

## DNCT/4 – Updated May 2015

### DUNDEE NEGOTIATING COMMITTEE FOR TEACHERS (DNCT) COLLEGIALITY AGREEMENT ON WORKING TIME ARRANGEMENTS FOR SCHOOLS

#### 1 BACKGROUND

- 1.1 New working time provisions for teachers were an integral part of the national agreement in “A Teaching Profession for the 21<sup>st</sup> Century” and were implemented with effect from August 2001.
- 1.2 The guiding principles for negotiating working time arrangements in schools agreed locally by the DNCT in 2001, were to ensure and enhance the professional status of the teaching role, providing greater professional autonomy for individuals and introducing a more collegiate and participative style of management in schools. These guiding principles remain in place and the DNCT continues to monitor and review working time agreements on an annual basis and contributes to the Scottish Negotiating Committee for Teachers (SNCT) agenda on this matter.
- 1.4 In addition and as agreed at SNCT level, local negotiating committees are to take cognisance of the report – ‘Curriculum for Excellence – Working Group on Tackling Bureaucracy’. A copy of this report is attached as Appendix B.

#### 2 WORKING WEEK

- 2.1 A 35-hour working week is now in place for all teachers.
- 2.2 The maximum class contact time for all teachers in all sectors is 22½ hours per week.
- 2.3 For the avoidance of doubt, where teachers provide cover for absent colleagues etc, such cover counts as class contact and in those circumstances the total of allocated class(es) and cover in any working week will be subject to the class contact maximum for that sector.
- 2.4 The Agreement states that promoted staff “require time for additional duties outwith teaching and associated preparation in order to fulfil their broad professional duties.” This is an important element of the Agreement in addressing the objective of managing and limiting workload for promoted teaching staff. Consequently, the minimum management time allocated to promoted staff will be provided by the application of the current Children and Families Service guidance and in addition, schools may give positive consideration to supplementing management time wherever possible within any flexibility available in the staffing complement.
- 2.5 An allowance of personal time for preparation and correction of no less than one-third of the teacher’s class contact commitment is included within the working week.
- 2.6 The remaining time (i.e. the time available within the 35 hours beyond the combined class contact and preparation/correction allowance) requires to be planned to comprise other appropriate professional activities. Its use is subject to agreement at school level. The process of reaching such agreement is the subject of guidance within section 4 of this document.

2.7 For full-time staff these weekly time provisions are as follows:

<b>Sector</b>	<b>Maximum class contact</b>	<b>Minimum preparation/correction allowance</b>	<b>Balance for other Professional activities</b>
All Sectors	22½	7½	5

For part-time staff these provisions apply on a pro-rata basis.

2.8 The range of professional activities which may be undertaken in the balance of time available include:

- additional time for preparation and correction
- parents meetings
- staff meetings
- preparation of reports, records etc
- forward planning
- formal assessment
- professional review and development
- curriculum development
- additional supervised pupil activity
- continuous professional development
- flexibility
- trade union meetings

2.9 Such activities require to be prioritised for inclusion within the available time and to be assessed as to the time needed for their completion. Monitoring of the actual time which such activities currently take should enable schools to make a realistic assessment of time needs, to reflect on the adequacy of their allocations agreed for the current session and reach agreement on time allocations for the coming session. In doing so, account should be taken of the following considerations:

- i Additional preparation and correction - an assessment should be made of the adequacy of the minimum personal allowance for preparation and correction provided for in the Agreement, taking account of the particular circumstances of the school. A supplementary allocation of time may be agreed where considered necessary to match realistically and effectively the demands associated with class contact time.
- ii Parents meetings - existing agreed arrangements are described below and should continue to be the basis for planning:
  - the number of meetings should be determined by the need for good parent/teacher contact on individual pupils' progress and the time needed to meet individual parents' expectations of sufficient time for dialogue
  - of the 5\* hours allocated per meeting, not more than 2½ should be allocated for the meeting itself and the other 2½ for preparation and travel\*\*. The length of any individual teacher's attendance at any particular meeting will, within that stated maximum, be related to the time required to see those parents who have made appointments. Where a teacher's presence is not required at a particular parents meeting then that teacher would not need to attend.

(\* Where needs can be met by shorter meetings there should remain an allowance for preparation and travel equivalent to the duration of the meeting.

\*\*Where parents meetings are scheduled to take place at the conclusion of the pupil day instead of in the evening and additional travel is therefore not required then an appropriate time allocation should be allowed for a social break.)

