identifying CPD needs that relate to their individual professional development requirements or priorities

- the Educational Development Service delivers a comprehensive yet focussed CPD programme and also provides well received support to schools

- evaluation of individual training activities is widespread and the evaluation of impact of training on classroom practice is increasing. The regular use of CPD Online to plan and record CPD was not yet established in all eight schools

- practice within the Angus Education Service in relation to planning and identifying CPD needs is very good. Central support with documentation, Angus CPD Online and the EDS CPD Programme was considered excellent. However, there was still scope for improvement in individual schools. The following areas for improvement were noteworthy:

  - teachers could make greater use of extended and progressive CPD opportunities

  - staff need to be regularly encouraged to record CPD activity using CPDonline

  - there was a need for greater manager support for CPD in some schools

  - there needed to be a more consistent approach to evaluating the impact of CPD on classroom practice

Overall the conclusion reached was that CPD practice in Angus Council Education Department is at **level 5** on the HMIe six point scale (6 = excellent).

2.6   Open afternoon with the Education Department's Senior Management Team: Professional Learning Workshops for Unpromoted Secondary Teachers (June 2008)

These workshops provided an excellent opportunity to evaluate the management of professional learning in secondary schools, drawing on the views of unpromoted staff.

'Positive' aspects highlighted were:

- the considerable autonomy which staff believe they have to choose their professional learning/CPD activities

- the effectiveness of Angus arrangements – including the use of CPD Online – to select and apply for training courses

- the quality of training provided by the Authority

- (for most participants) the effectiveness of in-school arrangements to identify and deliver professional learning activities in ways which take satisfactory account of staff needs and interests

- the encouragement, support and funding available to staff in respect of professional learning commitments

- access to regular opportunities to collaborate and share good practice with colleagues

- a strong commitment by staff to lifelong learning

- regular encouragement to staff to reflect about their work and to take responsibility for their own professional development

- an acceptance that good quality professional learning activities enhance the learning and teaching process and can provide job satisfaction

Areas for improvement identified by the teachers were:

- the need for a more serious and systematic approach to the management of teacher review/appraisal and the management/ operation of teachers' personal action plans - [the three year gap between teacher reviews was seen as too long; colleagues wondered whether a simpler, more focused form of review should occur more regularly, possibly annually]

- a widespread acceptance of the value of colleagues collaborating and networking on a regular basis

- on a related note, the importance of finding and protecting time for such collaborative activities

- in line with thinking which was taking place in many other forums, the need to find more effective ways of deploying chartered teachers and using their expertise

2.7   Pupil Care and Support Audit (2007-08)

This audit – carried out by the PCS Steering Group - sought to obtain up to date factual information about aspects of pupil care and support provision such as whole school remits of Principal Teachers (PCS) and Principal Teachers (Curriculum), the structure and size of Tutor Groups, the arrangements for monitoring and tracking pupil progress, the use of the Authority's Pupil Care and Support training folder and in-school CPD provision for both Form Tutors and Principal Teachers (PCS).

Each of these aspects was either being established or implemented in each school. However, not surprisingly, there were clear differences in the organisational and operational approaches in place across the eight secondary schools.

One concrete outcome of the audit was the convening of a Pupil Care and Support Conference/Seminar in September 2008 which offered an opportunity to analyse and discuss the outcomes of the audit. Key areas for development or improvement identified through the audit included:

- the review of all Form Tutor (support) materials, Pupil Care and Support policies and related documentation – [this work has now largely been overtaken by the Pupil Care and Support Steering Group]

- further develop the expertise of Form Tutors in relation to aspects of pupil care and

support - [the Pupil Care and Support Steering Group is currently updating and revising the Authority's Pupil Care and Support training folder]

- ongoing arrangements to refine pupil monitoring and tracking procedures – [this need is being addressed through the ongoing implementation of SEEMIS software, the increasing use of GLOW and the preparation of a web-based tool, which takes account of CFE requirements]

- the development of an introductory 'Pupil Care and Support' course for aspiring Principal Teachers (PCS) and Form Tutors seeking to extend and develop their skills and expertise - [the first version of this annually reviewable course was very successfully delivered by a group of Principal Teachers (PCS) in May 2008]

- the need to establish a formal qualification for Angus Pupil Care and Support teachers, Form Tutors and aspiring Pupil Care and Support teachers – [related arrangements are now in place in conjunction with Aberdeen University; in session 2008-09, 18 members of staff were at different stages of completion at individual module or certificate or diploma levels]

- the provision of further support and guidance in relation to the Pupil Care and Support role of Form Tutors; while advice had been prepared by the Pupil Care and Support Steering Group and issued to secondary school Head Teachers and PCS staff, that advice had not been adopted consistently across all eight schools – NB In the light of discussions held on 20 November 2008, updated advice – which takes careful account of the terms of The Standard for Full Registration – was issued by the authority on 2 December 2008 (See Appendix A)

- the value of revisiting the audit in order to analyse further PCS arrangements in schools and to identify and promote best practice – [this need is being addressed by the Pupil Care and Support Steering Group]

- further develop the role of Principal Teachers (PCS) in leading teams of Form Tutors and delivering in-school CPD; this is in part being addressed as a consequence of addressing issues identified in previous points above, for example, the updating of PCS training folder and the provision of 'Pupil Care and Support' advice for staff)

- providing opportunities to share good practice - [in addition to the opportunities provided by the Pupil Care and Support Steering Group and Curriculum Advisory Group, it is planned to convene an annual seminar, similar to that held in September 2008, and to repeat the provision of a half-day Pupil Care and Support meeting during one of the fixed In-Service closure days. It is also proposed that Principal Teachers (PCS) in each school should deliver training to all staff, similar to that provided to probationers]

3. Key Elements of the AJNCT Review 2008-09

3.1 Focus of the Review

As indicated in paragraph 1.3 above, the AJNCT working group agreed that this review would have a clear focus on:

- the rationale for introducing new management structures

- the steps taken to improve and enhance the working culture and the professional environment of Angus secondary schools

- work done to enhance teachers' professional skills including leadership skills

In order to ensure that the review was appropriately comprehensive, it was agreed to explore the following key themes:

- **Working Culture/Ethos including aspects such as collaboration and networking, consultation and communication, work/life balance and the operation of Teacher Consultative Groups and Working Time Agreements**

- **Management Structures including aspects such as the role of teachers and Form Tutors in the context of new arrangements to deliver pupil care and support, the remits and roles of promoted postholders, the roles and deployment of Support Staff, arrangements to support learning and teaching/curriculum development, and leadership skills and opportunities**

- **CPD/PRD including aspects such as the rights and responsibilities of teaching staff; the management of CPD; the provision of CPD activities and the management of Professional Review and Development**

3.2 Scope of the Review and activities carried out

A variety of information gathering and consultative mechanisms were employed to ensure that the review would fulfil its aims and objectives.

- the Working Group itself met on fifteen occasions between March 2008 and October 2009 in order to direct, scope and manage the review, for example, by collating and analysing the outcomes of various exercises put in place

- a variety of consultative seminars were organised to ensure a comprehensive coverage of stakeholder views. These seminars consisted of interactive, co-operative workshops and surveys and were convened as follows:

  - Teacher Consultative Group Representatives - (24 September 2008)

  - Depute Head Teachers - (2 October 2008)

  - Principal Teachers (Curriculum) and Principal Teachers' (PCS) - (5 November 2008)

  - Pupil Care and Support Staff - (20 November 2008)

  - Head Teachers - (10 February 2009)

3.3 Following the collation of outcomes from these consultation exercises, a series of good practice visits to individual schools was undertaken during February and March 2009. The purpose of these visits was to explore and record existing or emerging good practice in relation to the following key themes:

- Networking

- Self-evaluation

- Working time Agreements

- Work-life Balance

- Deployment of Support Staff

- Leadership: Principal Teachers/All Staff

- Form Tutor (Pastoral) Role

- Professional Learning

- Professional Review and Development

Sections 4 and 5 of this report provide a detailed commentary on the outcomes of the good practice visits and of the range of consultation exercises described in paragraph 3.2 above.

4. Consultation Exercises

4.1 Overview of Consultation Exercises

4.1.1 The five consultation seminars involved in all twelve members of staff from each of the eight secondary schools. Each school was represented by the Head Teacher, three Depute Head Teachers, including the Depute with responsibility for Pupil, Care and Support matters, two Principal Teachers (Curriculum), two Principal Teachers (Pupil Care and Support), one Form Tutor and three representatives of each Teacher Consultative Group.

4.1.2 Participants in the five seminars were consulted on the following broad themes:

- management structures
- continuing professional development (CPD)
- professional review and development (PRD)

4.3.3 Four of the seminars took place over half a day. The Teacher Consultative Group representatives met for a full day and were consulted on two additional themes of direct relevance to the work of school consultative groups, namely

- the operation of Teacher Consultative Groups
- Working Time Agreements (WTAs)

Feedback relating to these two themes was also received in the course of the four other seminars.

4.2 Teacher Consultative Group Representatives, 24 September 2009

4.2.1 The twenty four Teacher Consultative Group representatives who took part in the first seminar were a mixture of promoted and unpromoted staff. They were asked to consider (a) the main successes and drawbacks of the implementation in Angus schools of "A Teaching Profession for the 21st Century" and (b) offer suggestions for improvement.

4.2.2 Significant successes identified by representatives included:

- support for 'Curriculum for Excellence' developments, resulting from increased collaboration between subject specialists within curriculum groups

- benefits which accrue to smaller departments from being part of a larger curriculum group, for example, the support available to Religious and Moral Education (RME) specialists

- the very positive contribution of support staff who undertake a wide range of tasks including support for individual departments and teachers and extra curricular activities

- increased opportunities for and a wider range of CPD

- well-managed school CPD and the increasingly effective use of CPD Online

- increasing collaboration within individual schools and Authority-wide, the latter through the work of Subject Network Groups and Curriculum Advisory Groups

- high impact CPD in relation to Co-operative Learning, ICT, curriculum development, SQA and subject-specific support

- increasingly collegiate school-based CPD including opportunities for teachers to share good practice through regular discussion and classroom observation

- the potential of systematic professional review and development procedures for recognising and valuing staff achievements, and for improving time management and task prioritisation

- increasing evidence of good practice in the operation of Teacher Consultative Groups (this varied from school to school). Where groups were working particularly well, staff felt genuinely involved and appreciated an inclusive and collaborative approach. Good practice in the operation of these groups included:

  - balanced trade union representation
  - a calendar of meetings
  - a clear remit/ constitution for the group
  - options for groups to be chaired by colleagues other than the Head Teacher
  - the involvement of all members of the group in setting agendas
  - effective mechanisms for information sharing

    - high levels of staff awareness of and satisfaction with the work of the consultative group

- good practice in establishing Working Time Agreements (WTAs); while arrangements varied from school to school, particularly effective practice included:

    - using the evaluation of the previous year's agreement as a starting point

    - issuing a draft copy to staff

    - agreeing the final version before constructing the annual school calendar of events

    - clearly linking the WTA with school improvement planning and related CPD, and

    - building in some flexibility

4.2.3 Consultative group representatives expressed specific concerns, including some concerns about revised management structures. They felt that:

- when PTs (Subject) left, subject leadership was being lost

- fewer career advancement opportunities existed, especially for young teachers (it was, however, recognised that every teacher has the option to develop their careers and increase their salary by pursuing the Chartered Teacher route)

- workload had increased, for example, following the introduction of Form Tutors

- there was some evidence of communication difficulties following the creation of curriculum groups and there were sometimes difficulties in arranging meetings

- PRD arrangements were too variable, involved onerous paperwork and the three year interval between reviews was increasingly regarded as being too long, resulting in difficulties in managing a strict schedule of reviews for individual teachers

- arrangements for Teacher Consultative Group meetings were too variable between schools

4.2.4 Areas for improvement, suggested by Teacher Consultative Group representatives, are summarised below:

- individual subject expertise should be enhanced through planned CPD focused on developing and sharing practice within schools or Angus-wide, for example, at Subject Network Groups

- subject teachers could be encouraged to mentor probationer teachers

- schools should allocate more time to learning and teaching approaches and to curriculum development within their in-house CPD programmes

- opportunities to develop leadership at all levels should be increased both in individual schools and Angus-wide, for example, by teachers taking a lead role for specific projects or by shadowing promoted colleagues

- where there is an identified need at whole school or curriculum group level, team building/strengthening activities should be undertaken

- in order that teacher workload can be better and more consistently managed, good practice in managing working time agreements should be disseminated across all schools

- there should be a clear relationship between these agreements, the school improvement plan, CPD activities which articulate with the school improvement plan and the annual calendar of whole school meetings

- the annual meeting schedule should allow time for curriculum development and regular curriculum and subject group meetings

- staff should be encouraged to audit their own practice and all schools should consult on working time agreements and issue them in advance of the new session

- the sharing of working time agreements between schools should be undertaken to help establish more consistent practice

- schools should share their arrangements for meetings of Consultative Groups

- Head Teachers should ensure that Consultative Group meetings are scheduled regularly, that members are involved in setting the agenda, that there are clear guidelines on election to the groups and clear roles and remits for members. Minutes should be issued or displayed in order that all staff are kept fully informed of the issues discussed and actions agreed

- the authority should introduce an annual system for professional review and development with effect from August 2009; this approach will encourage staff to reflect regularly on their practice, promote regular self-evaluation in relation to professional standards, acknowledge achievements and strengths and identify areas for professional development

4.3 Depute Head Teachers

4.3.1 Two Depute Head Teachers from each secondary school participated in the second consultative seminar.

4.3.2 The key successes which they identified in relation to the implementation of TP21 in secondary schools were:

- the largely positive impact of the creation of new curriculum groups; lines of communication were felt to be more open and accountability more transparent. Sharing of good practice had improved and cross- curricular working was developing steadily, in line with Curriculum for Excellence expectations. The role of middle managers as leaders was developing, for example, in relation to pupil target setting and tracking

- the development of leadership at all levels; more staff were taking on lead roles, for example in working groups and in Subject Network Groups. The role of the Form Tutor was evolving and some senior pupils had benefited from opportunities to develop their leadership capacity in Tutor Group

settings. Better pupil-teacher relationships were being reported and more innovative practice in learning and teaching was occurring

- the valuable contribution made by support staff and support service managers

- the increasing effectiveness of CPD in relation to both school and centre-based activities. The range of school-based activities has widened, with CPD relating to learning and teaching, positive behaviour approaches, ICT and collegiate working featuring most prominently. The most impacting centre-based activities were Co-operative Learning training and the range of DHT co-ordinator meetings. Also highly rated were activities relating to ICT, behaviour management, pupil care and support and the management of SQA procedures.

4.3.3 The main areas for improvement suggested by the group of Depute Head Teachers related to:

- increasing opportunities to develop leadership at all levels, with particular reference to Form Tutors, subject teachers and aspiring and current principal teachers

- further training in specific aspects of pupil care and support, together with scheduled meetings for Form Tutors

- a review of the roles, remits and remuneration of Depute Head Teachers to address concerns about uneven workloads and PT/ DHT salary differentials

- the inclusion of secondary Depute Head Teacher network meetings in the Authority CPD calendar

- an increased allocation of management time for PTs and more effective use of this time

- provision of more administrative support for PTs

- better articulation between the identification of CPD needs and PRD, with the latter being more closely linked to the GTCS Standard for Full Registration

4.4 Principal Teachers

4.4.1 Two Principal Teachers (Curriculum) and one Principal Teacher (Pupil, Care and Support) from each secondary school participated in the third consultative seminar.

4.4.2 Key successes identified by Principal Teachers related to:

- improved collaboration and communication between PTs and senior management teams

- closer co-operation within and between curriculum groups, and an increase in cross-curricular working

- the establishment of clearer roles and responsibilities for PTs and Form Tutors

- more effective meetings of curriculum groups, consultative groups, focus groups, mixed subject groups and working groups which helped share leadership tasks and provide appropriate opportunities for those who were keen to undertake them

- improved leadership opportunities for teachers (including newly qualified teachers who felt part of this "new culture") and for aspiring and existing PTs

- close collaboration, in some schools, between PTs (PCS) and Form Tutors which led to the development of stronger PCS teams

- improvements in relationships in general, a greater focus on learning and teaching and better pastoral support for pupils

- the clear recognition of the need for an appropriate work-life balance

- a wider range of in-school CPD, the most impacting of which were co-operative learning training and activities relating to behaviour management, IT and collegiate working, for example, teachers working together to improve their classroom practice

- a high quality programme of centre-based CPD activities, the most effective of which were judged to be co-operative learning, subject network groups (including additional input on December in service days) and SQA related support

4.4.3 The main areas for improvement highlighted by this group of Principal Teachers included:

- identifying manageable ways of achieving regular, scheduled meetings and more management time within the working week

- developing leadership opportunities for PTs and aspiring PTs and seeking creative solutions to provide incentives for other staff to take on extra roles/ responsibilities/ development work

- deploying support staff more creatively and more effectively

- improving the effectiveness of Curriculum Advisory Groups

- introducing an annual system of professional review and development

4.5 Pupil Care and Support Staff

4.5.1 A Depute Head Teacher, a Principal Teacher (PCS) and a Form Tutor from each secondary school took part in the fourth consultative seminar.

