

## Learning Agreement between the Educational Institute of Scotland (EIS) and Glasgow City Council

### I. BACKGROUND AND INTRODUCTION

The Scottish Government is supportive of a lifelong learning policy for Scotland based on the principles of personal fulfilment and enterprise, employability and adaptability, active citizenship and social inclusion. This means a culture in which education and training are available and accessible for everyone, within the context of the Council's responsibilities under equality directives, where learning takes on the broader sense of gaining skills to develop the confidence to progress and participate in work and the wider community.

Glasgow City Council supports these principles and is committed to supporting them through the development of skills and knowledge of its employees to ensure the continued high delivery of high quality services to the people of Glasgow.

The EIS as a learning organisation also supports these principles and is committed to partnership working with leading stakeholders in education both nationally and locally in taking forward the continuing professional development agenda for teaching staff. EIS Learning Representatives are integral to this process and are being appointed to support this agenda in all local authority areas.

Glasgow City Council and the EIS agree that, as indicated in *"A Teaching Profession for the 21st Century"*, the continuing professional development of teachers is both an entitlement and requirement for all teachers employed in the area of the Council.

In addition, the introduction of Professional Update will aim to build on those aspects of current good practice which can help teachers to keep their skills up-to-date as their careers develop and school curriculum and learning patterns change. EIS Learning Representatives will play a role in informing, supporting and advising teachers in those aspects of learning and professional development which will support professional update and their wider personal and professional development for the benefit of children and young people.

The Employment Act 2002 extends the rights and recognition of Trade Union Representatives to include union appointed Learning Representatives. These rights include:

- Reasonable time off with pay to undertake the appropriate training for the role;
- Reasonable time off with pay to perform their functions.

The ACAS Code of Practice on Time Off for Trade Union Duties and Activities confirms the terms of the Act and clarifies the rights and responsibilities of employers and unions in relation to Union Learning Representatives and is also included in the local agreement, LNCT 20.

This Learning Agreement sets out how Glasgow City Council and the EIS, consistent with local and national agreements (LNCT 20 and *"A Teaching Profession for the 21st Century"*), will continue to work together to ensure that teachers have access to quality CPD.

Any changes to this agreement that are deemed necessary may be made through the appropriate local negotiating mechanisms. A minimum of three months' notice will be given for proposed changes to this agreement, unless both parties agree to a lesser notice period.

## **2. PURPOSE**

2.1 This agreement sets out to:

- Identify the respective roles of Learning Representatives and of the relevant representatives within Glasgow City Council;
- Emphasise the importance of collegiate working within education;
- Clarify the relationship between Glasgow City Council and Learning Representatives;
- Set out arrangements for managing and maintaining relationships;
- Prevent duplication of effort, confusion or conflict.

2.2 Glasgow City Council believes that having a clear learning agreement will encourage:

- Self evaluation and professional reflection;
- Collegiate working involving teachers and Council personnel in taking forward the CPD agenda;
- A sharing of resources and expertise in the area of CPD;
- Teachers to feel confident in the quality of the learning opportunities they can access;
- Learning Representatives and Council representatives to be clear about their respective roles;
- Learning Representatives to work in partnership with all educational establishments and with Council representatives.

## **3. PRINCIPLES**

3.1 Collegiality

Continuing professional development benefits teachers by building confidence and trust which enables them to participate more fully in collegiate working both within and outwith the school. CPD also contributes to improvements in learning and teaching. CPD benefits schools by building capacity for school improvement which contributes to the raising of achievement and attainment.

3.2 Access and Equality

Access to quality learning opportunities will be available to all teachers in the area of Glasgow City Council on an equitable basis. This will be assured through local agreements and understanding which promote collegiality at school level based on transparency, trust and professionalism. It is important to ensure a range and balance of opportunities and diversity of provision to ensure access for all.

3.3 Professional and Personal Development

Teachers will be encouraged to learn and develop professionally, not solely in the identified needs of the education service, but also in learning for personal professional development and fulfilment with reference to skills, experiences, professional interest and career aspiration. As part of this, teachers will be encouraged to have ownership of their learning and development within the framework of the agreed local policy on CPD and the Professional Review and Development Process.

3.4 Local Learning Initiatives

Learning Representatives will promote and encourage participation in any agreed local initiatives designed to promote teacher learning and professional development.

3.5 Protocol and Standards for Learning Representatives

Learning Representatives will work within the terms of this Learning Agreement and also within the terms of the EIS national Protocol and Standards.

