The following is provided only as a guide to the range of possible inclusions under the 10 headings of the Collegiate Agreement. The list is extensive but should not be seen in any way prescriptive for every school. Nor should the list be seen as exhaustive. It is for the school to consider its own needs and draw up an agreement based on these needs. Nor will the decisions for one year match the needs of another.

It is very important that ALL Collegiate Agreements meetings consider each of the 10 Headings even if this simply leads to a “0” entry (see Appendix 1). Likewise it is important to be realistic in setting the number of hours against any category.

Likewise it is important that through the session, any allocation to flexibility is adjusted to accommodate additional things that have been agreed. By the end of the session all flexibility must be used.

It is strongly recommended that Collegiate Groups meet at least once a term.

For further advice please refer to “Teaching Profession for the 21st Century (TP21) which the school should have or it can be found on the web at http://www.scotland.gov.uk/Publications/2001/01/7959/File-1

Excerpt from Annex D of TP21
Teachers have a responsibility to work co-operatively with colleagues and others to pursue the overall objectives of the service. Each educational establishment will prepare an annual programme of activities, which require the involvement of teachers. In each school, teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis. The use of the remaining time (that is, time beyond the combined class contact and preparation/correction allowance) will be subject to agreement at school level………

Current contractual arrangements are as noted below:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Maximum Class Contact Time</th>
<th>Minimum Personal Allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>22.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>22.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Special</td>
<td>22.5</td>
<td>7.5</td>
</tr>
</tbody>
</table>

For Primary and Secondary staff therefore the balance of time available for agreed activities is 195 hours per annum. (35 – 22.5 – 7.5) x 39 weeks = 195.

Working Time Agreements should take account of the time required for management responsibilities for promoted staff.

**HEADING 1 PARENTS’ MEETINGS**

- All parent’s night in a session (maximum 2½ hours per evening)
- Any preparation and follow-up to Parents’ nights
- Other meetings with parents outwith parents’ nights
HEADING 2 – STAFF MEETINGS

- Whole staff meetings (general, business, administrative, etc)
- Departmental meetings (general, business, administrative, etc) This includes Faculty meetings
- Stage or partner meetings
- Collegiate meetings (at least one per session to agree plan for the session ahead, recommended minimum is termly)
- Review Meetings
- Transition meetings (Nursery to Primary 1, stage to stage, Primary 7 to Secondary school, etc.)
- Consultation meetings e.g. Management with individuals, support staff with classteachers, LS consultations. The last two examples could also come under “Forward Planning”
- Management follow-up/feedback meetings with individuals (linked to monitoring and evaluation plan)
- School (Support) Liaison Group (SLG) meetings
- School groups – e.g. Eco Committee, Pupil Council, Parent Council
- Review, evaluation and agreement of School Improvement Plans

Additional information
- Whole school staff, department, faculty meetings will generally be held after the pupil day. Sometimes it is possible to schedule department meetings within the school day without disruption to learning and teaching.
- School Development Planning: Planning at school level will limit development priorities to a realistic and manageable number, set a reasonable timescale for the completion of tasks arising from the plan and take account of resource and staff development implications. If a school is inspected during the session then the development plan may be subsumed or replaced by the HMIE Action Plan. In other circumstances, significant changes to the establishment’s development plan will be subject to agreement by the collegiate group.
- Faculty, Department, Stage and Unit Development Planning: The development planning process at other levels within establishments must also limit development priorities to a realistic and manageable number, set a reasonable timescale for the completion of tasks arising from the plan, and take account of resource and staff development implications. If affected by an HMIE Action Plan, then the other plans should be subsumed or replaced by it. It is essential that such plans take full account of, and relate directly to, the overall development plan for the establishment.