4.5.2 This group highlighted a number of significant improvements resulting from changes in management structures. These were:

- a marked improvement in collegiate working, exemplified by the sharing and development of new ideas through meetings, informal gatherings, for example, at lunchtime, working parties, cross-curricular collaboration and peer observation

- the development of the role of Form Tutor through training, regular meetings, support from PTs and DHTs, feeling part of a team (for example a house team), sharing good practice, peer observation, the opportunity to take on new responsibilities and the guidance provided, for example, in a specially prepared handbook

- the positive contribution of Secondary School Assistants and Support Service Managers

4.5.3 Suggestions for improvement identified by the Pupil Care and Support group included:

- allocating time for regular meetings with Form Tutors and giving Form Tutors the opportunity to meet with PTs (PCS)/PCS teams on in-service closure days

- extending training opportunities for Form Tutors in areas such as leadership and teambuilding, providing them with opportunities for shadowing or taking on additional responsibilities, and updating the Angus PCS CPD support pack. These measures would support the routine work of Form Tutors and provide those who aspire to be PTs (PCS) with a firm foundation for further career development

- achieving greater consistency across the Authority in relation to the whole school

remits of PTs (PCS) and the work of Form Tutors by, for example, revisiting the recommendations of the Pupil Care and Support Best Practice Report published in March 2006

4.6 Head Teachers

4.6.1 All Head Teachers of the eight Angus secondary schools took part in the fifth consultative seminar

4.6.2 Improvements identified by the Head Teachers included:

- increased collaboration, consultation and teamworking, and more effective discussion at curriculum group meetings which focused more on learning and teaching and pupil support issues

- improved opportunities for and uptake of additional responsibilities by unpromoted staff

- more open discussions and flexibility in relation to consultative group meetings, for example, in developing working time agreements

- some PTs undertaking more strategic roles and some staff relishing their enhanced role as Form Tutors

- the flexible formula for the allocation of PTs in each school

- the flatter structure of promoted staff which was easier to manage

- improved management of CPD, including the improved effectiveness of CPD Online, the work of CPD co-ordinators and the greater variety of CPD activities, including in-school activities

- sound practice – in some schools – in relation to devolving CPD budgets to departments, thereby increasing their autonomy and ownership

- the recognition of the need to introduce a streamlined, annual PRD process

- considerable progress in increasing professionalism which accorded well with Curriculum for Excellence values and principles and, in particular, with its promotion of cross-cutting themes and interdisciplinary working

4.6.3 Suggestions for improvement identified by the Head Teacher group included:

- addressing more consistently the "spirit of McCrone", in relation to professionalism, best practice and doing the best for pupils

- developing the enhanced management role of PTs and aspiring PTs through key CPD activities such as coaching, mentoring, conflict resolution and curriculum development - in relation to interdisciplinary working and the development of skills for learning, work and life

- further developing the pastoral role of Form Tutors and the role of PTs (PCS) in leading and managing Form Tutors in delivering effective pupil care and support

- improving the linkage between school and personal self-evaluation, school improvement planning (at whole school and curriculum group level), CPD and PRD

- to this end, producing a calendar which provides clear sequencing of key events relating to these major processes

- implementing streamlined, annual PRD procedures based on the GTCS Standard for Full Registration

- further exploring and considering, in consultation with staff, ways of addressing the issue of work-life balance

- considering, if not already doing so, devolving a proportion of the school CPD budget to curriculum groups

5. Good Practice Visits

5.1   Overview of Good Practice Visits

5.1.1   Members of the review working group, operating in pairs, made up of one Authority and one teacher organisation representative, undertook a total of twenty one "good practice" visits in March/April 2009 to all eight secondary schools. The reviewers spoke to a range of promoted staff, teachers and support staff in order to explore good practice in relation to one or other of the following nine themes:

- in-school networking
- self-evaluation
- Working Time Agreement
- deployment of support staff
- work life balance
- professional learning
- leadership: PTs/all levels
- pastoral role of the Form Tutor
- professional review and development

5.1.2   In advance of the visits, staff who took part were asked to record their thoughts in relation to the theme or themes chosen for the visit, if they wished, under the headings:

- key features of good practice
- impact and outcomes
- future developments/ next steps

5.1.3   These headings were used by the reviewers to prepare a brief report on each of the visits. The contents of each visit report were then agreed by the school staff concerned and between the reviewers. The individual reports are located in Appendix B and overall digests of the various reports, organised by theme, follow below.

5.2   In-school networking

5.2.1   A number of key features of good practice were identified in the two schools visited by the reviewers. Both schools had a range of formal networks for curriculum groups, subject groups, liaison meetings between DHTs and PTs, PCS teams and school houses. In addition, both schools had set up groups to oversee key developments in relation to Co-operative Learning and aspects of Curriculum for Excellence such as Literacy, Numeracy and Health and Wellbeing.

In addition to these networks, both schools had developed voluntary open lunchtime networks whose membership comprised a significant proportion of staff. These informal networks, entitled respectively "Learning Lunches" and "Positive Picnics", were particularly effective and had important features in common. They had their origin, at least in part, in the willingness of staff to collaborate to promote better pupil behaviour. Both networks had a clear focus/agenda for each meeting and were led by members of staff who were not part of the senior management team. Participants showed an openness and commitment to share their practice and to listen to others. A sound balance had been struck between talking about what was going well and about openly sharing concerns or anxieties. Both networks provided staff with a valuable "sounding board" and helped not only to identify CPD needs but to go some way to meeting those needs. As the title of each network suggests, lunches for network participants were provided by the school.

5.2.2   The impacts of effective networking in these schools included the development of a more supportive and inclusive ethos, characterised by a growing commitment to collegiality. Staff had access to an increasing range of professional development opportunities, including opportunities to lead specific tasks or projects. Teachers demonstrated a growing commitment to strengthen their classroom practice, irrespective of their teaching subject.

5.2.3   Future developments/next steps will involve:

- broadening and extending the involvement of staff in "learning lunches"/"positive picnics" by issuing targeted invitations
- following up these events with a brief note of the key themes covered and recommendations made
- scheduling key staff meetings, as far as practicable, within the annual school calendar and the Working Time Agreement

5.3 Self-Evaluation

5.3.1 Two schools were visited by the reviewers in relation to good practice in self-evaluation. The main features of good practice common to both schools were the existence of established quality assurance calendars to support monitoring and review activity at whole school level and within curriculum groupings, and well considered and systematic classroom observation procedures.

5.3.2 One of the schools successfully combined more formal classroom observations with peer observations and "Learning Rounds" observations. The latter involves volunteer teachers being observed and receiving feedback from groups of trained observers. This school had made particularly effective use of SEEMIS data to monitor and track pupil progress and to create user-friendly pupil profiles.

In the other school, the authority's ASPIRE team carried out annual S1 classroom observations as part of the school's "building a learning community" project. This school had made particularly effective arrangements to consult with stakeholders. Pupil and staff consultative groups alike were directly involved in evaluating various aspects of school life. In addition, the Head Teacher had instigated "tell me what you think" surveys of staff, pupils and parents. These had been used to help establish a strong evidence base for determining next steps in the school's efforts to improve its work.

5.3.3 The increasing effectiveness of self-evaluation procedures had led to a growing recognition of the responsibility of all staff to contribute to the quality of learning and teaching, in particular, by identifying improvements based on a range of evidence. There was a clear determination to ensure that evaluation activity resulted in focused action plans. Staff were open to the emerging AJNCT proposal to move teacher review to an annual basis.

5.3.4 Future developments/next steps will involve:

- ensuring consistency in the management of quality improvement procedures across curriculum groups and departments

- nurturing and extending the coaching skills of promoted staff

- exploring practical options for ensuring that Curriculum for Excellence commitments capture "getting it right for every child" (GIRFEC) principles

5.4 Working Time Agreement

5.4.1 One school was visited by reviewers in relation to the operation of the Working Time Agreement. Key features of emerging good practice were identified. Teachers were given guidance notes and a copy of AJNCT2 to help them record details of their working week. The Working Time Agreement was linked explicitly to the school calendar which included activities aimed at addressing issues identified through the use of the Health and Safety Executive's management standards for work-related stress.

5.4.2 Staff were pleased that any concerns conveyed to the Staff Consultative Group had been successfully addressed. The effective work of the group had prevented concerns developing into major problems. There was a strong sense of professionalism among teachers in the way they managed their work and workload.

5.4.3 The most significant future developments/next steps identified will involve:

- reviewing the Working Time Agreement to take account of development activities relating to a "Curriculum for Excellence"

- establishing practical ways of minimising teacher time required to report effectively on pupil progress (the effective management of SEEMIS reporting facilities will be significant in this regard)

5.5 Deployment of Support Staff

5.5.1 Key features of good practice in the two schools visited related to good communication and consultation procedures and to an appropriate balance in the way support staff were deployed. In the case of secondary school assistants, rotation of duties ensured that support tasks were shared more widely, cover for absence was easier to arrange and there were opportunities for staff to develop a wider range of skills.

A schedule of meetings with the Support Services Manager (SSM) or a nominated member of the SMT helped communication and consultation. The option of attending whole staff meetings and regular encouragement to support staff to become involved in the life of the school helped them feel valued and included.

5.5.2 Support staff had made very positive contributions to school ethos, in terms of helping to promote teamwork and collegiality. They were valued as an asset to the school and seen as enabling teachers to focus more on learning and teaching matters. The contribution of SSMs was widely appreciated and helped senior managers undertake more strategic roles.

5.5.3 Future developments/next steps will involve:

- ensuring the meaningful involvement of support staff in school improvement planning procedures
- arranging training activities related to school improvement priorities and to needs identified through the staff appraisal process

5.6 Work-life Balance

5.6.1 Two schools were visited by the reviewers. They found that, where the Teachers' Consultative Group had high visibility and was in regular communication with the rest of the staff, it was recognised as a forum where health and welfare issues could be raised.

A 'health at work' group had been established in one of the schools. This group which included union representation and a local general practitioner, had conducted a 'health and wellbeing' audit.

Involvement in the Angus Council 'Health Promoting School' accreditation process, and the creative use of in-service training days had also provided good opportunities in both schools to promote healthy and well-balanced lifestyles among staff. Free access by staff to private physiotherapy treatment was much appreciated. The use of the Health and Safety

Executive's Stress Analysis questionnaire had helped to highlight factors affecting teachers' health and to inform procedures for securing a healthier working environment.

5.6.2 The contributions of the Staff Consultative Group in identifying and addressing health and wellbeing issues before they became problematic clearly contributed to a caring and supportive working environment.

However, these commitments notwithstanding, there were some ongoing concerns about the effectiveness of current measures to manage workload.

5.6.3 Future development/next steps identified will involve:

- taking steps to identify quality time within the working week for teachers to undertake curriculum development activities
- providing more opportunities for staff aimed at improving their health and wellbeing

5.7 Professional Learning

5.7.1 Three schools were visited by reviewers and a range of features of good practice identified. There was an increasing emphasis on well planned, in-house activities involving staff talking about their practice and developing their pedagogy collaboratively. Leadership development was considered to be a key aspect of professional learning (this is featured in section 5.8 of the report).

Activities were clearly linked to the schools' improvement priorities and delivered at various times: after school, during lunchtime or on in-service days. Developing in-house trainers, for example to promote positive assertive discipline, and encouraging staff to lead initiatives helped to promote leadership at all levels. Crucial to the effectiveness of professional learning was a strong commitment to encourage staff to work with, support and learn from each other.

5.7.2 The role of PTs (Curriculum) was enhanced when they were given responsibility for managing their devolved CPD budget. There

was an increasing awareness of opportunities for developing leadership at all levels.

Staff confidence and enthusiasm had grown in relation to providing more active and engaging learning experiences for their pupils. Collaborative professional learning, for example, in relation to positive assertive discipline had contributed to improvements in pupil behaviour and achievement.

5.7.3 Future developments/next steps will involve:

- increasing opportunities for and uptake of leadership-related CPD for all staff

- drawing on specific skills and expertise of staff (including unpromoted staff) to deliver a range of CPD in school

- focussing on developing pupils' skills progressively

- encouraging interdisciplinary working

5.8 Leadership: PTs/All Levels

5.8.1 Four schools were visited by the reviewers and key features of good practice identified. A strong commitment to providing leadership opportunities for all staff was a significant factor in developing leadership capacity. Effective consultation and communication procedures encouraged staff to become involved in priority developments. There was a range of examples of unpromoted staff successfully taking a lead role in specific projects and working groups.

Effective leadership opportunities for PTs included carrying out whole-school remits, attending Senior Management Meetings on a rolling basis, and participating in a wider school management group. Where schools had appointed a PT (Raising Achievement), this had not only helped develop that colleague's leadership skills, but had also helped generate leadership opportunities for other staff.

Successful in-school activities which complemented leadership "courses" included providing practical experience of and training for conducting meetings.

The involvement of a secondary school assistant in leading a whole school Eco initiative was an excellent example of how to develop the leadership potential of support staff. Pupils' leadership skills were being nurtured, for example, through the Pupil Council and initiatives such as peer mediation.

5.8.2 Good practice in developing leadership skills had led to increased collaboration and teamwork and a more supportive, inclusive school ethos. Related improvements had gone some way to helping to alleviate or prevent work-related stress.

Improved staff skills and confidence had been achieved as a result of increased participation in decision-making processes, opportunities to contribute to improvement planning procedures and varied involvements in the leadership of working groups. The career development of staff was supported by opportunities to lead projects and to pursue externally accredited courses.

The successful engagement of pupils in leadership activities was having a positive impact on their self-confidence, and their overall attitudes and behaviour.

5.8.3 Future developments/next steps will involve:

- developing further the role of PTs in undertaking whole school responsibilities

- seeking innovative ways of providing opportunities for unpromoted staff to lead subject-related developments or specific whole school developments, as appropriate

5.9 Pastoral role of the Form Tutor

5.9.1 Three schools were visited by the reviewers. The pastoral role of the Form Tutor was most effective where there was a clear commitment to plan, support and monitor the operation of Tutor Groups and to provide dedicated training and support to Form Tutors. Tutor Groups worked best where there were around 15 pupils in each group. The effectiveness of vertical Tutor Groups was more marked where senior pupils were encouraged to act as positive role models and where peer support training was provided to assist them to do so.

5.9.2 There was clear evidence in one of the schools that Form Tutors were increasingly effective not only in managing pupil absence but also in tracking and supporting pupils' progress. They had prepared high quality comprehensive pupil progress reports. Interaction between Form Tutors and pupils and between pupils in the Tutor Groups was very positive. There were some examples of successful efforts made by Form Tutors to address relationship difficulties among pupils.

Regular meetings were an important means of supporting Form Tutors. Regular contact between Tutors and PTs (PCS) helped staff share and build on good practice, an example of which in one of the schools was the use of school notice boards and house points to recognise and reward pupil achievement.

5.9.3 The pastoral role of the Form Tutor has had a positive impact on pupils. Successful Tutor Group arrangements have had a calming effect on pupils, have given senior pupils opportunities to support and advise younger pupils, have improved pupil-staff relationships and contributed positively to school ethos, for example, by providing regular opportunities to celebrate achievements.

Form Tutors were increasingly confident and effective in providing pastoral support and in addressing and referring, as appropriate, child protection concerns. Overall, Form Tutors in the three schools visited enjoyed positive and supportive relationships with their Tutor Groups.

5.9.4 Future developments/next steps will involve:

- providing direct support and training to Form Tutors for example in relation to counselling and anti-bullying, and through the use of Angus Council 'Pupil Care and Support' CPD pack

- maintaining regular peer support training for pupil members of Tutor Groups

- providing practical advice to Form Tutors about involving pupils more actively in the day-to-day operation of their Tutor Groups

- improving communication between PTs

(PCS) and Form Tutors, for example, in relation to the frequency and format of meetings and the use of e-mail

- ensuring that numbers in Tutor Groups complied, as far as possible, with the Authority's recommended norm of fifteen

- identifying and sharing good 'pupil care and support' practice within and between Angus secondary schools.

5.10 Professional Review and Development

5.10.1 Key features of good practice in the two schools visited related to what was described in one school as the "positive and realistically supportive" nature of the professional review and development process. Meaningful professional dialogue took account of evidence-based self-evaluation, planning for improvement commitments and supportive feedback from classroom observations. Related CPD needs were then identified and agreed.

5.10.2 The positive outcomes of effective professional review and development procedures included a welcome recognition of staff achievement and a strong encouragement to staff to further develop their professional practice. Although the process in place at the time of the review was time consuming, staff valued the opportunity to reflect on their practice, to prioritise and to think ahead about their professional development. There was some evidence of improved mutual understanding between PTs (Curriculum) and teachers of a subject other than that taught by the PT.

5.10.3 The major future developments/next steps will involve:

- implementing an annual schedule of reviews in line with the Authority's now revised professional development and review procedures – [those procedures – published on 4 June 2009 as an amended version of AJNCT 15 - encourage more focused self-evaluation and link closely with the General Teaching Council for Scotland's 'Standard for Full Registration']

6. Conclusions

6.1 It is the unanimous view of the AJNCT team, which conducted this review, that the exercise has been managed in accordance with the spirit and the letter of the Code of Practice on Collegiality, located in Appendix 1.4 of Part 1 of the Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service. The Code is appended as Appendix D.

6.2 That code promotes a professional way of working based on a need for mutual trust and respect between partners who are able to express their views freely and, as appropriate, frankly and who recognise that their views are encouraged, valued and respected. It is to the credit of all members of the joint review team that such a professional climate was engendered in the extensive work undertaken over the past nineteen months by officers of the authority and by teachers' representatives to review the implementation of key aspects of the national agreement, 'a teaching profession for the 21st century'. Considerable efforts were made to promote a similarly collegiate climate in each of the consultation exercises described in section 4 of this report and in the school visits undertaken by members of the team to capture examples of current good practice.

6.3 The review team was impressed with the open, positive and professional way in which consultees and teachers, who were interviewed in the course of school visits, provided their perspectives on the range of matters explored. Pleasingly, colleagues felt able to be open (and sometimes unambiguously frank) in expressing their opinions and attitudes in relation to the specific themes enumerated in paragraph 3.1.4 of this report.

6.4 The openness and the professionalism of all school staff have been of considerable benefit to the reviewers in reflecting, in particular, about recommendations for improvement covered in the following section of the report.

6.5 It is undoubtedly the case that the pace of implementation of the key aspects of TP21 explored in the course of this review has varied from school to school. Notwithstanding the fact that schools are at different stages of implementation, all schools have been diligent and systematic, over the past five school sessions, in their efforts to bring about change and improvement in relation to: school ethos and working culture, the enhanced role of teachers, the development of teachers' leadership skills, the provision of leadership opportunities for them to exercise those skills, the management of Continuing Professional Development and related Professional Review and Development procedures, and, finally, the introduction of new, flatter management structures.

6.6 The implementation of TP21 remains very much work in progress. It is absolutely clear that the introduction of new flatter secondary school management structures in August 2005 has been a source of considerable challenge and, on occasion, anxiety to teaching staff. There have been undoubted concerns and initial uncertainties about, for example, the capacity of Principal Teachers (Curriculum) to cope with broader management responsibilities, covering different subjects. There has also been concern or disappointment arising from a perception that there are fewer career development opportunities for teachers. The review team recognises the importance of not underestimating the extent and the impact of related anxieties on staff, in particular, in the first two years of the implementation of the new management structures.

6.7 There have, however, undoubtedly been attitudinal and cultural changes which have gradually enabled Head Teachers and teachers to implement new management structures with increasing confidence. Teaching staff recognise the potential which the new structures have to support the national reform of the curriculum (with its strong interdisciplinary and cross-curricular emphasis) and the provision of regular and systematic personal support to pupils through the deployment of the majority of secondary teachers as Form Tutors. Teachers also recognise that the Chartered Teacher 'route' opens up professional development and advancement opportunities which did not exist previously.

6.8   Crucial among these attitudinal changes is the growing acceptance by teachers of the broader, more holistic role of the teacher in the twenty first century which is captured very clearly in the Standard for Full Registration (see Appendix C). That Standard has informed guidance issued by the education authority in relation to the role of Form Tutors [appended as Appendix A.] The Standard for Full Registration has also been a source of direct influence on revised AJNCT procedures for teacher review published as an amended AJNCT/15 on 4 June 2009. Key aspects of professional practice, drawn from the Standard, are at the heart of those procedures.

6.9   It has been apparent throughout the range of exercises, carried out in the course of this review, that Angus secondary teachers are increasingly reflective about their professional practice and open to working with and learning from each other. That augurs well for the establishment of the type of professional environment envisaged by the SNCT Code of Practice on Collegiality which is the subject of comment in paragraphs 6.1 and 6.2 above.

6.10   It has been pleasing throughout this review to note the increasing extent of informal networking in individual schools which complements the operation of well regarded authority-wide networks, supported by officers of the education authority. With respect to the growing willingness of teachers to review and to reflect upon their work, almost without exception, each group of consultees expressed an interest in improving authority procedures for teacher review. Specifically, teachers recognised that there would be merit in moving at an early date from a triennial to an annual basis for teacher review.