- iii Staff meetings – this includes whole staff meetings or smaller groups (e.g. Principal Teachers, school working groups etc) as required. For practical reasons such meetings will commonly take place outwith the pupil day but this does not preclude them taking place within the pupil day where suitable arrangements can be made. In secondary schools departmental meetings will continue to be timetabled in accord with usual practice.
- iv Preparation of reports - should take account of pupil numbers and typical completion time. It may be necessary to review frequency of reporting to parents if current practice is overly time-consuming.
- v Forward plans - should take account of number required within the school session and typical completion time.
- vi Formal assessment – time should be allocated where assessment is summative and part of a formal process e.g. end of unit tests, national assessments and prelim examinations. Account should be taken of administration requirements such as preparation of test papers where appropriate, marking of papers and recording of results.
- vii Children and Families Service Professional Review and Development process - time should be allocated in accordance with the arrangements for the Children and Families Service Staff Development and Review process. Account should be taken of the demands made of line-managers with responsibility for undertaking a number of Reviews. Consideration will be given to this issue in the review of management time for promoted staff.
- viii Curriculum Development - this should include arrangements for policy development or curriculum development on an individual or group basis (e.g. within a subject department).
- ix Additional Supervised Pupil Activity - time may be allocated to indicate the contribution of teaching staff to the wide range of activities which are undertaken on a voluntary basis and which enhance the school and life experience for pupils (e.g. school clubs, sporting, creative and aesthetic activities). It will not be feasible to do so on an “hour for hour” basis but may be agreed on a notional basis as an acknowledgement of the commitment involved.
- x Trade Union meetings - consideration may be given to the inclusion of time for teacher trade union meetings outwith the pupil day, or within INSET days, particularly in relation to facilitating discussion and monitoring of working time arrangements.
- xi Other activities - the list above is not exhaustive in relation to appropriate activities for inclusion within the balance of available time. There will be others which merit consideration and agreement according to the specific circumstances of a school. For example, schools may wish to consider information meetings for groups of parents and Special schools will have particular needs in relation to preparation of additional plans to support learning.

- 2.10** For planning purposes only, schools should consider the available weekly time aggregated over the school session. This time shall be 190 hours.

In planning the use of available time in this way, a meaningful proportion of time should be left for flexibility which could be utilised by agreement for unplanned commitments which arise during the session (eg HMI visit). Any such time unused would be assumed to be assigned for additional preparation and correction.

- 2.11** Agreed activities should then be arranged across the school session in an agreed timetable in a way which reflects school needs, takes account of the different pressures on schools at different times and which meets the following requirement from the Agreement:

“The individual and collective work of teachers should be capable of being undertaken within the 35-hour working week.”

This statement stipulates that a professional approach to the work of teachers must be complemented by the requirement that workload is properly assessed, managed and limited. Therefore the planning of the balance of available time must ensure that the weekly figures for the relevant sector are not exceeded.

- 2.12** The Agreement states that, “Teachers will be available for meetings and other collective activities during the course of the 35-hour working week. If a teacher is not required to be on the school premises for certain duties, for example preparation and correction, these may be undertaken at a time and place of the teacher’s own choosing. Teachers will be expected to notify the appropriate line manager of their intentions in this respect.”

It is recognised that for the most part it is self-evident which activities require to be undertaken in school. Schools are required to have established their own arrangements for the notification referred to, primarily for Health and Safety purposes, and these should be of a straightforward and routine nature, covering the pupil day.

In addition, however, where teachers are in a position that they may be asked to provide class cover but wish to leave the school premises during non-contact time within the pupil day, they should first confirm with the relevant member of the SMT that they will not be required for cover at the specified time. Similarly, where promoted staff have management responsibilities for other staff and pupils which extend beyond their class contact commitment, they should also confirm with the relevant member of the SMT any intended departure from the school premises within the pupil day.

### **3 APPROACH TO REACHING AGREEMENT ON THE USE OF THE BALANCE OF TIME**

**3.1** Each establishment is required to have in place an appropriate and effective negotiating mechanism between the head of establishment and the representatives of teaching staff to secure agreement on the use and timing of collegiate time and to monitor the effectiveness of those arrangements over the school session.

**3.2** Consultative mechanisms in schools are commonly in place based on the model recommended for Workload Committees and DSM Committees. The arrangements from those agreements, adapted to meet the circumstances and requirements of the new Agreement, are provided below and form a suitable framework for reaching agreement on working time at school level.