HEADING 3 - PREPARATION AND COMPLETION OF PLPS, REVIEW REPORTS, ETC

- Preparation of academic pupil reports in Secondary Schools
- Preparation of Personal Learning Plans, Learning Logs and other academic reports in Primary schools
- Time for writing reports e.g. review reports, Child Protection reports, referrals, etc

HEADING 4 – FORWARD PLANNING

- Some of this planning time is included in the 7½ hours weekly preparation and correction time.
- Additional hours per teaching block
- Additional hours for joint or stage planning and recording.
- Consultations (also see staff meetings above), e.g. Inclusion consultations,
• Additional time allocated re the implementation of CfE.
• Discussion/planning time related to school setting arrangements
• Planning of certain events, e.g. theme weeks

HEADING 5 – CURRICULUM DEVELOPMENT

• CAT sessions - this is usually matched with the total number of hours set out in the Action Plans of a School Improvement Plan, and will include whole school, departmental and faculty meetings.
• Developing/reviewing courses
• Participation in School Working Groups
• Learning Community priorities
• Professional reading/Research
• Individual projects – often agreed at PRD meetings
• Projects/Developments arising from courses
• Familiarisation with new resources (e.g. ICT programs)

HEADING 6 - PROFESSIONAL REVIEW AND DEVELOPMENT (PRD)

Normally (common practice) this is covered within each teacher’s 35 hour CPD allocation

• Additional time for preparation or follow-up to PRD meeting
• Time for mid session meetings with management

HEADING 7 - CONTINUING PROFESSIONAL DEVELOPMENT

Normally (common practice) this is covered within each teacher’s 35 hour CPD allocation

• Additional time can be added to each teacher’s 35 hour allocation
• Time for mid session meetings with management (also see Heading 6)
• Consultations with Management Team (if not part of Heading 2)
• Peer Observations
• HGIOS Self Evaluation

HEADING 8 – ADDITIONAL SUPERVISED PUPIL ACTIVITY

• Time allocated for a range of activities (e.g. attendance at events like evening performances, concerts, educational evenings, sports’ events, school fairs, etc)
• After school clubs
• Homework Club
• Sacramental meetings (RC schools)

HEADING 9 – ADDITIONAL PREPARATION AND CORRECTION

• Additional hours can be allocated to this category (also see Heading 4 above).
• Preparation for special event – e.g. Art Exhibition,
• Medical protocol training (this does not fit naturally into any other heading)
HEADING 10 – FORMAL ASSESSMENTS

National Testing is part of the work of the class, e.g. if imaginative writing is being done for a test, no other imaginative writing will be done during that week.

- Additional planning and preparation for tests
- Cross marking/moderation
- Additional marking time for prelims etc where this is recognised as a particularly heavy additional workload.

FLEXIBILITY

- Some time should be allowed for unforeseen events, demands, etc.
- It could be considered important to leave some hours flexibility to allow for different workloads in different departments.

It is important that its use is carefully noted and adjustments made to the above headings at the end of the session so that an accurate use of the 195 hours is recorded.

It is anticipated that aspects of the agreement can and should be completed during the school day when teachers have non class contact time, commonly called RICCT.

- The School Calendar (see LNCT Agreement A4)
The school calendar will be based on the 35-hour agreement reached in each establishment. Consultation will take place on a draft calendar and the final version will be subject to agreement by the negotiating group. Any changes required during the session will be subject to full consultation at the earliest opportunity, and agreement by those staff and others who are affected.

References
TP21
Collegiate Agreements from all schools in SBC
# Appendix 1: 35 Hour Week - Working Time Agreement (WTA)

## WTA Agreement Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Allocated Hours</th>
<th>Running Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents’ Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Staff Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Preparation and completion of PLPs, Review Reports, etc.</td>
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<td></td>
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<tr>
<td>4. Forward Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Curriculum Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Professional Review and Development (PRD)</td>
<td></td>
<td></td>
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<tr>
<td>7. Continuing Professional Development</td>
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<td></td>
</tr>
<tr>
<td>8. Additional Supervised Pupil Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Additional Preparation and Correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Formal Assessments</td>
<td></td>
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</tr>
</tbody>
</table>

Balance of time left for unforeseen issues/developments and/or to extend developments if required.