6.11   The morale and the working environment of a school is undoubtedly influenced by the ability of the school and of individual teachers to manage their workload and to achieve an appropriate work-life balance. It is clear that extensive efforts have been made over recent years by school management teams and teachers to ensure that formal working time

agreements, individual school calendars, school improvement plans, and programmes of continuing professional development activities for staff are duly aligned. These efforts have not as yet been wholly successful. Current and emerging good practice in managing workload captured in this review should prove to be a useful source of advice or guidance to schools and Teacher Consultative Groups in their efforts to achieve smarter and evermore effective ways of aligning these key management processes. Specific recommendations to that end are offered in the following section of this report. Schools are likely to derive additional sound advice from the Code on Collegiality and from the Teacher Workload report prepared by the national review of LNCTs Working Group, published as an SNCT Circular on 2 September 2009. [The Circular is appended as Appendix E]

6.12   The operation of Teacher Consultative Groups has been an important focus within the review and related good practice, identified by the review team will, it is hoped, prove helpful in ensuring that every school Teacher Consultative Group operates with increasing effectiveness, drawing on the Code of Practice on Collegiality.

6.13   The review team are firmly of the view that the establishment of an appropriately collegiate working environment will depend on the willingness and capacity of all teachers to recognise that they have a leadership role to play in schools, in particular, in addressing their professional responsibility to contribute to the quality of the school's work. There is clearly a practical need – building on good practice identified in this report - to ensure that teachers have access to professional leadership training and, equally, access to opportunities to exercise their leadership skills and interests. Specific recommendations in this regard are offered in 7.17 below.

6.14   The importance of nurturing a leadership culture in schools and the contributions, which the production of an open, inclusive, valuing and collegial working environment can make to such a culture, are the subject of a thoughtful, practical and comprehensive paper on

Leadership in Schools, produced in 2008 by the Educational Institute of Scotland. The review team believes that this paper – appended in its entirety as Appendix F – offers teachers a useful focus for considering and deliberating about ways in which schools can meaningfully distribute leadership opportunities and, even more importantly, connect the leadership capacities of teachers as professional educators.

6.15 In view of the scope and duration of this review, it has proved possible to give early effect to improvements the need for which was the subject of extensive comment and feedback from consultees. It is worthy of note that such feedback has already resulted in improvements to teacher review procedures, workload monitoring arrangements and networking opportunities for depute head teachers.

6.16 It is beyond question that an impressive range of work has been undertaken in Angus secondary schools over recent years to change the working environment, in accordance with the expectations of 'a teaching profession for the 21st century'. This AJNCT review has highlighted the many successes recorded across the eight secondary schools in responding to the opportunities and challenges of the national agreement. These successes have undoubtedly served to enrich the ethos of our schools in ways which will help teachers to plan and deliver, through the new curriculum, improvements in the quality of pupils' learning experiences and in the quality of outcomes that they achieve both as learners and as young people.

7. Recommendations

7.1 The recommendations set out below draw closely on the very helpful suggestions for improvement provided by consultees in the range of seminars described in Section 5 of this report. They also take due account of the many examples of good practice identified in the course of the school visits carried out by members of the AJNCT review team and captured in detail in Appendix B of this report.

7.2 The specific recommendations made in paragraphs 7.3 – 7.19 will be easier to address in individual schools if, in the first instance, each school's senior management team takes steps to consider in depth and to audit current practice against the successes and areas for improvement identified in sections 4 and 5 and in Appendix B. Head Teachers should, thereafter, arrange to draw up, in consultation with teaching staff, a focused action plan to inform and guide the school's continuing management of the key aspects of 'a teaching profession for the 21st century' addressed in this AJNCT report.

7.3 In order that teacher workload can be better managed, more consistent good practice in developing working time agreements should be established in all schools. Head Teachers should ensure that there is a clear relationship between these agreements, the school improvement plan, CPD activities which articulate with the school improvement plan, and the school calendar of scheduled meetings. The school's meeting schedule should allow time for self-evaluation activities and meetings of staff teams or networks, established to support cross-curricular learning and the provision of pastoral care.

7.4 All schools should consult on working time agreements and issue them in advance of the new session. The sharing of working time agreements between schools would help to establish more consistent good practice. Related arrangements should be undertaken by the AJNCT. Schools should regularly review the allocation of management time to PTs and explore options for providing more administrative support to PTs, for example, through changes in the deployment of support staff.

7.5 Head Teachers should draw on current best practice in overseeing and supporting the operation of Teacher Consultative Groups. They should ensure that meetings are regularly scheduled, that members are involved in setting the agenda, that there are clear roles and remits for members and that there are clear guidelines on election to the group. Minutes should be issued or displayed in order that all staff are kept fully informed of the issues discussed and actions agreed.

7.6 In order to establish more consistent good practice, the AJNCT should agree procedures for the regular sharing between schools of arrangements for Teacher Consultative Groups.

7.7 Senior school managers should continue to explore, in consultation with staff, practical measures to address the issue of work-life balance, for example, by identifying quality time within the working week for teachers to implement key improvement priorities and by providing more opportunities for them to take part in activities aimed at improving their health and wellbeing.

7.8 The Authority, in consultation with PTs, should seek to improve the effectiveness of Curriculum Advisory Groups, for example, by ensuring that the focus of meetings takes clear account of the professional needs and priorities of CAG members. . Further support for PTs (Curriculum) should be provided, for example, through effective networking in and out of school and training in people management and coaching.

7.9 The Authority and senior school managers should continue to enhance subject expertise through CPD focused on developing and sharing practice within individual schools and Angus-wide, through the valuable work of Subject Network Groups. Subject teachers could be encouraged and enabled, where appropriate, to mentor probationer teachers, shadow more experienced colleagues and attend SNGs. Head Teachers should ensure that appropriate time is allocated to key learning and teaching issues and specific Curriculum for Excellence developments in line with expectations set out in national and local Curriculum for Excellence timelines.

7.10 The Authority should take account of Depute Head Teachers' concerns about job sizing relativities in any contributions to a future national review of the job sizing toolkit.

7.11 Head Teachers should ensure that pupil numbers in Tutor Groups meet, as far as possible, the Authority's recommended norm of fifteen. In order to develop greater consistency in the whole school remits of PTs (PCS), schools should share related documentation with each other. With the assistance of the Authority, they should provide continuing support for Form Tutors through the use of Angus Council's 'Pupil Care and Support' CPD pack which is currently being updated and through opportunities to "shadow" colleagues. They should encourage more effective joint working, for example, by setting up House teams and scheduling regular Form Tutor meetings with PTs (PCS)/PCS teams, some of which could take place on in service closure days.

7.12 Regular peer support training for pupil members of Tutor Groups should be maintained, and Form Tutors should have access to practical advice about involving pupils more actively in the day to day operation of their Tutor Groups. Good practice within and between Angus secondary schools in relation to providing personal support to pupils should continue to be identified and disseminated by the PCS Steering Group and by Quality Improvement Officers.

7.13 Head Teachers should explore practical ways of ensuring that Curriculum for Excellence commitments in relation to Health and Wellbeing are closely aligned to work which schools will increasingly undertake to adopt 'getting it right for every child' (GIRFEC) approaches to delivering personal support for children and young people.

7.14 Head Teachers should ensure that due connections are made between procedures relating to self-evaluation, school improvement planning, continuing professional development and professional review and development. They should promote consistency in the management of quality improvement procedures across curriculum groups and departments.

7.15 Promoted staff in schools should maximise the potential of the newly revised arrangements for annual PRD which encourage more focused self evaluation (and which link closely with the General Teaching Council for Scotland's Standard for Full Registration). A range of approaches should be employed to ensure that identified CPD needs are met. These should include opportunities for leadership training and interdisciplinary learning. The skills and expertise of all categories of staff should be utilised to deliver a range of CPD in school.

7.16 School managers should take steps to secure the meaningful involvement of support staff in improvement planning procedures and ensure that training activities respond to school improvement priorities and to needs identified through their appraisal process.

7.17 The Authority and senior school managers should promote opportunities to develop leadership at all levels. Head Teachers should agree clear and coherent whole school remits for DHTs and PTs. They should provide appropriate management time and training to promoted postholders. The role of PTs (including whole school responsibilities) should be supported by external and school-based CPD activities, which should include practical ways of coaching or mentoring colleagues and dealing with difficult situations.

7.18 Schools should also devise and share innovative ways of providing opportunities for unpromoted staff to lead subject-related or specific whole school developments. Devolved resources permitting, Head Teachers should also consider supporting the establishment of a small number of short term temporary PT posts to provide aspiring Principal Teachers with an opportunity to undertake leadership and management responsibilities in relation to major school priorities.

7.19 Head Teachers should seek to devolve part of the school CPD budget to curriculum groups. Subject to further discussion with AJNCT colleagues and with Head Teachers, the Authority should consider scheduling network meetings for Secondary Depute Head Teachers within the annual CPD calendar.

Appendix A

EDUCATION
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NL/AR/HT0218/08
2 December 2008

To Head Teachers of Secondary Schools

Dear Colleague

ROLE OF FORM TUTORS

I refer to discussions at last Tuesday's consultative meeting.

I am pleased to enclose herewith an amended version of what should be referred to hereinafter as a 'guidance note' on the role of Form Tutors. The need to amend the 'outline of duties' note which has been in place for quite some time is clearly indicated by the anachronistic reference to PPMS. You will note that I have taken the opportunity to make a small number of other refinements to take account of the many examples of good Form Tutor practice which have emerged over the last four school sessions.

In keeping with advice offered last Tuesday and reiterated in the note of the meeting which will be issued to you shortly, I would encourage you to draw upon the attached guidance note in your continuing efforts to support Form Tutors to exercise their responsibilities with due confidence.

Should you wish to discuss any matter addressed in this letter or in the attached note, please do not hesitate to be in contact with me.

Yours sincerely

NEIL LOGUE
Senior Education Manager

Copy to: Senior Management Team
Peter Duguid, Principal Quality Improvement Officer
Maxine Cottiss, Quality Improvement Officer
Ken Edwards, Quality Improvement Officer
Norma Findlay, Quality Improvement Officer
Gregor Robson, Quality Improvement Officer
Patricia Torz, Quality Improvement Officer
Philip Jackson, AJNCT
Debbie McMaster, Information Support Officer
Debbie Morrison, Ravenswood
Frances Watt, Admin Assistant
Danny Webster, Strategic Support Officer

Guidance Note on the Role of Form Tutors in Providing Personal Support to Pupils

General

Form Tutors make an invaluable contribution to pupil care and support by taking a regular and active interest in pupils' welfare and progress, getting to know them well and offering help, advice and support when it is needed.

With support and advice from Principal Teachers (Pupil Care and Support), Form Tutors promote and safeguard the health, welfare and safety of pupils in and beyond the classroom and promote the personal, academic and social development of pupils in accordance with the school's aims and procedures by:

1   Taking pastoral responsibility for a group of pupils and providing general support and advice, for example, by:

    • undertaking registration duties

    • monitoring attendance, late-coming, dress-code and behaviour in line with school procedures

    • issuing correspondence

    • providing information and advice

    • completing documents, for example career interview request forms, leaving forms

2   Liaising and co-operating with the Principal Teacher (Pupil Care and Support), for example, by:

    • gathering and passing on useful pupil information, for example, about medical conditions, pupil achievements

    • referring concerns, for example, about serious misbehaviour, relationship difficulties with other pupils, and child protection issues

3   Supporting and monitoring the overall progress of pupils in their Form Tutor groups, for example, by:

    • offering regular encouragement

    • reviewing and checking planners

    • tracking progress through the use of SEEMIS

    • assisting pupils in reviewing progress and in determining targets/next steps

    • contributing to the preparation of pupil progress reports

    • meeting with parents, as appropriate

4   Contributing to arrangements to support pupils during key transition stages, for example, by:

    • assisting with aspects of primary/secondary transition

    • assisting with the completion of course choice forms

    • inducting new pupils who join the form class/school

December 2008

Appendix B

AJNCT Review of TP21 in Secondary Schools
'Good Practice' Visits March/April 2009

Contents

APPENDIX B1(i)

AJNCT Review of TP21 in Secondary Schools:
Brechin High School 'Good Practice' Visit 13 March 2009
In-school Networking

A. Key Features of Good Practice

- a strong commitment to encourage staff to work with, support and learn from each other

- the involvement of staff in a range of well considered in-school networks

- a key network is the 'Learning Lunches' network:

    - as is the case with a similar network in Montrose Academy, this network has its origins in a staff support group set up to consider - with input from the ASPIRE team – concerns and issues around the management of pupil behaviour

    - the network which met once per week in the first half of this session and now meets fortnightly is led by a temporary Principal Teacher whose post has been funded through the School of Ambition initiative

    - meetings of the network take place on Thursdays and currently attract on average 50% of the teaching staff

    - events take place in the classrooms of individual teachers and, as the title of this network implies, lunch is provided and funded by the school

    - the network has an open door policy and its members are keen to extend the membership to staff not yet involved

    - while there is a clear focus/agenda, arrangements to date have not made provision for the issue of follow-up digest or summaries, however brief

    - participants welcome the opportunity to share and celebrate good practice, but also the opportunity to articulate concerns or anxieties or fears which they might hold about any aspect of their work

    - the 'sounding board' dimension of the network is clearly valued – the network is seen to be particularly helpful as a means of enabling new members of staff to settle quickly into a new working environment; commendably, the network aims to be inclusive and to be seen as a means of breaking down barriers and feelings of isolation, in particular, among new staff

        - colleagues welcome opportunities to talk about their classroom practice or, simply, to listen to other colleagues, talking, for example, about lessons that have gone well; successful activities have included a 'three minute wonder' exercise, where individual participants talk about things that have gone particularly well in their classes

    - this willingness to share classroom experiences is being nurtured in part by the school's use of informal classroom observations carried out on a coaching/buddying basis

    - the focus for individual networks has included exploration of the use of 'Co-operative Learning' methodologies (90+% of Brechin teachers have been trained to date)

    - arrangements have been made to dedicate a future 'learning lunch' to the experience of colleagues in using 'GLOW'

    - as the result of engaging with major new initiatives such as 'Co-operative Learning' or 'GLOW' or simply exchanging ideas about routine classroom practice, participants value the potential of the network for identifying and, no less, for meeting their professional learning needs

- a range of leadership groups set up to provide direction and support to new developments or initiatives; all members of the teaching staff are allocated to leadership groups whose coverage this session includes Numeracy, Literacy, Health and Wellbeing, Learning Rounds and the role of the Form Tutor

- 'Learning Rounds' initiative – Brechin High School is piloting this initiative which is being taken forward jointly by the Authority and the Management Centre within the Education Department of the University of Edinburgh; Learning Rounds is based upon the 'ward rounds' approach used for training junior doctors.

- The dual focus of the approach is to enhance the (coaching) skills of promoted staff, as observers, and to enhance the classroom practice of teachers following feedback from different observers. To date, the initiative has involved promoted staff

from different schools visiting classes of volunteer teachers in Brechin High School; the observers provide essentially descriptive feedback on what, as trained observers, they 'saw, heard and felt' in the course of classroom visits. The approach has been welcomed enthusiastically, albeit its eventual adoption would have to involve a customised approach to take account of the school's available (human) resources

- 'Social Goals' group – this network has been established to promote whole school commitments to support every class in the school at any one time to work on the development of an identified social goal; this work is being influenced by the use of 'Co-operative Learning' approaches to develop pupils' social skills

- 'Good Neighbour System' – a well established system which enables teachers from distinct Curriculum Groups or departments to 'exchange', as necessary, pupils whose behaviour is challenging

B. Impact and outcomes (for staff, pupils, and parents, as appropriate)

- staff appreciate what they recognise to be an increasingly supportive and inclusive working environment

- staff are motivated to collaborate

- a growing commitment to collegiality across the school

- staff value the access which they have to regular quality support from colleagues

- a growing recognition of a common interest and commitment to effective pedagogical approaches

- the willingness of teachers to be observed in class and receive professional feedback from colleagues

C. Future developments/next steps

- build on the excellent practice to date in promoting in-school staff support networks

- nurture the potential and power of the 'Learning Lunches' network; seek to achieve a greater involvement of staff, for example, through the use of targeted invitations

- adapt the potential and focus of the 'Learning Rounds' project to the school's circumstances and resources

- make arrangements, subsequent to each 'Learning Lunch' meeting, to issue to all staff a brief digest of the key themes covered or recommendations made in the course of the lunch

- ensure that next session's schedule of classroom observations includes a focus on 'pace and challenge' issues

APPENDIX B1(ii)

AJNCT Review of TP21 in Secondary Schools:
Montrose Academy 'Good Practice' Visit 11 March 2009
In-school Networking

A. Key Features of Good Practice

- a strong and well managed commitment to a range of in-school networking activities
- one major high impact network is the 'Positive Picnics' network:
  - this lunchtime network has its origins in a staff support group which sought advice and guidance from the ASPIRE team in relation to the management of pupil behaviour
  - 2 Staff Support Co-ordinators have been the main drivers/organisers of the network; both colleagues have one 'ring-fenced' period per week to undertake related organisational activities
  - positive picnics occur once per term and now attract approximately 50% of staff, whether teachers or support staff
  - invitations to the picnics are issued by e-mail; the events are hosted by different teachers in their individual classrooms and as the title of the network implies, lunch is provided and funded by the school
  - there is always an agenda/focus
  - positive picnics are widely understood by staff to be a mechanism for sharing/ celebrating good practice, supporting each other and building professional confidence and capacity
  - staff have been impressed by the willingness of their colleagues to discuss and share their practice
  - the focus for individual picnics has been, for example, on classroom methodology and on 'top tips' for form tutors [NB – the business of 'positive picnics' will necessarily overlap from time to time with the business of other dedicated networks/working groups]
  - participants value the willingness of colleagues to learn with and from each other
  - the operation of this network reflects a major commitment by staff to the school as a (professional) learning organisation
- the work of the 'Solution-Oriented Schools' group:
  - a network of 15 teachers who have been trained in Solution-Oriented Schools approaches

  - members of the group have observed each other's teaching with reference to the use of the ten 'solution-oriented schools' principles – the SOS group has presented four of the ten principles to an open staff meeting
  - arrangements to familiarise all teachers with the use of SOS techniques have included the use of a credit card type summary of the ten principles, affixed to each teacher's desk
  - good links have been established with Borrowfield Primary School whose staff have also enthusiastically adopted SOS approaches

- monthly meetings of the Teachers' Consultative Group (TCNG) and the (all) Staff Consultative Group
- widespread acceptance of the importance of any new development or policy being the subject of due consultation with staff consultative group
- a regular schedule of Curriculum Group/Subject meetings
- weekly liaison meetings between Depute Head Teachers and PTs Curriculum
- weekly house meetings involving Depute Head Teachers, Principal Teachers PCS and Support for Learning staff
- weekly meetings of Principal Teachers PCS with Depute Head Teachers
- monthly meetings of Principal Teachers Curriculum
- a range of standing and 'ad hoc' working groups which oversee key developments in relation, for example, to learning and teaching; co-operative learning; promoting positive behaviour; the role of the Form Tutor; Communication; Literacy; Numeracy; Health and Wellbeing; inter-disciplinary learning and teaching approaches; the school website
- engagement of staff with 3 sub-groups of the Pupil Senate