- the committee would be named the Working Time Committee and have as its sole function the preparation of a proposal to be put to the whole staff on the allocation of the balance of available time of the 35-hour week and an associated annual calendar of collegiate activities. The composition will be the Head Teacher, a member of the senior management team where appropriate, and members of the teaching staff of the school.
- the size of the committee will vary according to the size of the school; it must be large enough to be representative but small enough to engage in the work which will be necessary prior to seeking whole school approval of proposed arrangements. Schools should utilise an appropriate means to ensure that all staff are given an opportunity to be involved in reaching approval of the proposed arrangements.
- the figures provided below represent suggested suitable numbers of teaching staff representatives for the committee:

Total number of teachers	Number of teacher representatives
1 - 5	whole staff
6 - 19	3
20 - 39	4
40 - 59	5
60 - 79	6
80 - 99	7
100 +	8

- this guidance on committee size is not intended to preclude the model of the required negotiation taking place between the whole staff and the Head Teacher where this is practicable and agreed by those respective parties
- the teacher representatives should be elected by members of the recognised teacher trade unions in numbers proportionate to their membership within the school
- the timings of meetings should be by agreement between the Head Teacher and other members of the committee at suitable times of the normal school day/week, including INSET time
- meetings should be held within the summer term to allow agreement with the whole staff to be concluded by the summer break in preparation for the following school session, and thereafter if and when necessary during the session; annual reviews of the use of this time will feed into the planning cycle
- the process should be initiated and led by the Head Teacher who as part of that process should invite submissions from school trade union branches on suggested priorities and time allocations for activities.

**3.3** All establishments are required to provide a statement of their agreed programme of activities to the Director of Education for submission to the DNCT to monitor the effectiveness of school mechanisms in ensuring agreement on, and prioritisation of teachers' working time. A pro-forma is provided to schools for this purpose. In

addition, each school is asked to provide a statement of its agreed calendar of collegiate activities in the format normally used within that school.

- 3.4** In the event of difficulty within this process, advice may be sought by any party from the relevant Education Manager and/or from the local officials of the recognised teacher trade unions. Matters of dispute may be referred to the DNCT for resolution.

#### **4 CONTINUING PROFESSIONAL DEVELOPMENT**

- 4.1** Teachers have a right and a responsibility to contribute to the development of a quality service. They have a professional commitment to develop their skills and expertise in classroom practice and other related matters through an agreed programme of Continuing Professional Development (CPD). An additional contractual 35 hours of CPD per annum has been agreed as a maximum for all teachers, which shall consist of an appropriate balance of personal professional development, small scale school based activity, attendance at nationally accredited courses or other CPD activities. As part of this professional commitment teachers will have a CPD plan that is agreed annually with their line manager, based on assessment of individual need. Teachers are also required to maintain an individual CPD record for professional purposes.



**DUNDEE CITY COUNCIL – EDUCATION DEPARTMENT**

**INTRODUCTION OF 35-HOUR WORKING WEEK  
PLANNING OF AGGREGATE BALANCE OF WORKING TIME**

**SCHOOL** \_\_\_\_\_ **SESSION** \_\_\_\_\_

Agreed time allocation should be entered in the total hours column below as applicable following assessment of time for activities and prioritisation within the contractual 22.5 hours class contact time, a 35 hour working week and 190 hour working year. When activities will take place within the school this should be confirmed by a tick in the on site column.

<b>Activity</b>	<b>Time Allocation</b>	<b>Total Hours</b>
Parent Meetings *5 hours split – 2.5 preparation/2.5 meeting	no. of meetings x 5 hours	
Forward Planning	no. of plans in session x typical completion time	
Staff Meetings	whole staff: no. x duration working groups: no. x duration	
Reports	Average no. of pupils x typical completion time	
Formal Assessments	Typical preparation, marking and administration time	
Trade Union Meetings	Outwith pupil day	
Staff Development and Review	In accord with the department's process	
Curriculum Development	Individual or group work (school or departmental)	
Additional Supervised Pupil Activity	Acknowledgement of extra-curricular activities	
Additional Preparation and Correction	Supplementary allocation as necessary	
Other Activities	List as appropriate	
Flexibility time	For unplanned commitments	
<b>TOTAL</b>		

**The above time allocation has been agreed by the School's Working Time Committee**

**Signed** \_\_\_\_\_ **(Head Teacher)** **Date** \_\_\_\_\_

### SNCT Guidance on Tackling Workload

Following agreements reached in the Curriculum for Excellence Working Group on Tackling Bureaucracy, the following guidance sets out the key messages to be taken into account when agreeing working time arrangements and ensuring that teacher workload is not excessive with processes in place to empower teachers to deliver improved outcomes for pupils. Everyone has a part to play in tackling excessive bureaucracy.