## **4. APPOINTMENT OF LEARNING REPRESENTATIVES**

4.1 Glasgow City Council and the EIS agree that EIS Learning Representatives, following the successful completion of an accredited module taught by the approved provider, are appointed by the EIS according to the terms of the EIS national Constitution and Learning Representative Protocol.

## **5. THE ROLE OF LEARNING REPRESENTATIVES**

- 5.1 The role of the Learning Representatives will be to address the learning needs of Glasgow teachers. As part of this, Learning Representatives will work with appropriate Council personnel in:
- Analysing learning or professional needs of staff;
  - Providing information and advice about all aspects of professional development;
  - Arranging and enabling access to CPD;
  - Promoting the value of CPD;
  - Consulting and liaising with Education Services regarding matters related to professional and staff development resources, activities and events;
  - Preparation with regard to any of these activities;
  - Undergoing relevant training and professional development associated with the role of Learning Representative.

## **6. THE ENTITLEMENTS OF LEARNING REPRESENTATIVES**

- 6.1 Glasgow City Council and the EIS agree to support the recruitment, training and development of future Learning Representatives and to support further training and development of Learning Representatives in post.
- 6.2 Glasgow City Council and the EIS will promote the role of Learning Representatives through all appropriate means.
- 6.3 Glasgow City Council and the EIS have agreed appropriate reasonable time off for Learning Representatives to undertake training and development and to fulfil their duties within LNCT 20.

Learning Representatives are allocated 0.1 FTE facility time although not all duties will be undertaken during that time. There will be a maximum of five Learning Representatives. Such time off is additional to any arrangements for time off with pay for other union duties or other union positions held.

Additionally, the Learning Representative(s) has the facility of up to three days for their own national training and professional development, not to be deducted from any other allocation of time off within this agreement.

## **7. THE RESPONSIBILITIES OF THE EDUCATIONAL INSTITUTE OF SCOTLAND**

- 7.1 The EIS will provide Glasgow City Council the names of appointed Learning Representatives.
- 7.2 The EIS will promote awareness of the role of Learning Representatives and will facilitate the recruitment, development and training of Learning Representatives.
- 7.3 The EIS will ensure Learning Representatives play a full part in working with local representatives of the EIS and make use of local EIS facilities as appropriate.
- 7.4 The EIS will support the work of Glasgow City Council in developing CPD and will promote the development of collegiality within schools.
- 7.5 The EIS will organise meetings of Learning Representatives on a regular basis for support and updating on information, policy developments etc.

## **8. THE RESPONSIBILITIES OF THE COUNCIL**

- 8.1 Glasgow City Council will ensure that appropriate education personnel and headteachers are fully aware of the contents of this Learning Agreement and will support headteachers in facilitating time off, consistent with the local agreement LNCT 20, to enable Learning Representatives to fulfil their duties as well as on-going training and development.
- 8.2 Glasgow City Council will allow Learning Representatives to use workplace facilities as appropriate to support their role. Access will be facilitated to a telephone, desk, PC, internal and external e-mail, intranet and internet, secure filing facilities, use of a notice-board, a private room for discussions with staff and access to other facilities as may be available to assist with their work.
- 8.3 A designated Glasgow City Council employee will meet with Learning Representatives on a termly basis to identify joint working opportunities and arrangements for engaging Learning Representatives with current service developments to ensure familiarity with existing Council policies and procedures in relation to development and learning as well as to establish and maintain close and effective working relationships. Council training will be arranged as required.

## **9. THE ROLE OF LEARNING REPRESENTATIVES WITHIN COUNCIL STRUCTURES**

The work of Learning Representatives complements the Council and school arrangements in relation to the CPD of teachers including the Professional Review and Development process.

- 9.2 It is acknowledged that Glasgow City Council has its own arrangements in place in relation to supporting and promoting teacher CPD within the Education Department and across all educational establishments. Learning Representatives will work with Council representatives within Education Services and at establishment level as appropriate.
- 9.3 The appropriate Council representatives and Learning Representatives will be brought together as appropriate to be trained, to share good practice and to help shape the future direction of CPD within the Council.

## **10. MONITORING OF THE LEARNING AGREEMENT**

- 10.1 The effectiveness of the Agreement will be monitored through existing mechanisms to include an annual review of progress, successes, challenges, emerging issues and forward plan as appropriate.
- 10.2 The LNCT will continue to monitor the implementation of the Agreement.
- 10.3 Nothing in this agreement shall take away or detract from the rights of EIS Learning Representatives under the Employment Act 2002 and the ACAS Code of Practice. Nor does this agreement prevent the EIS from seeking remedy for any breach either of the Act or the Code of Practice.

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This Policy has been agreed by the Glasgow LNCT and approved by the Education Children and Families Policy Development Committee