B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)

- staff are motivated to collaborate
- a growing commitment to collegiality across the school

- staff have access to a wide range of professional development opportunities including opportunities to lead specific tasks or projects
- staff recognise and value the openness of colleagues to share their practice and their willingness to support each other
- a growing recognition of a common interest in and commitment to effective pedagogical approaches
- staff recognise that they can strengthen their classroom practice with reference to and with support from colleagues, irrespective of their teaching subject

C. Future developments/next steps

- seek opportunities, where practicable, to schedule key staff meetings, including meetings of inter-disciplinary working groups, within the annual school calendar and Working Time Agreement

- build on excellent practice to date in promoting support networks for all staff
- extend the school's commitment to developing the leadership capacity and skills of staff, including through the designation of colleagues other than members of the senior management team as leaders of key standing groups; such opportunities should be available to unpromoted staff who might be shadowed or supported, as appropriate, by a member of the senior management team
- nurture the potential and power of the excellent 'positive picnics' network; seek to achieve an even greater involvement of staff, for example, through the use of targeted invitations

APPENDIX B2(i)

AJNCT Review of TP21 in Secondary Schools:
Brechin High School 'Good Practice' Visit 13 March 2009
Self Evaluation

A. Key Features of Good Practice

- a recognition of the need for professional review and development procedures to be closely aligned with CPD management and planning procedures

- well considered classroom observation procedures in place

- the availability of many examples of good practice in relation to the management of those procedures; sound arrangements have been made to share and publicise good practice in relation to specific aspects of classroom observation, for example, the provision of feedback to colleagues

- widespread acceptance of the value of peer observation to complement more formal observations carried out by colleagues with management responsibilities

- complementary arrangements whereby the Principal Teacher Support for Learning, observes Support for Learning colleagues working alongside class teachers

- an established quality assurance calendar to support monitoring and review activity at whole school level and within curriculum groupings

- the clear commitment to consult regularly with pupils and parents about the quality of the school's work

- the enthusiastic and well managed commitment to the 'Learning Rounds' project which is the subject of detailed comment in the related summary on the school's networking activities

- the well designed and focused action research projects undertaken by staff who are preparing for post-graduate qualifications

- sound arrangements made for Pupil Care and Support and the Support for Learning staff to monitor and review the quality of support being provided to pupils with additional support needs

- on a related note, the commitments being made to evaluate the impact of SFL procedures including procedures relating to Angus Council's implementation of ASN legislation

- well managed arrangements to involve a range of staff and pupils in evaluating the school's work in the area of health promotion (it was noted that the school has recently achieved Health Promoting Schools status in accordance with local accreditation procedures)

- the very effective use of SEEMIS data to monitor and track pupil progress and to create user-friendly pupil profiles

- the commitment to ensure clear links between PRD and CPD procedures

B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)

- a stronger school ethos characterised by increasingly positive pupil-pupil and pupil-teacher relationships

- a growing acceptance that all teachers have a direct responsibility to contribute to the quality of learning and teaching

- the significant level of commitment by Form Tutors to review and improve, as necessary, the format of Pupil Progress Reports

- the development of a clearly positive self-evaluation culture

- the increasing confidence of staff about participating in informal as well as formal class observation procedures

- an increasing determination to ensure that evaluation activity, including action research exercises, results in focused action plans designed to achieve improvement outcomes

- a determination to identify and share good practice

- the openness of staff to the emerging AJNCT proposal to move teacher review to an annual basis, with effect from August 2009

C. Future developments/next steps

- ensure that the operation of self-evaluation procedures is managed consistently across curriculum groups and departments

- establish revised PRD arrangements to take account of revised (annual) procedures to be introduced in August 2009

- nurture and extend the coaching skills of promoted staff including through their involvement in the well received 'Learning Rounds' initiative carried out this session

- drawing on authority advice, explore practical options for ensuring that the school's Curriculum for Excellence commitments duly capture GIRFEC (Getting it right for every child) principles

APPENDIX B2(ii)

AJNCT Review of TP21 in Secondary Schools:
Montrose Academy 'Good Practice' Visit 13 March 2009
Self Evaluation

A. Key Features of Good Practice

- a strong commitment to explore existing practice and to learn lessons from the findings of evaluation exercises

- an acceptance of the need to ensure that school improvement priorities are unambiguously evidence-based

- examples over recent years of well considered evaluation exercises include stakeholder surveys carried out by an external organisation and, following his appointment, Ron Small's 'Tell me what you think' surveys of staff, pupils and parents; the results of both exercises have been used to establish a solid basis for determining the school's next steps in its journey of continuous improvement

- the well established quality assurance calendar to support monitoring and review activity at whole school level and within curriculum groupings

- a schedule of classroom observations carried out with due reference to the national HGIOS3 quality indicator framework

- the annual diet of S1 classroom observations carried out by ASPIRE as part of the school's 'building a learning community project', that project is designed to nurture the learning and citizenship skills of S1 pupils at a crucial time of transition

- the openness and willingness of staff to work with and learn from each other (evidenced by an impressive range of networking groups which are the subject of a separate 'good practice' summary)

- a structured programme throughout the school session for reviewing, supporting and intervening in aspects of pupil attainment

- the direct involvement of pupils in evaluating and providing feedback about various aspects of school life; in the current session, three separate pupil working groups are reviewing different areas of the school's life and work

- a systematic commitment for teachers to consider, within Curriculum Group and departmental meetings, opportunities for strengthening classroom practice, with reference to the outcomes of classroom observation or team teaching activities

- the direct involvement of staff consultative groups in evaluating the quality of the school's work; it was noted that there is a current commitment to reviewing working practices with reference to the Health and Safety Executive questionnaire

- the willingness of promoted staff to develop their professional skills – in relation to providing support to colleagues – via involvement in the Authority's 'Coaching', training programme

B Impact and outcomes (for staff, pupils, and parents, as appropriate)

- the growing acceptance by staff of the importance of colleagues and teams of colleagues regularly asking and posing the following questions:

  - How well are we doing?

  - How do we know?

  - What do we need to do now to improve our practice, where necessary?

- a clear recognition by staff that quality matters are the responsibility of every colleague

- an increasing determination to ensure that evaluation activity results in focused action plans designed to achieve improvement outcomes

- decisions about school improvement priorities are increasingly evidence-based

- the openness of staff to the emerging AJNCT proposal to move teacher review to an annual basis, with effect from August 2009

C. Future developments/next steps

- ensure that the operation of quality improvement procedures is managed consistently across curriculum groups and departments

- nurture and extend the coaching skills of promoted staff including through their involvement in the well received 'Learning Rounds' initiative carried out this session

- drawing on authority advice, explore practical options for ensuring that the school's Curriculum for Excellence commitments duly capture GIRFEC (Getting it right for every child) principles

- collate and circulate the outcomes of the deliberations of working groups set up in the light of this session's very useful 'Tell me what you think' exercise

APPENDIX B3(i)

**AJNCT Review of TP21 in Secondary Schools:
Arbroath High School 'Good Practice' Visit 3 March 2009
Working Time Agreement**

A. Key Features of Good Practice

- the working time agreement is linked explicitly to the school calendar. It accounts for parents' evenings and includes notional time for working groups.

- each teacher is issued with the school's working time agreement, notes of guidance which assist teachers in personalising the figures when recording their own working week and a copy of AJNCT/2.

- a Health and Safety Executive 'Management Standards' stress analysis questionnaire had been used to survey staff opinions around 18 months previously. There had been a 90% return from staff and all issues which arose had been addressed through the Staff Consultative Group apart from those of a personal nature which were addressed by the Head Teacher. The main issues identified tended to be insecurities relating to roles and relationships. An external speaker gave a presentation to staff on 'relationships in the workplace' on an in-service day. This was followed by three workshops led by staff which directly related to the main issues identified by the survey.

- the Head Teacher and the Chair of the Staff Consultative Group held a series of evening sessions for different groups of staff to discuss any issues they wished to raise and to generate solutions. All of the issues raised have now been addressed.

- the notes of Staff Consultative Group meetings are distributed to all staff and the Chair of the Consultative Group speaks directly to individual members of staff who raise issues to be considered by the group.

**B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)**

- the Staff Consultative Group in Arbroath High School aims to carefully consider all concerns raised by staff and members of the Group are committed to dealing with them before they become major problems.

- feedback from staff suggests that the 35 hour week seems less of an issue than it used to be. The reasons for this are not entirely clear but may be due to the flexibility of the school's working time agreement and the way in which the Staff Consultative Group works to identify and resolve emerging issues.

- the teachers interviewed commented on the problems that they were having with SEEMIS and made the point that using the system is in itself time consuming. This added to concerns which they expressed about the excessive amount of time being spent on reporting.

- the Staff Consultative Group and its way of working is now part of the culture of the school and group members were obviously pleased that all of the concerns raised with them had been addressed.

C. Future developments/next steps

- the Staff Consultative Group to review and carefully consider the two sets of results provided from the HSE questionnaire to staff.

- carry out a review of the Working Time Agreement which has already been scheduled to take place. It is understood that this process will include consideration of Curriculum for Excellence development activities.

APPENDIX B4(i)

**AJNCT Review of TP21 in Secondary Schools:
Arbroath High School 'Good Practice' Visit 19 March 2009
Work-Life Balance**

A. Key Features of Good Practice

- the Staff Consultative Group regularly communicates with teachers through the distribution of notes of meetings and requests for agenda items and informal conversations

- the Work-Life Balance half-day sessions organised through the Staff Consultative Group take place on the May in-service day and are well received. An emphasis had been placed on including activities that may lead to leisure or sporting pursuits being further developed by individual members of staff rather than simply on team-building activities. The in-service day session is intended go some way in promoting happy, healthy and well-balanced lifestyles.

- the staff were asked for ideas for activities to be included in the day's programme and were then asked to opt-in to activities in the programme.

- an HSE 'Management Standards' stress analysis survey had been undertaken. This had been a major exercise but it had been well supported by staff and had enabled a number of issues to be aired and addressed. A thorough approach had been taken to carrying out the survey and analysing the returns and all issues raised had been followed up.

- the Staff Consultative Group is recognised to be a forum where health and welfare issues can be raised. For example, a concern relating to the number of cases of breast cancer among staff had been raised with the Group and is currently being investigated.

B. Impact and outcomes (for staff, pupils, and parents, as appropriate)

- the Work-Life Balance half-day had been generally well-received by staff.

- the Staff Consultative Group has a high profile in the school. It provides a transparent discussion and action forum that satisfies staff members that their queries are being seriously considered. Regular meetings and feedback to individuals who have raised issues have been very important in establishing teacher confidence in the Group.

- the Staff Consultative Group acts as a 'catch all' forum for queries relating to health and safety, welfare, conditions of work, policy implementation, day to day logistical issues and planning matters. The schedule of meetings is flexible and the Group can respond quickly to concerns if necessary.

C. Future developments/next steps

- provide more opportunities for staff to participate in ongoing activities to support their health and well-being

- re-issue and review the HSE 'Management Standards' stress analysis exercise with staff.

- carry out a review of the Working Time Agreement. This process will include consideration of the time required for Curriculum for Excellence related activities.

- take active steps to ensure that teachers remain engaged with the Staff Consultative Group particularly during this time of significant curriculum change.

APPENDIX B4(ii)

AJNCT Review of TP21 in Secondary Schools: Webster's High School 'Good Practice' Visit 2 March 2009 Work-Life Balance

A. Key Features of Good Practice

- a 'stress audit' has been planned and carried out by a school working group. The main outcome was the use of in-service day 5 for "therapy" purposes. The staff undertook a range of relaxation and leisure pursuits and a barbeque was held at lunchtime. A number of workers from other local Children's Service agencies were invited to attend the barbeque

- part of the school's bid to become a Health Promoting School involved a cross-curricular 'rich task' related to Health and Wellbeing and a 'Health' Enterprise day.

- the 'Health at Work' Group includes trade union representatives and a local doctor who is also chair of the school's Parent Council. This group has planned a 'health and wellbeing' audit and is generating a programme of leisure/relaxation activities to be carried out on in-service training day 5.

- a number of Curriculum Development after-school sessions are planned to take place throughout the school year. NB: These should be planned as part of the school's working time agreement.

- the Staff Consultative Group was perceived by staff to be working well and to be an effective forum for identifying issues and dealing with them before they become problematic.

B. Impact and outcomes (for staff, pupils, and parents, as appropriate)

- the school has achieved the gold 'Health Promoting School' award.

- staff enjoyed the 'health and wellbeing' activities days which they undertook on in-service day 5. However, a number of them were anxious about potential public perceptions of teachers undertaking leisure pursuits on a working day.

- the very supportive ethos within the school and work of the Staff Consultative Group.

- the staff appreciation of having access to physiotherapy paid for by the Council.

- as far as possible, departments manage and provide their own absence cover and the Senior Management Team undertake a significant amount of 'please takes'. This protects the management time of Principal Teachers but reduces the management time of the Senior Management Team.

- the ongoing challenges in the school in relation to managing teacher workload within contractual hours. Teachers felt that the amount of time required for report writing is excessive. They also mentioned that the use of SEEMIS was problematic and the cause of some frustration. They felt that there was a need for more Support Staff time in departments and a need for more departmental development time.

C. Future developments/next steps

- further thought should be given to identifying quality time within the working week for teachers to develop the curriculum. The need to be imaginative in creating opportunities for staff to work together collaboratively was emphasised for example, by the adoption of an 'asymmetric week'.

APPENDIX B5(i)

AJNCT Review of TP21 in Secondary Schools:
Forfar Academy 'Good Practice' Visit 16 March 2009
Deployment of Support Staff

A. Key Features of Good Practice

- all support staff are offered opportunities to become involved in the wider life and work of the school, promoting an inclusive ethos.
- SSAs have responsibilities in one or two faculties allowing them to establish good relationships with PTs and to develop job ownership
- SSAs rotate non-departmental jobs termly to increase variety and challenge
- SSAs, senior technician, librarian and office manager have weekly meetings with SSM
- all support staff are encouraged to participate in local and foreign school trips
- office staff spread additional ten days attendance to ensure that the school office is open during holiday periods
- one SSA is actively involved with the 'More Choices, More Chances' programme and the delivery of the Skills for Work course in Child Care
- SSAs have gained minibus licenses allowing them to take pupils to work placements/ educational visits
- SSAs use displays of pupil work, photographs of pupil activities and decoration of the school hall to improve school ethos
- office staff provide daily secretarial and administrative support to PCS staff
- supported by SMT, SSAs supervise corridors, playgrounds and school hall at intervals and lunchtimes
- SSAs monitor stock in Home Economics, collate weekly shopping lists and shop for best value in local supermarkets
- to cover for staff absences, three members of the office staff have trained in SEEMIS timetabling procedures and SEEMIS SQA/SQA Net procedures
- the turnover in staff is low and in all cases is the result of promotion indicating a high level of job satisfaction
- SSAs participate in staff/pupil extra curricular activities
- appraisal meetings for all support staff take place annually and training needs are identified and addressed

B. Impact and outcomes (for staff, pupils, and parents, as appropriate)

- enhanced teamwork
- support staff contribute to wider life and work of the school, seen as equals
- regarded as a positive asset to the school and highly valued by the teaching staff
- teaching staff much less involved in 'practical' tasks and have more time to focus on learning and teaching
- identification of relevant training and rotation of duties ensures continuity of support
- better ethos within the school and the school community, school is calm and purposeful
- pupil behaviour improved
- low turnover and stability of staffing improves relationships with staff and pupils
- range of learning experiences is increased
- greater efficiency at yearly hot spots eg course choice/timetabling/SQA entries and results

C. Future developments/next steps

- provide specific training for SSAs on Behaviour Management; IT; aspects of Pupil Support
- develop school improvement plan for support staff
- maintain and/or rebuild morale dented by Single Status agreement.
- continue to promote and support career and personal development of all support staff

APPENDIX B5(ii)

AJNCT Review of TP21 in Secondary Schools:
Monifieth High School 'Good Practice' Visit 4 March 2009
Deployment of Support Staff

A. Key Features of Good Practice

- the successful deployment and timetabling of SSAs in curricular groups to provide operational support to PTs and all staff
- the contribution made by the very effective Support Services Manager in the co-ordination and management of school events
- the support provided to the Cluster by the Support Services Manager
- the excellent support provided by the Support Services Manager for teaching staff re SEEMIS
- the deployment of SSAs to take account of their own interests and skills
- the provision of specific training for different groups of support staff eg Technicians, SSAs, SFLAs
- the commitment to regular communication and consultation twice yearly between Support Staff and SMT as well as regular team meetings with the Support Services Manager

B. Impact and outcomes (for staff, pupils, and parents, as appropriate)

- improved teamwork and commitment to collegiality

- effective team with high morale and low staff turnover
- high provision of support enables teaching staff to focus on learning and teaching
- high quality support from SSM enables SMT to adopt more strategic role
- key contribution of SSM on SMT especially on Health and Safety; Property maintenance; Budget advice and monitoring
- level of support for students and trainees enhanced by operational input of SSM
- positive impact on ethos of school as the contribution of support staff is highly valued by all teaching staff

C. Future developments/next steps

- develop the role of SSAs under the direction and leadership of PTs Curriculum
- review and clarify job descriptions of SSAs
- explore possibility of extending support staff, particularly more technicians due to increased technology in schools
- plan training for support staff in first aid and medical support.

APPENDIX B6(i)

AJNCT Review of TP21 in Secondary Schools: Arbroath Academy 'Good Practice' Visit 22 April 2009 Leadership: PTs/All Levels

A. Key Features of Good Practice

- the school's vision borne out in its practice of stimulating, nurturing and developing leadership at all levels
- the school's active support for leadership opportunities initiated by individuals and groups:
- one member of the support staff volunteered to run a recycling project and has become Eco Schools Co-ordinator - activities now include gardening and litter patrols
- young people have been encouraged to take part in formal 'leadership courses' and have been given informal opportunities to lead
- young people have suggested, organised and delivered activities with the support of the School Sports Co-ordinator and other staff
- leaders of some initiatives, for example the School Sports Co-ordinator, have control of a budget
- the Junior Sports Leadership Awards group has organised inter-school sports festivals and training in new sports for children in primary schools
- a principal teacher set up a focus group of young people to elicit their views on learning and teaching based on their responses to the following key questions:
  - what makes a good lesson?
  - what makes a good classroom?
  - what learning activities would young people like to see more of?