#### More specifically:

- Professional dialogue is key to improving learning. Paperwork should be kept to the minimum required to support this process.
- Forward planning is a professional tool to assist teaching and learning. Teachers should plan to the level of detail which will work best for their pupils. This will vary with the teacher's level of experience, familiarity with the material and preferred style, so there should not be a "one-size-fits-all" approach. Daily plans should be brief and mainly for teachers' use (e.g. a diary approach.)
- Forward planning should be proportionate; there is no need to plan, assess, record and report at the level of each and every Experience and Outcome. Forward planning should support professional dialogue rather than simply fulfil an audit function.
- Whole school approaches to self-evaluation play a key role in improving performance but over-reliance on audit and "tick box" approaches can distract from high quality teaching and learning. Self-evaluation should focus only on the key information required to support improvement.
- ICT planning and reporting systems should be used with caution. There should be a realistic evaluation of the time required to utilise such systems and this should be factored in to school improvement plans. Just because such systems *can* support very detailed planning and reporting, does not mean they *should* be used in that way. What matters is that systems are used effectively to support and protect time for professional dialogue.
- Parents are looking for reports that give a clear, rounded personalised summary of their child's learning and progress. They want good quality conversations with teachers that feel personal and specific to their child. The paperwork needs to support this rather than becoming an end in itself.
- Report card formats and other arrangements for reporting should avoid jargon and "tick box" approaches such as covering each and every Experience and Outcome.
- Assessment judgements, particularly within broad general education but also in the senior phase of CfE, should be based on evidence drawn mainly from day-to-day teaching and learning. Tracking pupil progress and moderation is important; however, there is no need to produce large folios of evidence to support this. Assessment within CfE is based on the exercise of professional judgement.

## **Actions**

The following actions should be reflected in local authority and school improvement plans.

### **All involved in delivering teaching and learning should:**

- ensure that their planning, monitoring and reporting systems are fit-for-purpose. They should be used in a way that maximises the time spent on teaching and learning, supports professional dialogue and avoids unnecessary workload.
- ensure that reporting formats reflect CfE in that they revolve around narrative reporting rather than "tick box" approaches and that their approach is essentially holistic.

### **Schools and staff should:**

- ensure time for professional dialogue and support the development of staff confidence and professional trust in teachers.
- review forward planning procedures to ensure that they are proportionate and support professional dialogue.
- avoid excessive planning based upon assessing, recording and reporting at the level of individual Experiences and Outcomes.

### **Each Local Authority and Learning Community should:**

- challenge unnecessary bureaucracy in education services and schools.
- take practical steps to improve school leadership skills and staff confidence in planning for learning with a view to discouraging excessive paperwork.
- ensure that audit and accountability arrangements focus only on the most valuable information to make the greatest improvement.
- regularly review the efficiency of ICT systems for planning and reporting, ensuring that they are fit-for-purpose and do not unnecessarily take time away from teaching.

### **Education Scotland should:**

- use its inspection teams to challenge unnecessary bureaucracy in schools.
- support improvement through professional dialogue and promote sharing and exemplification of good practice.
- ensure that it does not itself create unnecessary paperwork for schools and staff. This includes working with local authorities and schools to clarify expectations and making sure that the documentation required for inspection purposes is kept to the minimum.
- review its CfE website to ensure that national policy expectations are clear and guidance and support for CfE is made more easily accessible.

### **SQA and each Local Authority should:**

- ensure that national and local quality assurance processes are aligned and proportionate.
- take practical steps to develop staff confidence in delivering verification procedures for new qualifications and streamlining these procedures if necessary.
- regularly review guidance to highlight current advice and remove unnecessary and out-of-date material.

### **NPFS should:**

- work with parent groups to develop understanding and publicise more streamlined and effective reporting systems.

**Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers should:**

- consider to review the situation and address issues as they arise.

**The main drivers of identified creating excessive workload are:**

**Over-detailed planning processes.**

Planning at the level of every individual experience and outcome; planning with too many layers and too much repetition. A lack of balance between written planning and planning based on professional dialogue.

**Assessment, tracking and reporting systems that are not fit-for-purpose.**

Inappropriate use of ICT systems, quality assurance and monitoring processes that make insufficient use of evidence from day-to-day teaching and learning; and sometimes cumbersome approaches to profiling and reporting to parents.

**Adopting rather than adapting.**

Inflexible use of "one size fits all" approaches to CfE rather than adapting to suit local circumstances.

**Unnecessary auditing and accountability.**

Local authorities sometimes requiring excessive detail for auditing and accountability. Schools over-preparing for inspections based on misunderstandings about Education Scotland's expectations.

**Lack of confidence.**

Head teachers and staff need to gain full confidence in the changes that they are making to their practices. This leads to detailed approaches being adopted in the developmental phase which could be - but are often not - reduced as familiarity and confidence grows.

**Unclear expectations.**

Uncertainty over what schools have to do, should do and can choose to do managing workload for CfE.

Further information of the work of the original group is available at:-

<http://www.scotland.gov.uk/Topics/Education/Schools/CfE/tacklingbureaucracygroup>