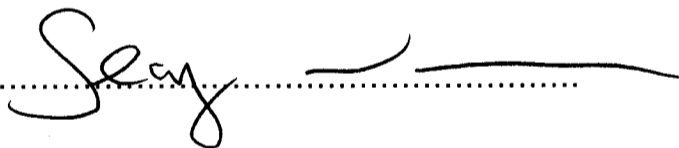


PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT

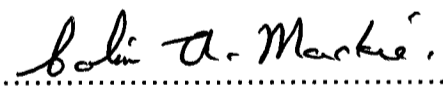
“A Protocol for Consultation with the Teachers’ Professional Associations”

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of the Council and the recognised unions that this agreement is a binding local agreement effective from 15 January 2003. This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

G Waddell, Executive Director (Education & Children’s Services), on behalf of
Perth and Kinross Council:

.....

.....

C Mackie (EIS), on behalf of Teachers’ Trade Unions:

.....

.....
.....

**Perth and Kinross Council
Education and Children's Services**

JOINT NEGOTIATING COMMITTEE (TEACHERS)

**A PROTOCOL FOR CONSULTATION WITH THE TEACHERS'
PROFESSIONAL ASSOCIATIONS**

1 PRINCIPLE AND PRACTICE OF CONSULTATION

- 1.1 Education and Children's Services are committed to the Principle and Practice of Consultation with identified stakeholders with regard to both the formulation of educational policies within Perth and Kinross and the delivery of educational services to pupils and parents.
- 1.2 We believe that the involvement of key stakeholders in this process is an essential element in involving these stakeholders in education at the local level. To proceed on the basis of a consensual approach to issues should, as far as is possible, be the preferred option in taking forward service delivery. Effective consultation ensures that the views of stakeholders can be identified and, as appropriate, taken into account. It is recognised that it is not always possible to reach full agreement with all stakeholders and that final decisions will, properly, lie with the Council through its Education and Children's Services Committee but this should never obviate the necessity for appropriate prior consultation.

2 CONSULTATION WITH TEACHERS' PROFESSIONAL ASSOCIATIONS

- 2.1 The Teachers' Professional Associations are among the key stakeholders within Perth and Kinross. The Council is committed to its existing policy of encouraging teachers to join a professional association and recognises these associations as representatives of teachers both individually and collectively. We believe that there is excellent practice currently within Perth and Kinross with regard to a consultative model. The intention for the future is to build upon existing good practice to develop the process of consultation as effectively as possible.
- 2.2 The establishment in September of the Joint Negotiating Committee for Teachers in line with the terms of the national agreement "A Teaching Profession for the 21st Century" offers an opportunity to develop local and flexible approaches and solutions to educational issues. The Local Recognition and Procedure Agreement outlines a number of important issues which will be within the remit of the new JNCT for negotiation and agreement, subject to ratification by the Education and Children's Services Committee.

- 2.3 We believe that this new committee will play an important part in the process of both consultation and negotiation on key identified areas of education delivery locally. We recognise that all parties to the local agreement are committed to the success of the new structure.
- 2.4 There are other areas of service delivery which are not explicitly within the remit of the JNCT but which are quite properly the concern of teachers. Teachers deliver the service within schools and classrooms. Policies and procedures which affect them and their pupils should also be the subject of appropriate, effective consultation.
- 2.5 There were opportunities within the former JCC structure and in other forums for consultation and discussion on these issues. There is no intention to reduce such opportunities but rather to build on existing good practice and enhance the effectiveness of the consultative process. We believe that the re-establishment of previous standing sub-groups is not necessarily the best way forward.
- 2.6 Standing sub-groups, tied to a pre-arranged schedule of meetings and with multi-item agendas, may be reactive rather than proactive in taking forward policy formulation. They tended to replicate discussion which took place subsequently in the full JCC.
- 2.7 It is proposed instead that a general commitment is given in the spirit of the key principle of consultation outlined above to continuing to consult the teachers' professional associations.

3 CONSULTATION MECHANISMS - THE WAY FORWARD

- 3.1 Consultation will be carried forward on a separate issue by issue basis. There are in some cases existing groups set up to examine specific and particular issues. Examples of these include the departmental Health and Safety Committee, the Curriculum Advisory Group, the McCrone Support Group, the new Service Improvement Planning and Best Value and Performance Reporting Sub-Groups, the Investment in Learning Project Board. These are groups established to address specific issues within designated timeframes. There is representation on each of these groups from the teachers' professional associations and this will continue. In the future, where similar groups are set up, representation will be invited from the teachers' professional associations. It will also be the intention to strengthen and enhance the key role of head teachers by inviting their participation.
- 3.2 In cases where a working group is not established there will be a continuing and ongoing commitment to seeking the views of the professional associations either formally in writing and/or by inviting representatives of these associations to meet with the designated officers responsible for the development of new initiatives in policies or procedures.

- 3.3 Invitations will be addressed in the first instance to the Teachers' Side Joint Secretary of the JNCT.
- 3.4 In the preparation of draft policy documents officers will ensure that there is an explicit statement of the planned consultation process to be undertaken.
- 3.5 Consultation with the professional associations on policies or procedures will be expected to include consideration of the implications of new proposals for teacher workload. Similarly, any consultative process will include explicit consideration of the impact of new proposals on learning and teaching within the context of an agenda based on continuous improvement.

4 CONCLUSION

- 4.1 We believe that these commitments strengthen the process of effective consultation by affording the opportunity for discussion in depth to take place on an issue by issue basis. It is accepted that the response to the invitations to participate in working groups and to discuss specific issues will be for the professional associations themselves to determine.
- 4.2 The process of consultation should always be subject to review and re-examination and Education and Children's Services in partnership with the professional associations will regularly discuss the effectiveness of the processes described in this document and seek to improve any areas of perceived shortfall. The overall commitment to meaningful and effective consultation remains absolute.