- the excellent work carried out by the positive assertive discipline group, led by an unpromoted member of staff, which has developed a sustainable training programme tailored to the needs of the staff and young people
- unpromoted teachers plan and run the study skills programme
- the involvement of members of the community in developing the reading skills of some S1 pupils
- senior management team meetings attended by 2 volunteer PTs on a rolling basis
- "round table" school leadership team meetings, features of which include:
  - the involvement of all PTs

  - the inclusion of two volunteers from non promoted staff
  - a "revolving" chair and note taker
  - an opportunity for all teachers to put forward items for the agenda
  - the collation of agenda items including any additions by the Head Teacher, by a representative of the Business Committee

- volunteer staff taking a leading role in planning and delivering study skills to S3 and helping make the programme sustainable in house
- staff in one subject department (where there is no subject PT) have agreed and taken on leadership roles within the department and work as an effective team

B. Impact and outcomes (for staff, pupils, and parents, as appropriate)

- improved staff skills and confidence in chairing and minuting meetings
- more positive staff attitudes to senior leadership team meetings
- improved school ethos (one member of staff stated that it was "the best ethos and spirit I have ever seen")
- improvements in pupils' reading confidence
- support staff more valued and respected by their colleagues and by the pupils
- committed and effective "teachers of the 21st century" who are willing to take on responsibilities and see them through
- unpromoted and longer serving members of staff volunteering and taking on leadership roles and making a significant contribution to school improvement eg in relation to discipline
- improving pupil awareness and understanding of environmental issues
- some otherwise disaffected pupils meaningfully engaged in positive activities eg Eco School
- increased staff and pupil pride in their school:
  - "We are proud of our school."
  - "… makes you feel good to be at your work"

- improved links with the community exemplified by support from a local church minister who helped lead a group of volunteers who, following training in peer reading, coached one or two pupils each from a group of S1 pupils
- raised expectations and self confidence of pupils
- significantly improved pupil attitudes and behaviour
- much greater understanding of and commitment to positive development in the school

C. Future developments/next steps

- further develop formal whole school responsibilities for promoted staff
- seek innovative ways in which unpromoted staff can become team leaders and undertake specific development/leadership tasks which will improve their skills and benefit the school

- help staff and pupils to appreciate how much enjoyment they can gain by taking on a leadership role in the school/community
- encourage a more integrated approach to Eco, Fair Trade and Rwanda related activities in order to help pupils make connections and to see "the big picture"
- articulate more clearly the place of Leadership CPD in developing and honing leadership skills
- where necessary, seek innovative ways of providing opportunities for unpromoted staff to become specific subject leaders who can take on the responsibility of subject specific development and delivery
- constantly identify new opportunities for leadership and offer them to appropriate staff

APPENDIX B6(ii)

**AJNCT Review of TP21 in Secondary Schools:
Carnoustie High School 'Good Practice' Visit 4 March 2009
Leadership: PTs/All Levels**

A. Key Features of Good Practice

- the establishment of extended SMT meetings which include all promoted staff and allows for discussion of future developments and current practice on a monthly basis
- the wide-ranging SMT agendas with opportunities for PTs to develop their leadership roles, make presentations and lead discussions on whole school remits and developments.
- the encouragement and nurturing of unpromoted staff to lead developments across the school
- the regular review, discussion and agreement of SMT remits
- the ongoing development of Peer Tutoring and Peer Mediation
- the ongoing deployment and development of the role of PT Raising Achievement

**B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)**

- opportunity for promoted staff to participate in whole-school decision making

- improved communication and consultation
- evidence of the changing role of the PT Curriculum
- opportunities for all unpromoted staff to develop the role of leadership in a wealth of initiatives; Foreign Trips; Eco Schools; Scholar; Team Challenge; Duke of Edinburgh Award Scheme; Sports Leadership
- the sharing of good practice
- the nurturing of leadership skills in pupils through peer mediation, prefects and pupil council

C. Future developments/next steps

- continue development of the leadership role of PTs Curriculum
- link opportunities and experiences of staff to future career aspirations

APPENDIX B6(iii)

AJNCT Review of TP21 in Secondary Schools:
Monifieth High School 'Good Practice' Visit 4 March 2009
Leadership: PTs/All Levels

A. Key Features of Good Practice

- the commitment to collaborative leadership and teamwork as demonstrated by
- the Literacy group, a mix of PTs and unpromoted staff who focus on Learning and Teaching and CfE issues and share good practice
- the PTs Curriculum Management Group
- all PTs Curriculum have a whole-school remit
- an annual conference involving SMT and PTs to discuss and identify improvement priorities and develop appropriate action plans
- the well-supported Curriculum for Excellence Steering Group with a clear leadership role
- involvement of all teaching staff in the development of new S1 course ensuring a collegiate solution to CfE challenges
- the opportunity for staff to assume leadership roles – individual staff members have assumed responsibility for specific projects such as Eco-schools, Achievement Ceremonies
- the engagement of pupils in leadership roles in projects eg Eco School Committee
- pupils have participated in Junior Sports Leader Courses and provide coaching support for younger pupils
- senior pupils are encouraged to support primary schools in a maths partners scheme
- training and clarification for PTs on their role and their responsibilities within QA and self-evaluation procedures
- leadership development of staff seen as an important aspect of the work of SMT

B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)

- greater collaboration and teamwork especially between PTs Curriculum and in cross-curricular Project Teams
- improved planning, evaluation and prioritisation
- greater confidence of staff in managing change
- more opportunities for staff to participate in working groups linked to school and departmental improvement plans
- greater commitment of staff to the implementation of recent developments –eg revised S1 curriculum
- improved leadership with greater collaboration within and across curricular teams on whole school issues eg Citizenship

C. Future developments/next steps

- continue to develop the role of PT Curriculum
- plan and organise relevant CPD on leadership; managing people; personnel management

APPENDIX B6(iii)

AJNCT Review of TP21 in Secondary Schools:
Webster's High School 'Good Practice' Visit 20 March 2009
Leadership: PTs/All Levels

A. Key Features of Good Practice

- the ongoing commitment to developing leadership amongst all staff.
- the whole school involvement in strategic curriculum development. A fairly large volunteer group has been set up to review the curriculum and sub-groups will focus on particular topics such as 'timetabling'. Another volunteer group of teachers has been set up to organise an 'Enterprise' afternoon for S1 pupils.
- in-house 'leadership' training:
- all staff have been encouraged to participate in 'Appreciative Inquiry' training which involves the promotion of organisational change and development through focusing on culture and relationships and by building on what works.
- training in conducting meetings has been offered to a wide range of staff with a view to ensuring a standard format for chairing and noting the outcomes of meetings throughout the school eg Curriculum Group meetings and Departmental meetings.
- training for all staff has encouraged the promotion of shared values and trust and an interesting feature was the large number of staff who had participated in the school's 'mindfulness' initiative. This supports participants in developing 'attentiveness' and the ability to concentrate on the 'present'.
- all Principal Teachers Curriculum and Pupil Care and Support have a whole-school remit.
- the 'Senior Staff Council' comprising all Principal Teachers, the Librarian, the Support Services Manager, and the school's Chartered Teacher meets weekly. Its wide representation promotes good communication and shared ownership of decisions.
- the Senior Management Team meet informally every morning. They aim to 'get out and about' the school and to make themselves available to pupils and staff. They had also conducted 1:1 meetings with every member of staff.

- financial responsibilities given to the Pupil Council. A sum of money was given to the Pupil Council to facilitate planning and the purchase of items for the school's grounds.
- all staff have been invited to make amendments to the school's Communication Policy directly on the school's intranet

B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)

- the 'Senior Staff Council' is a decision making body which effectively promotes wide ownership, support for and commitment to whole-school priorities and transparency. It has also been instrumental in improving communication and building confidence.
- the leadership training/development opportunities, particularly the 'Appreciative Inquiry' and 'Mindfulness' initiatives, have promoted a shared understanding of the school's vision and values.
- the range of development activities are helping to enhance the school's ethos for all and a supportive ethos is evident in the school.
- the school's leadership development activities are available to all staff and give them opportunities to develop their roles in relation to the curriculum including subject and interdisciplinary developments and pastoral care and support. These activities are effectively supporting staff to pursue their career aspirations.

C. Future developments/next steps

- continue the range of curriculum and leadership development activities described in section A.
- plan to roll out 'mindfulness' training to pupils eg a seminar for senior pupils.
- organise training for members of the Pupil Council in relation to consulting other pupils.

APPENDIX B7(i)

AJNCT Review of TP21 in Secondary Schools:
Forfar Academy 'Good Practice' Visit 16 March 2009
Pastoral Role of the Form Tutor

A. Key Features of Good Practice

- the development and successful operation of a well received vertical Tutor Group system in S1 – S6 which allows for:
    - siblings in the same Tutor Group
    - Tutor Group size under 20, normally between 15-17 pupils

- the involvement of all teaching staff as Form Tutors with the exception of the SMT and Trainees
- the commitment to regular formal meetings between PTs PCS and Form Tutors on in-service days
- a commitment to identify, highlight and share the growing expertise of Form Tutors
- the clear commitment to monitor the operation of Tutor Groups and to provide dedicated training and support to Form Tutors, where appropriate
- widespread evidence of positive interactions between Form Tutors and pupils within their Tutor Groups
- the positive interactions between pupils of different year stages within the vertical groups
- the effective management by Form Tutors of pupil absence procedures
- the key involvement of all Form Tutors in the school's tracking, monitoring and target-setting procedures
- the efficient and effective arrangements in place to manage regularly timetabled pupil tracking interview sessions
- the quality of the pupil progress reports prepared by Form Tutors
- the many examples of successful efforts by Form Tutors to address relationship difficulties among pupils
- the recognition of the importance of regular contact between Principal Teachers (PCS) and Form Tutors
- the many examples of senior pupils acting as very positive role models within vertical Tutor Groups
- the commitment to provide pupils with peer support training to strengthen the potential of the Tutor Group as a key support mechanism for pupils
- the encouragement given for compliance with school uniform expectations
- the effective use of notice boards in the vast majority of Tutor Groups
- the enhanced child protection training based on scenarios and delivered to all Form Tutors by PTs PCS
- the production of a folio of resources for use by pupils during extended time in Tutor Groups
- in-house training for Form Tutors aspiring to become PT PCS
- the willing involvement of some Form Tutors in meetings with parents
- PTs PCS and members of SMT regularly visit form classes

B. Impact and outcomes (for staff, pupils, and parents, as appropriate)

- the reported positive and calming effect of Tutor Group arrangements in a very supportive structure
- the many examples of senior pupils providing support and informal advice to younger pupils
- the enhanced relationship and better sharing of information between Form Tutor and PT PCS
- the positive relationships developing between Form Tutors and pupils in their Tutor Groups
- the developing pastoral role of the Form Tutor who view Tutor Groups as their caseload but will require more non-contact time
- the more manageable system of monitoring and tracking in a vertical structure
- the opportunities for the delivery of training for Form Tutors during in-service days and twilight sessions
- better behaviour, better attendance and better compliance with school dress code

C. Future developments/next steps

- plan more regular meetings of Form Tutors to share good practice
- take steps to enable greater consistency of practice of Form Tutors
- involve Form Tutors in appropriate teambuilding opportunities and strategies

- complete the work of the Focus Group reviewing the House System and exploring the issue of Year Group Identity
- develop the enhanced role of the Form Tutor in pupil support to meet the entitlement embedded in CfE
- continue to highlight to staff the potential rewards and benefits of developing supportive relationships with pupils
- extend the role of senior pupils as mentors for younger pupils

APPENDIX B7(ii)

**AJNCT Review of TP21 in Secondary Schools:
Monifieth High School 'Good Practice' Visit 4 March 2009
Pastoral Role of the Form Tutor**

A. Key Features of Good Practice

- increased provision of daily Form Tutor time to 15 minutes
- the successful operation of an Achievements System, led by prefects and celebrated in a variety of ways throughout the session
- the effective arrangements for meetings of Form Tutors, organised during Year Group Assemblies
- key involvement of all Form Tutors in the school's recently revised procedures of prompt notification to parents of concerns re pupil progress
- the role of the Form Tutor in monitoring the tracking and recording of information on SEEMIS and, related to this, the opportunity for all parents to monitor their child's progress via GLOW

**B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)**

- the positive impact which the System of Achievement Boards is making towards increased pupil motivation

- the more effective pastoral role of the Form Tutors
- the improved teacher-pupil relationships and increased teacher knowledge of pupils
- the improved system of monitoring and tracking by Form Tutors which provides a holistic approach and is carried out 4 times throughout the year

C. Future developments/next steps

- provide appropriate training and direct support to Form Tutors on aspects of pastoral care including counselling skills and anti-bullying
- extend the current structure of a maximum of 20 pupils per Tutor Group in S1 – S4 to S5/6 which has a separate arrangement

APPENDIX B7(iii)

AJNCT Review of TP21 in Secondary Schools: Montrose Academy 'Good Practice' Visit 11 March 2009 Pastoral Role of the Form Tutor

A. Key Features of Good Practice

- sustained use of the authority's recommended norm for Tutor Groups -15 pupils per group
- the successful operation of a well received vertical Tutor Group system
- a commitment to identify, highlight and share the growing expertise of Form Tutors
- the clear commitment to monitor the operation of Tutor Groups and to provide dedicated training and support to Form Tutors, where appropriate
- widespread evidence of positive interactions between Form Tutors and pupils within their Tutor Groups
- on a related note, positive interactions between pupils of different year stages within the vertical groups
- the increasingly effective management by Form Tutors of pupil absence procedures
- the key involvement of all Form Tutors in the school's now well established tracking, monitoring and target-setting procedures
- the efficient and effective arrangements in place to manage regularly timetabled pupil tracking interview sessions
- the quality and comprehensive nature of pupil progress reports prepared by Form Tutors
- the many examples of successful efforts by Form Tutors to address relationship difficulties among pupils
- the recognition of the importance of regular contact between Principal Teachers PCS and Form Tutors
- the many examples of senior pupils acting as very positive role models within vertical Tutor Groups
- the commitment to provide pupils with peer support training to strengthen the potential of the Tutor Group as a key support mechanism for pupils
- the use by some tutors of 'Attendance' and 'School Uniform' charts
- the effective use of 'Hall of Fame' notice boards in the vast majority of Tutor Groups as a first step in capturing and celebrating wider pupil achievement
- the emerging production of 'top tips' for Form Tutors
- the openness of staff to share and build on good practice
- the issue to parents of very helpful staff contact information

B. Impact and outcomes (for staff, pupils, and parents, as appropriate)

- confidence demonstrated by Form Tutors in supporting members of their Tutor Groups to work together and support each other
- the increasing confidence of Form Tutors in addressing and, referring as appropriate, child protection concerns
- the clear benefits which pupils derive from their membership of 'mixed year' Tutor Groups
- pupils like vertical tutor groups and enjoy being with pupils of different year groups
- the reported positive and calming effect of Tutor Group arrangements
- the increasingly strong contribution which the 'Hall of Fame' boards are making to a positive ethos within Tutor Groups and across the school

C. Future developments/next steps

- complete the work of the in-house review group which has been set up to review and support the role of the Form Tutor
- establish, as envisaged, a Form Tutor Steering Group to oversee and support the work of Form Tutors with reference to the Authority's well received updated guidance note on the role of the Form Tutor, issued to Angus Secondary Head Teachers on 2 December 2008
- make appropriate arrangements to provide direct support and training to Form Tutors, including through the use of Angus Council's Pupil Care and Support CPD pack which is currently being updated by the authority-wide PCS Steering Group
- establish by the end of this session 'Form Tutor' team building sessions
- maintain a regular schedule of 'peer support' training for pupil members of Tutor Groups
- consider the provision of practical advice to Form Tutors about the various roles which pupils might undertake within Tutor Groups, for example, as

'attendance checkers', 'uniform checkers' or 'bulletin readers'. (Such roles can, of course, be allocated on a rotational basis)

- address timeously any anxieties about senior pupil absences from Tutor Group periods

- investigate options for altering the timing of Tutor Groups, with possible reference to practice in other schools

- issue regular 'top tips' to Form Tutors in the light of identified good practice

- consider extending daily Form Tutor time to 15 minutes and, likewise, consider establishing a schedule of more extended (period-long) Tutor Group sessions, possibly on a six weekly basis

- explore manageable options for parents being in regular contact with Form Tutors

- build on the effective use to date of e-mail as a regular means of communication between Form Tutors and Principal Teachers PCS

- take steps to achieve greater consistency in the frequency of contacts between Principal Teachers PCS and Form Tutors in their teams

- explore opportunities for Principal Teachers PCS and Form Tutors to take part in regular 'air and share' meetings

APPENDIX B8(i)

AJNCT Review of TP21 in Secondary Schools:
Arbroath Academy 'Good Practice' Visit 22 March 2009
Professional Learning

A. Key Features of Good Practice

- the wide range of teaching and support staff undertaking activities leading to relevant qualifications
- activities leading to formal qualifications such as:
- an Open University degree,
- Support for Learning and Pupil Care and Support diplomas
- a Masters Course in Pupil Care and Support
- the Scottish Qualification for Headship (2 recently completed and one in progress)
- extensive and increasing use of in house expertise to deliver activities held on in-service days and at twilight and lunchtime sessions
- a proactive CPD group which includes unpromoted staff and which helps to match priorities, including those contained in personal action plans, with in house CPD activities
- the effective work of the CPD group in promoting and implementing the school CPD programme
- the judicious use made of Angus Council's CPD programme and activities delivered by outside providers
- active encouragement and support from senior managers for staff to undertake CPD in leadership
- close links between leadership CPD and the school's key priorities including:
- promoting positive assertive discipline
- promoting a positive ethos
- effective use of an external consultant to help all staff become aware of the benefits of positive assertive discipline
- intensive training in positive assertive discipline undertaken by volunteer staff who now lead the initiative
- the "training as trainers" of two members of the lead group underpinning the sustainability of positive assertive discipline in the school
- opportunities for practical training in interview skills and IT for staff and pupils
- opportunities for shadowing, for example, shadowing a principal teacher of Pupil Care and Support
- very proactive liaison between senior managers and curriculum groups which helps the identification and targeted provision of CPD, especially leadership related CPD
- a strong commitment to encourage staff to work with, support and learn from each other

B. Impact and outcomes (for staff, pupils, and parents, as appropriate)

- improved sense of ambition amongst staff and pupils
- better awareness of and welcome for CPD and leadership opportunities amongst staff at all levels
- a much calmer atmosphere during lessons and at class change over times
- staff support each other when dealing with any problems
- young people are better focused on learning in class and academic results are beginning to improve
- a very high level of ownership and consistency across the school relating to positive assertive discipline
- a step change in behaviour, attitude and pride in the school in less than three years
- a growing commitment to collegiality across the school

C. Future developments/next steps

- continue and, where possible, increase opportunities for staff at all levels to enhance and develop their formal qualifications
- expand the use of internal expertise in delivering the school's CPD programme and take further opportunities to "train trainers"
- through the CPD group, embed the expectation that all staff make effective use of and contribute to CPD both in and outwith the school
- draw on specific skills and expertise of staff (for example in relation to SQA procedures) to provide CPD to staff in the school and beyond
- maximise the impact of professional learning across the school by increasing opportunities for and the uptake of leadership related CPD by unpromoted staff
- consider devolving part of the CPD budget, for example, to PTs Curriculum
- ensure that CPD has a renewed focus on improving the quality of learning and teaching and pupil care and support across the school

APPENDIX B8(ii)

AJNCT Review of TP21 in Secondary Schools:
Carnoustie High School 'Good Practice' Visit 4 March 2009
Professional Learning

A. Key Features of Good Practice

- active encouragement and support from senior managers for staff to undertake CPD in leadership
- the CPD budget devolved to PTs to strengthen their leadership role and increase accountability
- the delivery of SEEMIS training to staff by PTs PCS
- the opportunities for staff to be involved in and gain experience through various formal working groups and informal networks
- the increased use made by staff of Angus Council's CPD programme and activities delivered by outside providers
- almost all staff are now trained in Co-operative Learning
- the success of the 'learning lunches' which have proved very popular with staff. They have each had a specific theme; AifL, GLOW, Exam Preparation

B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)

- the high uptake of participation in Cooperative Learning Academies and the embedding of Co-operative Learning in some subject areas
- the role of PTs enhanced through management of the devolved CPD budget

- the involvement of more unpromoted staff in areas to develop leadership and management training such as:
  - Learning and Teaching Group
  - Cooperative Learning Group
  - SNGs

- the sharing of good practice through peer observation, learning lunches, L&T newsletter

C. Future developments/next steps

- ensure direct link between all aspects of school, department and personal improvement planning with personal review and CPD opportunities
- encourage a balanced approach to Cooperative Learning techniques and Active Learning methodologies
- provide appropriate training in ICT and SEEMIS
- continue with and expand opportunities to identify and share good practice
- introduce staff to 'Opening up Learning – Learning Together', to promote a shared understanding of purpose and focus of learning visits to other classes

APPENDIX B8(iii)

AJNCT Review of TP21 in Secondary Schools:
Monifieth High School 'Good Practice' Visit 22 April 2009
Professional Learning

A. Key Features of Good Practice

- a significant amount of the CPD budget devolved to curriculum groups whilst sufficient budget retained to support whole school CPD

- well attended, effective lunchtime CPD sessions, with lunch provided, which meet a number of needs, such as:
    - ASN (eg Aspergers, Speech Therapy)
    - CfE,
    - GLOW
    - Dartfish

- a long standing belief in and a wide range of opportunities given for collegiate working

- an emphasis on 'staff talking to staff', developing cross curricular themes and working in teams

- a draft calendar of dates meticulously planned in advance for the following session, consulted on then shared with staff during the month of May

- in this calendar, the term 'INSET' used to refer to 'attendance expected'

- activities which are included in the school's Working Time Agreement

- activities designated 'CPD' are opt in

- staff issued with a very helpful and comprehensive list of the range of CPD activities available in house

- senior managers responsive to the needs of staff when under pressure (work or home related)

B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)

- the role of PTs Curriculum enhanced through management of the devolved CPD budget

- staff encouraged to explore forms of CPD other than courses

- flexible, and some unexpected, combinations of staff achieved through agreed collegiate working

- creativity and energy released and a 'sense of community' fostered

- interdisciplinary working developed through whole staff participation in collegiate activities

- CPD more effectively tailored to school, department and individual needs

- the impact on learning of co-operative/active learning and AifL methodologies corroborated by feedback from Pupil Council and parental questionnaires

- significant development in pedagogy, resources and curriculum in a department which was implementing action points following an HMIE inspection. Staff comments on related CPD include:
    - "Gives you a chance to talk"
    - "Brings enthusiasm back"
    - "How much do you need to rely on a text book any more?"
    - "Keeps you on your toes"
    - "Still learning and improving"

C. Future developments/next steps

- focus on teaching for understanding and developing skills and ethos, not just developing a particular area of the curriculum

- focus specifically on developing a shared understanding of and language for skills progression

- work on developing literacy, numeracy and health and wellbeing across the curriculum

- build on current good practice to further develop leadership and management training for PTs

- encourage groups of volunteers to work on cross curricular projects

APPENDIX B9(i)

**AJNCT Review of TP21 in Secondary Schools:
Arbroath High School 'Good Practice' Visit 22 April 2009
Professional Review and Development**

A. Key Features of Good Practice
- clear advice on professional review and development given to all staff annually including:
  - a copy of the Authority policy statement
  - an up to date and very clear school policy statement on professional review and development
  - a 'staff review map'

- a clear expectation that the review meeting should be "positive and realistically supportive"
- professional development and review is carried out systematically and transparently
- CPD needs effectively identified, discussed and agreed and passed to the CPD Co-ordinator

**B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)**
- a valuable opportunity during a supportive meeting for good practice to be identified and praised, where appropriate

- staff feel valued when their strengths are recognised
- a motivating opportunity to look ahead in a supportive atmosphere
- although time consuming, an opportunity for staff to reflect on and discuss their practice and to prioritise and think ahead about their own professional development: "forces you to make time to reflect on what you are doing."
- some improved mutual understanding achieved through the review process between PTs Curriculum and teachers of a different subject than that taught by the PT

C. Future developments/next steps
- update policies when revised authority advice on PRD has been finalised and agreed
- adapt the well thought out, existing framework in line with revised guidelines

APPENDIX B9(ii)

AJNCT Review of TP21 in Secondary Schools:
Monifieth High School 'Good Practice' Visit 22 April 2009
Professional Review and Development

A. Key Features of Good Practice

- PRD procedures closely linked with improvement planning
- very clear expectations for staff in terms of professional practice
- excellent opportunities created for staff to participate in peer observation within the school
- meaningful professional dialogue linked to departmental self-evaluation, involvement in the construction of the departmental development plan and agreement of CPD needs
- CPD needs closely linked to feedback from classroom observations which have a clear focus on active learning
- an extremely well thought out and presented classroom observation feedback sheet on active learning:
  - informative yet manageable
  - focused on positive aspects of practice
  - identifies points for discussion and action points (when appropriate)
  - excellent link into PRD

**B. Impact and outcomes
(for staff, pupils, and parents, as appropriate)**

- very useful professional dialogue during the PRD process
- the process provides staff with clear goals and identifies appropriate CPD
- reassurance for staff and recognition of their achievement
- encouragement to further develop their professional practice

C. Future developments/next steps

- when revised authority advice on PRD has been finalised and agreed by relevant parties, make preparations for the change to annual review

Appendix C

The Standard for Full Registration

1. Professional Knowledge and Understanding

[1]New teachers during their induction period are 'provisionally' registered with the GTC Scotland. The term 'registered teacher' is used in the standard to apply to a teacher who has successfully completed an induction period and is therefore 'fully' registered.

1.1   Curriculum

The Professional Standard	Illustrations of Professional Practice
1.1.1 Registered teachers1 have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum.	Registered teachers... • have secure knowledge and understanding of the theory and practical skills required in the curriculum or subject(s) to be taught, referring to national guidance as appropriate; • successfully match the level of the curriculum or subject(s) to be taught to needs of pupils; • use design and adapt appropriately materials for learning and teaching which stimulate, support and challenge pupils; • have informed knowledge of some current developments in subjects taught and how these may be integrated into their teaching and resources for learning.
1.1.2 Registered teachers have sufficient knowledge and understanding to fulfil their responsibilities for cross-curricular themes including citizenship, creativity, enterprising attitudes, literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)	Registered teachers... • effectively promote and support the individual development, well-being and social competence of the pupils in their classes/register groups; and have a commitment to raising those pupils' expectations of themselves and others; • capably apply knowledge and understanding of personal, social, vocational and health education (including drug education) at a level which stimulates and challenges pupils being taught, and raises their awareness of relevant issues; • demonstrate in depth knowledge and understanding of, for example, sustainable development, equal opportunities, additional support needs, citizenship, international education, education for work, enterprise; • have sound knowledge and understanding of current guidance on the use of ICT in schools; • use available ICT to enhance learning and teaching. Registered teachers in pre-school and primary • have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy and numeracy as set out in national guidance; • plan work for pupils which is consistently based on a secure knowledge and understanding of the developmental stages of literacy and numeracy in children; • demonstrate knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and skilfully select the most appropriate methods to meet pupils' needs. Registered teachers in secondary... • have appropriate and increasing knowledge and understanding of the demands of their subject in relation to literacy and numeracy; • consistently match the demands of work in their own subject with pupils' skills in literacy and numeracy; • effectively promote attainment in literacy and numeracy necessary for pupils' work in their subject area.

The Professional Standard	Illustrations of Professional Practice
1.1.3 Registered teachers demonstrate the knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justify what they teach.	Registered teachers… • show detailed awareness of aspects of planning such as short-term and long-term planning to ensure effective learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied; • demonstrate appropriate knowledge and understanding to justify convincingly what is taught within the area of the curriculum or subject(s), in relation to its value in the curriculum; its contribution to children's learning and general development; and its relevance to the needs of the pupils being taught.
1.1.4 Registered teachers understand the nature of the curriculum and its development.	Registered teachers... • demonstrate detailed understanding of the principles of structure, breadth, balance, continuity and progression in the curriculum to encourage challenge and enjoyment, personalisation and choice, coherence and relevance; • have sound working knowledge and understanding of the processes of change and development in the curriculum; • knowledgeably draw on relevant comparisons with other sectors and systems; • promote pupils' learning by highlighting conceptual connections with other curriculum areas, subjects or stages.

1.2 Education Systems and Professional Responsibilities

The Professional Standard	Illustrations of Professional Practice
1.2.1 Registered teachers have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.	Registered teachers... • have understanding, enhanced by their experience, of the national framework for, and developments in, the Scottish education system; • have knowledge, informed by extended teaching experience, of the impact of national and local policies on teaching and learning; • have a sound working knowledge of current, relevant legislation and of guidelines within and surrounding education such as documents relating to children's rights and protecting children which affect teachers' daily responsibilities; • understand and apply proficiently, in an educational context, the principles of equality of opportunity and social justice and of the need for anti-discriminatory practice.
1.2.2 Registered teachers have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them.	Registered teachers... • have sound knowledge of the role and organisation of their employing authority, its policies and development priorities; • have positive working knowledge and understanding of the organisation and management of their school(s), including: school development planning; procedures for staff development and review; quality assurance and school improvement; and the relationship of these features to their responsibilities for classroom learning and teaching; • are reliable in following school/stage/departmental administrative procedures in matters to do with their immediate teaching responsibilities, eg use of resources and assessment records; • have good working knowledge of the parental representative bodies in education; • have thorough working knowledge and understanding of their contractual, pastoral and legal responsibilities as teachers; • understand the importance of and adeptly fulfil their role in positively promoting school ethos in informal as well as formal areas of the curriculum. For teachers in Catholic schools, an understanding of, and commitment to, the distinctive ethos of the school is expected;

The Professional Standard	Illustrations of Professional Practice
1.2.2 *continued*	Registered teachers... • have knowledge and good understanding of their own role and responsibilities as teachers in relation to other school staff, professionals, para-professionals, agencies and parents' organisations; • understand the importance of effectively and knowledgeably reporting to parents or guardians on children's progress and discuss matters related to their children's personal, social and emotional development in a sensitive and constructive way.

1.3   Principles and Perspectives

The Professional Standard	Illustrations of Professional Practice
1.3.1 Registered teachers articulate their professional values and practices and relate them to theoretical principles and perspectives.	Registered teachers... • demonstrate sound knowledge and understanding of the stages of child development which they are able to use to take an holistic account of their pupils' needs; • demonstrate detailed knowledge and understanding of the main theories of learning and draw on these in thinking about and planning their own teaching and pupils' learning; • demonstrate the ability to discuss thoughtfully the principles informing their own view of education, the curriculum and professional practice drawing on their own professional development.
1.3.2 Registered teachers have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.	Registered teachers... • productively access and relate research knowledge to their teaching circumstances; • discuss critically how systematic investigation of, and reflection on, classroom practice informs and develop teaching and learning.

2 Professional Skills and Abilities

2.1   Teaching and Learning

The Professional Standard	Illustrations of Professional Practice
2.1.1 Registered teachers are able to plan coherent, progressive and stimulating teaching programmes which match their pupils' needs and abilities, and they can justify what they teach.	Registered teachers... • devise and successfully implement plans for effective teaching and learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied; • justify skilfully the content of their teaching in terms of its value in the curriculum, its contribution to children's learning and general development, and its relevance to the needs of the pupils being taught.
2.1.2 Registered teachers communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively.	Registered teachers... • use of a variety of communicative styles, strategies and media to capture and sustain pupil interest; • communicate the purpose of lessons and activities, and give explanations, in a stimulating manner at the appropriate level(s) for pupils in their class/classes; • communicate with pupils in ways which involve them actively in classwork; • communicate effectively with pupils as individuals; • are sensitive to the impact of their personal style of communication on pupils and others in the classroom.
2.1.3 Registered teachers use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils.	Registered teachers... • consistently select creative and imaginative strategies for teaching and learning appropriate to the subject, topic and interests and needs of pupils; • use a judicious balance of teaching approaches; • skilfully adopt and deploy a wide variety of innovative resources, including ICT and, where appropriate, the outdoor environment; • set and mark homework which is varied in form, with clear purpose in relation to class work; • consistently evaluate and competently justify their approaches to teaching and learning and take action to improve the impact on pupils.
2.1.4 Registered teachers set and maintain expectations and pace of work for all pupils.	Registered teachers... • have high expectations of and set realistic challenges for pupils; • ensure learning tasks are varied in form, differentiated and devised to build confidence and promote progress of all pupils, including those with additional support needs and high attaining pupils; • effectively identify and respond appropriately to pupils with difficulties in, or barriers to, learning and seek advice in relation to their child protection and additional support needs; • possess sensitive and positive attitudes towards differences among pupils (eg gender, social, cultural, religious, linguistic); • ensure pupil initiative and independent learning are successfully encouraged and nurtured.
2.1.5 Registered teachers work co-operatively with other professionals, staff and parents	Registered teachers... create and sustain appropriate working relationships with teacher education student teachers, teachers, classroom assistants, visiting professionals, support staff and other professionals engaged in protecting children; ensure effective use of support staff to assist pupil learning and welfare; interact effectively with parents or guardians, particularly when reporting on children's progress or their personal, social or emotional development.

2.2 Classroom Organisation and Management

The Professional Standard	Illustrations of Professional Practice
2.2.1 Registered teachers organise and manage classes and resources to achieve safe, orderly and purposeful activity.	Registered teachers... • ensure their classroom or work area is organised to be safe, visually attractive and stimulating, with effective displays of pupils' work; • plan and skilfully organise their classroom to facilitate whole-class, group and individual work and promote independence in pupils' learning; • plan and efficiently organise the work of nursery nurses, classroom assistants and other helpers in the classroom; • organise and productively manage classroom resources and ICT to support teaching and pupils' learning; • use the environment and resources outside of the classroom and school knowledgeably to support teaching and pupils' learning; • use classroom display effectively; • know fully about and apply appropriately health and safety regulations.
2.2.2 Registered teachers manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.	Registered teachers... • show an understanding of pupils' behaviour, reflecting sensitivity towards their school, family and community life; • show in depth awareness of national advice and use, in a consistent way, a variety of techniques to encourage pupils, promote positive behaviour and celebrate success; • positively implement the school discipline policy including strategies to prevent bullying, and manage pupil behaviour in and around the school, in a fair, consistent and informed manner; • seek and use advice from colleagues and promoted staff in managing more serious acts of indiscipline; • evaluate and justify the approaches taken to managing pupils and, when necessary, take action to improve them; • appropriately identify pupils whose behaviour signifies distress or the need for additional support and know what action to take.

2.3 Assessment of Pupils

The Professional Standard	Illustrations of Professional Practice
2.3.1 Registered teachers understand and apply the principles of assessment, recording and reporting.	Registered teachers... • apply formative and summative assessment including criterion and norm-referenced techniques to assess pupils' attainments, monitor progress and provide effective feedback to pupils; • select and use a range of assessment techniques and instruments, including those required by SQA, to promote and monitor learning, as an integral part of the teaching process, without dominating it; • skilfully use a range of techniques and evidence including observation, assignments, tests, marking of work, teachers' reports and analysis of results to establish the levels of attainment of individuals, groups and classes; • produce and maintain well-organised, accurate and succinct records of assessments and use the results to monitor and report on pupils' progress; • are able to produce clear and informative reports for parents.

The Professional Standard	Illustrations of Professional Practice
2.3.2 Registered teachers use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.	Registered teachers… • effectively monitor progress against individual targets and national standards, confirm attainment of learning outcomes, and set next steps in learning; • are able to recognise issues outwith their competence and seek appropriate advice; • are able to diagnose difficulties and give sound advice to pupils on ways of overcoming them and making progress; • ensure feedback from assessment is given in a positive and encouraging manner and that pupils have experience of success; • ensure pupils are individually engaged in dialogue about their progress, encouraged to assess themselves and set realistic personal targets; • use assessment information to set and achieve longer-term targets for a class, including satisfactory levels of performance in national examinations; • use assessment information adeptly to identify barriers to learning and devise ways of overcoming such barriers, where appropriate with support for learning staff and others within and outwith school; • knowledgeably use Scottish and international comparative studies of pupil attainment to inform expectations of pupils.

2.4 Professional Reflection and Communication

The Professional Standard	Illustrations of Professional Practice
2.4.1 Registered teachers learn from their experience of practice and from critical evaluation of relevant literature in their professional development.	Registered teachers… • ensure research literature is regularly accessed and critically reviewed; • thoughtfully select and use relevant research findings to enhance their teaching approaches and the effective learning of pupils.
2.4.2 Registered teachers convey an understanding of practice and general educational matters in their professional dialogue and communication.	Registered teachers… • possess, in discussion of educational matters, thorough understanding of the important issues; • write in a clear and concise way to substantiate arguments and conclusions.
2.4.3 Registered teachers reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development.	Registered teachers… • ensure decisions about professional practice draw on sound evidence and what they have learned from their own experience of teaching; • evaluate rigorously and adapt their classroom practice systematically to take account of impact on pupils; • show productive participation in professional dialogue and engagement with the processes of curriculum development and school development planning; • effectively and efficiently maintain a record of their own professional development activities and reflections, including a post-induction plan.

3. Professional Values and Personal Commitment

The Professional Standard	Illustrations of Professional Practice
3.1 Registered teachers show in their day-to-day practice a commitment to social justice, inclusion and caring for and protecting children.	Registered teachers... • positively respect and value children and young people as unique, whole individuals; • fully respect the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child 1991, the Children (Scotland) Act 1995, the Standards in Scotland's Schools Act etc 2000 and the Additional Support for Learning Act 2005; • know about the Framework for Standards for protecting children and young people; • value and soundly promote fairness and justice and adopt anti-discriminatory practices in all regards, including gender, sexual orientation, race, disability, age, religion, culture and socio-economic background; • promote, support and safeguard the individual development, well-being and social competence of the pupils in their classes/register groups, raise these pupils' expectations of themselves and others; and encourage mutual respect and positive attitudes • show awareness of child development in their practice, including children's needs for security, safety, positive attachments and developed personal, social and communication skills in order to make the most of their learning opportunities; • have confidence in identifying child protection concerns, taking action to protect children from abuse or neglect where necessary, and play their part in promoting a caring school ethos where staff are available and accessible to listen and provide help.
3.2 Registered teachers take responsibility for their professional learning and development.	Registered teachers... • show a firm commitment to self-evaluation, lifelong learning and continuing professional development as key means to improving practice and widening areas of expertise; • show a professional commitment to meeting deadlines, seeking, accepting and acting upon constructive advice on progress; • productively contribute and respond to changes in education policies and practices; • work collegially with fellow teachers and others involved in the delivery of children's services on continuing professional development.
3.3 Registered teachers value, respect and are active partners in the communities in which they work.	Registered teachers... • have positive relationships and partnerships within the community – with professional colleagues, with other professions, with parents, with other agencies and with the learners themselves; • know about environmental issues and are able to contribute effectively to education for sustainable development; • know about the factors which contribute to health and well-being and are willing to contribute positively to promoting healthy lifestyles; • know in detail about the principles of education for citizenship and encourage pupils to be active, critical and responsible citizens within a local, national, international and global context; • work co-operatively with other professionals actively recognising their different skills and possible different value bases.

Appendix D

SNCT Code of Practice on Collegiality

Introduction

Collegiality is at the heart of the National Agreement "A Teaching Profession for the 21st Century". Collegiality is a process and a way of working which reflects on relationships and participation by all staff on all aspects of school life.

Collegiality depends on the existence of a climate of professional trust among the Scottish Executive Education Department, councils, directorates, school managers and school staff.

Effective collegiality will not only enhance and develop teacher professionalism; it will also enhance the learning and teaching environment in Scottish schools.

Collegiality at council and school levels can only exist in a climate where the views of all staff are valued and respected, where staff views are fully considered and where staff feel able to contribute to decisions on all areas of school life comfortably, openly and with dignity and where workload issues are recognised. Where such a climate exists, staff are fully involved in contributing to the life of the school and the council.

Although councils and schools will be at various stages in the development of a collegiate culture, LNCTs and establishments should have made some movement in the direction of collegiate working as part of the process of implementation of the National Agreement.

The benefits which accrue from collegiality are not only improved industrial relations and professional satisfaction for teachers, but also an enhanced environment for learning and teaching. The ultimate beneficiaries of collegiality are therefore the young people who attend school.

There is no single model of collegiality but the following description of good practice should be used by staff at all levels to guide and evaluate progress towards collegiate working. It is also important that time is allocated for purposeful and positive involvement in decision making and for engagement in collegiate activities.

1. Collegiality at Council Level

Experience in recent years has demonstrated the value and importance of open communication between and amongst LNCT members in making and implementing decisions on devolved conditions of service matters. Key to this process is a need for mutual respect and trust between partners in order to create a climate of genuine collegiality. This will involve all partners in a reflective, co-operative approach to collegiality.

Where the LNCT has devolved powers, all parties work together to reach agreement by a participative decision making process. In a collegiate council the LNCT should also be seen as a forum for discussion on wider issues impacting on the Education Service.

The views of all participants are encouraged, valued and respected. All partners are encouraged to participate and all views are fully considered. Participants/partners can contribute to discussions and decisions on all areas of council and school life (for example through participation in education working groups). The Director of Education (or Lead Officer for Education) has a key role to play in setting the tone for the development of the culture of collegiality throughout the Education Service.

Once agreements are reached at LNCT level, all partners demonstrate joint ownership and responsibility for these agreements and communicate such. The LNCT monitors agreements regularly and effectively and issues advice when required.

Meaningful dialogue takes place between LNCT Joint Secretaries within agreed timescales. In accordance with the locally agreed constitution, members of the LNCT are well informed, thereby fostering open and honest discussion and affording all members equally the opportunity to share information responsibly and respectfully. All agreements are signed and issued on a joint basis. All LNCT members have agreed time to prepare which is subject to regular review. Agendas are agreed in advance of the meeting by LNCT Joint Secretaries and are issued in good time. Joint Secretaries ensure that matters arising and action points are delegated and concluded appropriately within reasonable timescales.

The LNCT recognises the value of collegiality and provides a model of such partnership working by operating in an atmosphere of mutual respect and trust in the conduct of its discussions and negotiations. Issues of educational significance, including the implications of local and national policy initiatives are discussed regularly and perspectives on such matters

are shared between and amongst members of the LNCT.

The principles of collegiate working at council level are reflected at school level. The LNCT has an agreed procedure for monitoring and supporting the work of school negotiating committees. It provides advice, including published guidance, and other interventions, as and when necessary, to support discussions and negotiations in schools. It offers opportunities for joint training on aspects of its work.

As part of collegiate working, the LNCT is committed to supporting leadership at all levels in schools, including the development of associated personal and professional skills amongst all staff. Leadership in this context is distinct from management duties as set out in Part 2, Section 2 (Main Duties) of the National Scheme and Annex B of the National Agreement.

In a collegiate council, the LNCT is seen as a key part of the Education Service.

2. Collegiality at School Level

In schools, collegiate working is carried out within the context of the 35 hour working week.

It is also important to acknowledge that every school is different and that no single model of collegiality will apply to all schools. For instance, the practicalities of collegiate working in a two or three teacher primary school will be very different from working arrangements in a secondary school with a pupil roll of 1600 and over 100 teaching staff. Nevertheless, certain common principles should apply and what follows is a description of the collegiate school.

Strong, effective communications operate within the collegiate school. The prevailing atmosphere fosters mutual respect and encourages frank, open and honest communications amongst all staff. There is evidence of a range of meetings including meetings involving the school's management team and representatives of the staff as a whole and which may include representatives of trade unions and professional organisations. The outcomes of such meetings are communicated to all relevant staff.

All staff contribute to the construction of the Working Time Agreement through a process of consultation, professional dialogue and negotiation; consequently, all staff have a sense of ownership of the Agreement. The Agreement is transparent, is signed by all members of the school negotiating team and is submitted to the LNCT by the specified date. Once finalised, the terms of the Agreement are respected by all members of staff and inform the work of the school over the session to which the Agreement applies.

All staff members recognise their responsibility to contribute to the school development process and to participate in this process in a collegiate and constructive manner. There are clear mechanisms in place to allow staff to make their views known; staff express their views openly and professionally. The opinions of staff are valued and are used as input to the school's development plan and policy development processes. School policies and decisions are regularly reviewed and all staff participate in the review process. Any changes required to the plan during the session are subject to appropriate consultation and take account of teacher workload.

Within the context of the 35 hour week and Working Time Agreements all staff in the collegiate school participate in a wide range of whole school activities, such as school committees, policy formulation, curriculum development, professional development and additional supervised pupil activity.

In the collegiate school, leadership qualities are evident throughout the school. There is a devolved and participative style of leadership and management. Staff are afforded opportunities to develop leadership skills and take advantage of these opportunities. Leadership in this context is distinct from management duties as set out in Part 2, Section 2 (Main Duties) of the National Scheme and Annex B of the National Agreement.

The collegiate school utilises and develops the skills, talents and interests of all staff and involves all staff in the key decisions affecting the life of the school as a whole. More broadly, the spirit of collegiality extends beyond teachers and support staff, and includes parents, pupils and partner agencies.

Appendix E

SNCT Circular on Teacher Workload

JS/09/11

2 September 2009

Dear Colleague

TEACHER WORKLOAD

The SNCT has approved the Teacher Workload Report prepared by the Review of LNCTs Working Group. The Report is appended and has been drawn from responses received from LNCTs on initiatives that they are undertaking in relation to managing teacher workload. The Report provides advice and shares best practice regarding the management of workload.

The SNCT recognises that there are still issues to be addressed by LNCTs regarding teacher workload and the SNCT will continue to monitor activities in this regard, offering both advice and support in order to assist with any workload issues that may arise.

As the Report states, each LNCT should develop a workload action plan. LNCTs should also develop mechanisms to keep the plan under review and to report the plan and review mechanism to the SNCT.

This Report should be placed on the agenda of your LNCT for discussion and action.

Yours sincerely

Tom Young (Employers' Side)
Drew Morrice (Teachers' Panel)
Stephanie Walsh (Scottish Government)

Joint Secretaries

To: LNCT Joint Secretaries
Cc: Chief Executives
          Directors of Education
          Directors of Personnel
          Directors of Finance

The
EIS &
Leadership
In Schools

eis

The Educational
Institute of Scotland

"As a general principle, the EIS believes that leadership is not merely a function associated with a specific post or with school management."

Foreword

This policy paper, approved by EIS Council in October 2008, sets out, for the first time, EIS policy and thinking in relation to leadership in schools.

It recognises that every qualified teacher has, by definition, a leadership role to play in schools but this is not to underestimate the important, and separate, roles and responsibilities of those in management positions in schools.

The starting point for EIS thinking is the principle of collegiality, arising from the Teachers' Agreement of 2001, which is central to the establishment of professional working relationships in educational centres.

The paper sets out what the EIS sees as progressive models of leadership - rejecting top down systems of management which have been a feature of many schools in the past.

Key to the development of leadership capacity in schools is the provision and resourcing of Continuing Professional Development – complementing programmes already in place

for those seeking to attain the Standards for Chartered Teacher and Headship.

I trust that you will find the paper useful and that you will use it to contribute to debate within your own establishment; a debate all the more important in the context of the development of *Curriculum for Excellence* in schools.

Larry Flanagan
Convener
EIS Education Committee

October 2008

"From an EIS perspective, capacity building associated with leadership in schools is in part aimed at developing an increasingly confident and informed teaching workforce."

Introduction

This paper sets out EIS policy in relation to leadership in schools. It is framed in anticipation of a Scottish Government paper on the same issue.

Broadly speaking, the EIS accepts the much wider definition of leadership which has been developed within business and industry and increasingly in education. As a general principle, the EIS believes that leadership is not merely a function associated with a specific post or with school management.

The EIS supports the view that every teacher who has achieved the Standard for Full Registration has, by definition, a leadership role to play in schools.

This is not to underestimate the important roles and responsibilities of those in management positions in schools nor to confuse a leadership role with the allocation of specific management duties to teachers in schools.

EIS policy on leadership is consistent with extant policies on inclusiveness and collegiality. In this respect the SNCT circular "Code of Practice on Collegiality" (2007) is a key document setting out an agreed position on collegiality in schools. Others involved in the work of the school may also assume a leadership role as part of their work in the school. From an EIS perspective, capacity building associated with leadership in schools is in part aimed at developing an increasingly confident and informed teaching workforce. It should also inform the next generation of activists involved in the work of the EIS.

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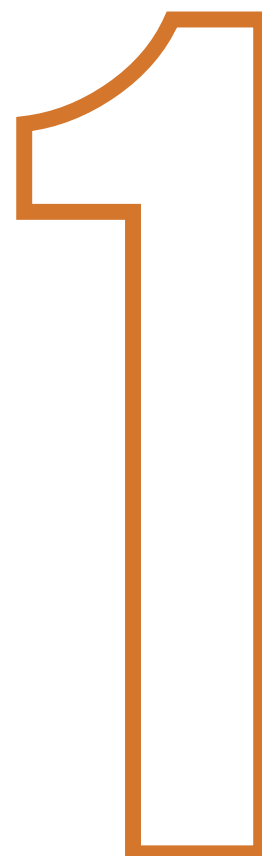
Background

"It is also about releasing the energy of every member of staff and every learner and about giving each of them a sense that their contributions are valued"

Over the past 10 to 15 years a number of influential writers and academics have produced significant work which takes forward substantially the notion of "leadership".

Traditionally, "leadership" has been associated with the management of organisations, whether in business, industry or in education. The leader of an organisation in this context is often seen as having a "charismatic" or "heroic" role. More recent thinking no longer accepts that this is the most effective way for an organisation to operate successfully.

This evolution in thinking is set out by Peter Senge, a prominent American academic, in a number of books, notably, "The Dance of Change: The Challenges of Sustaining Momentum in Learning Organisations".

He writes, *"The organisation is a human community. It is a living system, like the plant or the teenager. There is no-one driving it. But there are many tending the garden."*

Such thinking is taken forward in thinking applied to schools in the 21st Century by leading academics such as Michael Fullan, a leading academic based in Canada, Andy Hargreaves of the Lynch School of Education at Boston College, and Alma Harris, currently based at the Institute of Education in London. Alma Harris writes in "Improving Schools Through Teacher Leadership", *"The 'old order' of leadership equalling headship is unlikely to prevail as the architecture of schooling becomes more diverse, complex and innovative.*

The 'new order' is premised upon a view of leadership that is distributed and empowers those closest to the classroom to undertake leadership tasks and actions. The central argument of the book is that leadership is a fluid and emergent entity rather than a fixed phenomenon. It suggests that leadership is not simply a list of traits, skills and competencies, but the by-product of social interaction and purposeful collaboration. This inevitably implies a reconfiguration of power relationships within the school as the distinctions between followers and leaders begin to blur. It also opens up the possibility for all teaching staff to become leaders at various times and to be the creators of change, not merely the recipients." (Harris, Alma and Muijs, Daniel (2005). Improving Schools Through Leadership).

Much of this type of thinking, informed by the work of academics and writers associated with academic institutions worldwide, is now moving into the mainstream of thinking within Scottish education. It forms much of the discourse of Government representatives in Scotland who state that every qualified teacher can be seen, at least in certain respects, as a leader in education. It is integral to the HMIE document, "Leadership for Learning: The Challenges of Leading in a Time of Change" published in 2007. As part of the introduction Graham Donaldson, Her Majesty's Senior Chief Inspector HMIE states, *"Developing leadership is not just about honing the skills of those in the most senior positions, important though that undoubtedly is.*

It is also about releasing the energy of every member of staff and every learner and about giving each of them a sense that their contributions are valued. The development of such a culture is important in its own right and the response to the pressing requirement to build leadership capacity and to develop the leaders of tomorrow."

While the OECD review "Quality and Equity of Schooling in Scotland" (2007) lays considerable stress on the importance of leadership in schools, it also writes about the *"inherited inequalities"* in Scottish education and the *"conflict between expectations and reality"* within Scottish schools. The report states, *"The deeper the conflict, the greater the demand on those qualities of human enterprise, ingenuity, vision and courage that we call leadership"*. Thereafter the report by and large equates leadership with headship and stresses the *"international significance"* of the Scottish Qualification for Headship but also raises the issue of the future recruitment of Headteachers in Scotland.

Although the leadership agenda is evolving in the thinking of Government and most local authorities, there is clear recognition that the post of Headteacher remains pivotal. The revised Standard for Headship acknowledges the importance of this post, clarifies the management responsibilities of Headteachers, but also makes links to other standards and stresses the importance of collegial practice within schools.

Leadership in Schools & the **Scottish** Framework

Much of the current thinking in Scotland in relation to the developing leadership agenda in schools finds its origins in the Teaching Profession for the 21st Century (TP21) Agreement of 2001.

This sets out ways of working which reject the narrowly focussed line management approaches of the past in favour of more collegial working. Notions of collegiality are enshrined within many of the continuing professional development programmes which have developed in Scotland subsequent to 2001, eg CPD in relation to the Scottish Qualification for Headship (and the alternative route to the Standard for Headship), Chartered Teacher courses and some CPD organised at a local authority level.

The agenda has been substantially informed by academic research both within and outwith Scotland. It includes the work of a number of academics in schools and faculties of education attached to Scottish universities as well as academics - so called "thought leaders" - from certain universities outwith the UK, mostly the USA and Australia. The area of CPD in Scotland where such thinking is most obviously evolving is in courses associated with the Standard for Headship. The Scottish Qualification for Headship is now well established in Scotland and its value asserted both by research within Scotland and by OECD. The pilot alternative route to the Standard for Headship is currently also subject to external research and the validity of this approach (albeit recognising the particular circumstances of the pilot) is likely to be confirmed in that research. Headship is of course by definition a titular leadership post. However, the CPD associated with Headship informs not just the work of actual and future Headteachers but also (where effective) through the promotion of collegial working within schools. It is arguable that effective Headteachers have always embraced the idea of collegiality, long before the particular term gained the currency it now has.

Of significance also is CPD associated with Chartered Teacher courses. Chartered Teachers do not form part of management structures within schools. The list of contractual duties for Chartered Teachers is the same as that for other unpromoted teachers in the school. Nevertheless Chartered Teachers are seen, and see themselves, increasingly, as having a leadership role.

"
The area of CPD in Scotland where such thinking is most obviously evolving is in courses associated with the Standard for Headship.
"

This is apparent within the Standard for Chartered Teachers, together with the CPD which has been developed for aspirant Chartered Teachers and the way in which Chartered Teachers see themselves developing. It is perhaps the first development in Scottish schools that has developed what is effectively a qualification relating to a "leadership" function which sits outwith management structures. This relates primarily to leadership in learning. To an extent the developing content of Chartered Teacher courses points the way to means whereby CPD associated with leadership could be made available for all teachers in schools. In its early days, the grade of Chartered Teacher is not without controversy in some schools and some local authorities. However, through time the value of Chartered Teachers' contribution, following their experience in travelling towards and attaining the Standard, is increasingly being acknowledged.

A further development which will inform the leadership agenda in schools is the Concordat reached (in 2007) between the Scottish Government and the 32 local authorities. This allows considerable flexibility to the authorities in determining their own priorities subject to outcome agreements which were not, at the outset, fully developed. This implies, however, local authorities taking the initiative in new areas. It is not without its dangers and challenges for the development of education policy and practice, including the organisation of schools. There is a real danger also that a national leadership agenda will not be taken forward by local authorities which develop their own, separate agendas and that, through time, disparate practices will emerge. To avoid this, a cohesive national approach must be developed and sustained. Also, it is essential that adequate funding, especially for CPD provision, is made available.

Leadership, Management & the EIS

The EIS has traditionally recruited its membership from all levels of the school and from further and higher education.

Despite the existence of associations which recruit exclusively from primary and secondary Headteachers and deputes, the EIS has retained a strong profile within senior management in nursery, primary and secondary schools. Within EIS structures there is a Headteacher Network. The EIS also organises conferences for Headteachers. However, it is acknowledged that the EIS should do more to support the development of future heads and deputes and also to support heads and deputes in post.

The overwhelming majority of Principal Teachers, primary and secondary, are members of the EIS. In primary schools, the Principal Teacher post is a new development. In secondaries, in recent years, there has been an evolution in the role of Principal Teachers, with the development of faculty heads. In many schools this has been a difficult and controversial process and, for many individual Principal Teachers, a process little short of disastrous. This was clearly indicated in the research carried out by TNS System Three on behalf of the EIS in 2005. There will soon be a real need for local authorities to review their management structures in the light of the implementation of a Curriculum for Excellence

to ensure that these structures can fully support the proposed new curriculum and assessment framework.

The development of Chartered Teachers, strongly supported by the EIS since TP21, has led to the growth of a cohort of teachers with a specific qualification who do not fit into traditional management structures, but who do have a leadership role in learning in schools (see Section 3).

However, the underpinning theme has been, since TP21, the growth of collegiate working in schools. This has been a slow process in many schools, despite the emphasis on collegiate working explicit within the third edition of the HMIE publication "How Good Is Our School". Where collegiate working is developing well there is a recognition that for schools to develop as collegiate communities all qualified teachers have a leadership role in the areas for which they are responsible. But, to date, that process is developing very slowly indeed.

The EIS has supported the Standards associated with the full registration of teachers, and also with Headteachers and Chartered Teachers. The statements made in the various standards are a good basis for developing an agenda of collegiality and leadership. It is a matter for debate whether there should now be developed a separate Standard for Leadership.

Current **Work** in **Relation** to the **Leadership** in **Schools** Agenda

Current work in relation to the leadership agenda in Scottish schools is led and supported by the Scottish Government and involves a number of stakeholder groups.

These include the following:

Scottish Qualification for Headship

The development of Scottish Qualification for Headship in Scotland through work involving groupings of a number of universities around an Eastern Consortium and a Western Consortium – and, until recently, a Northern Consortium. The SQH programme has been well established for around a decade. It commands high credibility among most participants. External evaluation (carried out by Ian Menter, currently of the University of Glasgow) is very positive. The OECD report, "Quality and Equity of Schooling in Scotland" describes the SQH's initiative as of *"international significance"*. The SQH programme continues to evolve largely through innovative work centred in a number of Scottish universities. It is likely that the SQH will remain the main route to attaining the Standard for Headship, at least into the foreseeable future. However, there is recognition that the qualification must now evolve to reflect more explicitly the experience of aspiring Headteachers as teachers in schools, the collegiality agenda and also the reality of an alternative route to the Standard for Headship. Although there was an expectation that Government would make SQH mandatory for applications for Headteacher posts this has not yet happened. One reason is likely to be the recruitment difficulties described in Section 6.

Alternative Route to the Standard for Headship

A pilot programme led by the national CPD team and the Scottish Government and involving a number of schools and a number of local authorities with input from GTCS was established in 2006. The particular circumstances of this pilot (eg substantial external funding and the appointment of considerable numbers of staff to support the pilot) must be recognised. It has been confirmed that a positive external evaluation will lead to further rollout of the alternative route. The principal differences are that the alternative route is not based on a university qualification and is presented as being less academic and more "experiential". It would be damaging, however, if future Headteachers did not, as part of the development process, take part in self reflection, including reflection linked to current academic thinking.

International Summer School

The International Leadership Summer School is sponsored by the Scottish Government. The first of these took place in 2007 and 2008 in Edinburgh and it is likely that this will become an annual event. In 2007 the majority of participants were existing Headteachers, successful SQH candidates along with a variety of other local authority personnel. In order fully to represent the broader leadership agenda it is important that the School attracts participants who are associated with leadership work in schools other than through management positions.

International Academics

The Scottish Government and the CPD team and a number of universities have hosted visits from leading academics from a number of institutions, largely from USA and Australia. The visitors have in the main been leading thinkers in education, particularly in relation to the leadership agenda and to school development. Many teachers throughout Scotland have been able to attend conferences and seminars and learn of developing work overseas in relation to this agenda. Although the contribution of such so called "thought leaders" has been important, it is arguable that it has not been as broadly based as would have been preferable, in that most contributors have come from a very restricted number of English speaking countries. This does contribute to a concern that some academics (especially from the USA) are over-dominant in debate about how essential elements of Scottish education should evolve.

Nonetheless much of the thinking from these contributors has contributed to debate in Scotland. The contribution of the international academics is supporting related capacity building on leadership in universities, local authorities and schools in Scotland. Some of this thinking has led to the developing coaching and mentoring agenda in Scotland.

Coaching and Mentoring

This agenda, with its origins largely in the USA, is developing within a number of local authorities originally based on pilots supported by the Scottish Government. Models vary. Evaluation to date has been largely (though not universally) positive and teacher feedback indicates that this early work has by and large been well received. The EIS has welcomed Government investment in this area. EIS policy in relation to this is set out in the policy paper "Coaching and Mentoring" (2008).

Work of the CPD Team

The team was originally set up in 2004 and will now continue at least until 2010. The team has done considerable work in taking forward the CPD agenda which was part of TP21, in particular in bringing together local authorities to develop their CPD work for teachers and in producing advice on a variety of areas of CPD. More recently the team has been focusing on the leadership agenda and is likely to move into working on areas of CPD associated with leadership.

Development of Capacity within Universities in Scotland

Leadership development work within universities has been largely focused on development of SQH, the alternative route to the Standard for Headship and also Chartered Teacher courses (where the largest contribution has been made by the University of the West of Scotland in partnership with the EIS). There is growing recognition within universities that

although there may now be some of the building blocks in relation to CPD for leadership, much more work needs to be done. A number of universities are now developing specific courses in relation to leadership – though this is often still associated with specific postholders (eg Principal Teachers).

The EIS is both informed of and consulted on these developments. Representatives of the Scottish Government, and other stakeholder bodies have involved the EIS at various levels in detailed discussions on the developing agenda. Also, the EIS is represented directly, or indirectly (eg through teachers who are EIS members and also Learning Representatives), on a number of bodies which are taking this agenda forward.

Nonetheless, developments to date fall short of a coherent leadership framework, or clear strategy. There does now seem to be a will on the part of the Scottish Government and other relevant stakeholders to progress from the building blocks in place to the development of a more coherent, strategic approach. If that is to be the case, the EIS must be part of that agenda.

6 The **Challenges** of Succession Planning

" One factor is that for many teachers a senior management post, especially a headteacher post, is not seen as attractive. "

The teacher workforce in Scotland will over the next few years undergo a sea-change as very substantial numbers of teachers currently in their 50s and 60s will retire and be replaced by teachers new to the profession.

Not all of these will be young post-graduates and a growing number of new teachers will have work experience outside education before gaining a teacher qualification. Overseeing these developments is a Government led Workforce Planning Group on which the EIS is represented.

However, the greatest challenge of all arguably lies in succession planning for senior promoted posts. The OECD report 2007 asks, *"Given retirement levels in the next five years, are sufficient numbers of future Headteachers undertaking the [SQH] programme?"* Already significant problems are becoming apparent particularly in rural areas and particularly in primary schools. There is evidence that there are not sufficient numbers

of potential Headteachers who apply for courses leading to the Standard for Headship. There are fewer applicants for Headteacher posts and more research requires to be done to find out the reasons for this. These are major issues therefore for all in education. One reason for this may be the limit Local Authorities currently place on the number of candidates they will fund for SQH courses.

One factor is that for many teachers a senior management post, especially a Headteacher post, is not seen as attractive. There is great awareness of the particular stresses of the job of Headteacher and of the requirement for skills perceived to be beyond the experience of most teachers. Some of these, in reality, relate to bureaucratic functions which could be undertaken by other appointed individuals – eg business managers/bursars – and the appointment of suitably qualified administrative staff.

There is also a view that the postTP21 job sizing arrangements are making certain Headteacher posts less popular - although the evidence base for this view is less than clear. For some, concerns about filling future Headteacher posts amount to a crisis. However, the developing agenda of collegiality associated with thinking around leadership in schools may in the future offer some elements of a solution – the Headteacher as a less exposed individual within the school where decisions and responsibilities are more widely shared, not just, as traditionally, within a management team, but more spread throughout the school. It is the Headteacher, ultimately, however who bears the brunt for any criticisms addressed to the school from whatever quarter.

There is, currently, insufficient supply to meet demand. It is a major issue for all education stakeholders and the EIS must play its part in encouraging future heads and deputes to emerge.

One symptom of the problems facing local councils in filling Headteacher posts is the growth of the number of shared or cluster headships in the primary sector, especially in a number of rural areas. Professionally, and in terms of a coherent leadership agenda, such an approach has been resisted by the EIS, while recognising at the same time the increasingly acute problems within some local authority areas, especially where current Government policy means that more very small schools remain open.

Notions of "succession planning", where existing heads have a role in selecting the future managers of education, can run contrary to developing a genuine "collegiate" - and leadership – culture. In a genuinely "collegiate" culture, where "succession planning" is not management led, individual teachers can discover in themselves new skills – not always well recognised or appreciated by managers.

Succession planning is not just an issue for future Headteachers. The demographic changes within the profession also mean that many very experienced Principal Teachers will retire soon. Future Principal Teachers, all current unpromoted teachers, must have access to the kind of CPD which will equip them for Principal Teacher posts in the new landscape created by a Curriculum for Excellence (including the roll out of GLOW) in a by no means distant future. Such CPD is, as yet, rarely available. Principal Teachers will have a key role in supporting the developing practice of leadership in schools. As their role is pivotal, the quality of development they receive in relation to this is of crucial importance.

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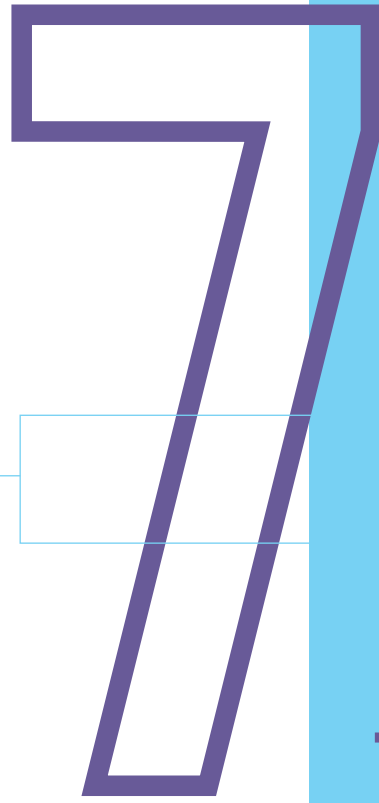
The **EIS** and **the** Future Leadership Agenda in Schools in Scotland

As the leadership agenda develops in particular following the publication of the Scottish Government policy paper, the EIS at all levels must engage seriously with the resulting developments.

This will have implications for the work of all committees of the EIS and of local associations. One key reason that the EIS must be involved is that all teachers, but in particular new entrants to the profession, will increasingly become involved in developing thinking which will allow them to clarify and develop their leadership role within schools. In short, EIS involvement in these developments will be a key component in attracting new teachers into the EIS and retaining existing members. It is a challenge to which the EIS must rise. It will mean for the EIS an enhanced engagement with the bodies, governmental and non-governmental, which are likely to see their own role develop in relation to leadership. These include the following:

● **Learning and Teaching Scotland**
LTS is already effectively charged with the delivery of the Curriculum for Excellence. The enhanced degree of professional autonomy implicit and explicit in developments associated with CfE has a clear relationship with an enhanced leadership role for all teachers in schools.

● **The General Teaching Council for Scotland.**
The decision by Government that the GTCS of the future should be a body independent of Government is likely to mean a shift in role for the Council. One option currently being discussed is that GTCS could be the body that will have the over-arching responsibility for leadership within Scottish education. This could fit well with the GTCS current role in accrediting courses in ITE, Chartered Teacher and SQH – though a wider responsibility for leadership in schools would stretch the GTCS remit well beyond such

functions. Such a development needs careful thought.

● **Her Majesty's Inspectorate of Education**
The publication of the "Leadership for Learning: The Challenge of Leading in a Time of Change" document in 2007 is one of the key texts which develops and encourages discussion on the leadership agenda. It will mean that HMIE will have a major role in taking this forward. Thus EIS engagement with HMIE should reflect this reality.

● **The University Sector in Scotland.**
Most universities which have a faculty or school of education are likely to take forward the leadership agenda in a number of ways. The content of courses for Initial Teacher Education is likely to be affected by this. Also the development of associated CPD is not likely just to impact on those universities currently involved with SQH or with Chartered Teacher courses. The EIS has opportunities now as never before, in part through its own Learning Representative programme, to engage with universities in relation to this developing agenda.

Key to the engagements set out above is the continuing engagement with Government by the EIS. The anticipated paper on leadership is the responsibility of the Scottish Government. The Government is likely to require a number of stakeholders to take forward the proposals, and set expectations for local authorities through outcome agreements.

Also, it is Government who will oversee progress in the matter. This means that it is all the more important that the EIS engage directly with Government on this - with Ministers, with senior Government representatives and also with the CPD team which, as restructured in the Spring of 2008, will now be accountable directly to Government.

It must be a priority of the EIS that every teacher in Scotland should have the opportunity to engage with a leadership agenda which is intended to be fully inclusive. Government initiatives past and present are often criticised for their failure to engage fully with all teachers. To succeed, this must not happen with the leadership agenda. Key stakeholders must engage through conferences, seminars, production of documents and on-line development and other means of communication at their disposal. This is not to underestimate the difficulties – especially the differences of practice across local authorities – likely to increase in the post-concordat environment.

There is a real risk in the new environment that local authorities will turn their backs on positive national initiatives in this area – not least because of budgetary constraints. There is a collective responsibility nationally – and locally – to try to ensure that the agenda does not disappear under what are perceived as more pressing local initiatives and policy developments (not just in education). However, the key component in taking forward the agenda will, arguably, be through quality - and appropriately funded - continuing professional development. In this, local authorities have an important role as have schools, in particular through the Professional Review and Development process. And the EIS also has an important role to play.

8 Future EIS Partnership Work

It is proposed therefore that the EIS should not merely place expectations on stakeholders and employers to deliver on leadership development for teachers.

The EIS itself should have a direct role in developing post-graduate CPD on Leadership aimed at all categories of EIS members in schools and adjusted to the needs of individual members. This could potentially involve partnership with one or more universities. Already the EIS has established itself as a partner working with a university, the University of the West of Scotland, on Chartered Teacher courses. There is also a partnership arrangement with the University of Aberdeen. The EIS is exploring partnership relationships with other universities in relation to post-graduate CPD relevant to teachers. It is suggested now that the EIS should explore a partnership model possibly with potentially more than one university which will develop and deliver CPD for teachers on the leadership agenda.

Paper partnerships with providers are of no interest to the EIS. There should be a real engagement in the process through teachers who are EIS members, including Learning Representatives, who should be involved in the development and support of appropriate CPD including accredited courses, again with an overview by the EIS nationally working directly with senior personnel in the universities concerned. This is a partnership arrangement which could well be extended to local authorities. The EIS would have little interest in being involved in the development of a small number of courses attracting small numbers of teachers. Planning for this should anticipate substantial numbers of EIS members who would wish to be involved in this type of development and the EIS in partnership should market this strongly with EIS members in all schools. Much work requires to be done to think through the type of CPD in this area in which the EIS would be involved – and also the nature and degree of EIS involvement in the process.

It is recognised that leadership training needs will vary across the country – and this should be reflected in any training in which the EIS is involved. Also any available route for teachers involved in such CPD should allow access to the Standard for Headship. The aim in developing such CPD would be direct EIS involvement in the delivery of CPD involving substantial numbers of EIS members.

Future EIS Work

" In some senses, the starting point for the EIS is a positive one, with a professional agenda which is becoming increasingly well established. **"**

If the EIS is to identify as a priority the type of partnership working model described in 8 above, there are implications for the EIS corporate body, institutionally, organisationally and constitutionally.

There is an impact on the recruitment of new members. It will mean a re-prioritising of areas of EIS work both at a national and local level. These are areas for debate, but as the leadership agenda develops, there is a need for further policy making within the EIS as well.

As part of the process of engagement with universities, the EIS must develop its own thinking in relation to leadership. A starting point is support for the concept that every teacher has a leadership role to play in schools. Hence it means rejecting the concept that 'leadership' should be equated exclusively with "management".

A starting point for the EIS would be to build on developing concepts of collegiality within schools, for example as set out in the SNCT Code of Practice on Collegiality (2007). This states, *"Collegiality at council and school levels can only exist in a climate where the views of all staff are valued and respected, where staff views are fully considered and where staff feel able to contribute to decisions on all areas of school*

life comfortably, openly and with dignity and where workload issues are recognised. Where such a climate exists, staff are fully involved in contributing to the life of the school and the council."

Within the framework of collegiality the concept of distributive leadership, involving a genuine delegation of authority and decision-making, appears to offer a productive model. Some confusion and ambiguity exist, however, in relation to notions of 'distributive' versus 'distributed' leadership. It is not the purpose of this paper to pursue the distinctions between the two concepts which form the basis of a live debate among certain prominent academics in education. The model which the EIS would embrace is one which recognises leadership potential in most – arguably all - teachers, in other words well beyond those who are in titular management posts. For example, individual teachers, who are not in a promoted post, could well have a role in curricular development which is effectively one of leadership – this could be for an extended period of time or for a shorter period.

The EIS rejects any interpretation of "distributed" (or indeed "distributive") leadership which is simply a delegation of specified management functions to designated members of staff, whether imposed or assumed

voluntarily. The EIS is aware of situations where such delegation appears under the guise of "distributed" leadership, but where control is retained at senior management level. Such unacceptable practice appears for example in the context of new developments within the school, eg a Curriculum for Excellence (CfE) and the Assessement is for Learning Programme (AifL) where the process of change is delivered top down within certain authorities and certain schools.

In some senses, the starting point for the EIS is a positive one, with a professional agenda which is becoming increasingly well established. For example, further development in the professional work of the EIS would also mean an evolution in the role of EIS Learning Representatives. Currently there are nearly 100 in place. A clear responsibility of Learning Representatives should be involvement in and promotion of the leadership agenda and this should be made explicit within the protocol for Learning Representatives and associated documentation and eventually enshrined within the EIS Constitution.

Conclusions and Recommendations

The publication in 2008 of the Government policy paper on Leadership in Schools gives the EIS the opportunity to develop its own agenda in relation to leadership.

The key areas which it is proposed that the EIS should seek to develop are the following:

❏ the EIS should support the view that all teachers who have achieved the Standard for Full Registration have a leadership role to play in schools

❏ the EIS should continue actively to support an agenda of collegiality for <u>all</u> teachers and all involved in the work of the school

❏ the EIS should engage with Scottish Government, local authorities and stakeholders as appropriate on the leadership agenda

❏ the EIS should re-assert its role as an organisation which recruits from all levels of the school and which supports, collectively and individually, all members

❏ the EIS should seek to develop post-graduate CPD on leadership, aimed at all categories of EIS member in schools, and adjusted to the needs of individual members. Models for such CPD should be developed. This could potentially involve partnership working with one or more universities. The aim would be the delivery of CPD involving substantial numbers of EIS members

❏ the EIS should, as part of the process above, develop its own thinking on acceptable models of leadership – rejecting concepts where management is deemed as equating to leadership or where leadership is equated to the allocation of specific management

duties and also top down models of leadership which are more related to the delegation of specific management functions within the school. Instead the EIS should, in future policy making in this area, seek to build on good practice in relation to collegiality

❏ the EIS should monitor the provision of CPD by local authorities to support the developing leadership agenda

❏ the EIS should support a review of management structures in schools to ensure they fully support teaching and learning in the light of the implementation of a Curriculum for Excellence.

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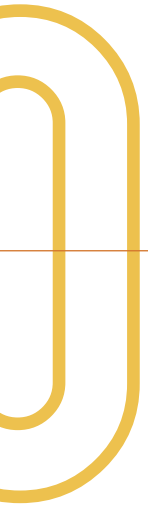
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