SNCT REGIONAL EVENTS 2006

COLLEGIALITY AND WORKING TIME

The SNCT organised four regional events in the Spring of 2006. These events were arranged to consider the impact of collegiality in Scotland's schools as part of evidence to be gathered by the SNCT under Annex C of the 2001 Agreement, A Teaching Profession for the 21st Century. The events would also provide evidence to the SNCT on the formulation and impact of working time agreements.

The events were held in Irvine, Edinburgh, Glasgow and Aberdeen. The Joint Chairs statement on collegiality was issued at all four events. Following the first event (Irvine) it was agreed to issue both Annex C and D of the 2001 Agreement to the other 3 events. The majority of participants had seen and made use of the statement on collegiality. Some, however, had not and this raises issues on communication.

The format was substantially the same at all events. Following an introduction the participants were placed in groups to pick up the key issues set out by the Review of LNCTs Working Group which had organised the event. Each group was asked to record key points on a flipchart. The feedback from the groups is provided in Appendix 1. In addition each group which met before lunch was given an additional task to identify a question or questions to be addressed in a plenary session.

The plenary session allowed a panel nominated by the SNCT to answer key questions set by the groups. A list of the questions is appended (Appendix 2). This report does not attempt to summarise the responses. However, as the Scottish Executive was not able to be represented at two events there is appended a general outline of the Scottish Executive's response to questions on the funding of the Agreement (Appendix 3)

A list of participants is appended (Appendix 4).

REPORTS FROM WORKSHOPS

WORK SHOP 1: WORKING TIME AGREEMENTS

IRVINE

Group 1

Impact

- 35 hour week/workload
- Central/local?
- Monitor? How?
- Collegiality amongst schools
- Management of workload
- CPD/PRD/Development Plan

Lessons and Improvements

- Sharing and resources
- Reduce workload – more collegiality
- Curriculum for excellence
- De-cluttering
- Assessment is for learning
- Culture in schools?
- Who controls?

Group 2

Impact

- Reinforced good and bad practice in schools.
- Lack of awareness of benefits and responsibilities of WTA.
- Little impact on workload.

- Lessons and Improvements

- Importance of local/LNCT discussion of experiences.

- Joint launches and training at local authority and school level.

- Scottish Executive funding of this training.

- More focus on cultural climate in schools.

- LNCTs – higher profile/involved. Not a paper exercise.

- More funding for student placements.

- Need to review HMIE/Political pressures on local authorities and schools.

- How collegiate is their working?

Group 3

Impact

- Collegiality not new in all schools.

- Varied impact – working time agreed but not 35 hours in reality – workload problems for all staff continuing.

- External pressures (HMIE) for more work.

- Initiatives; assessment for learning curriculum for excellence – short term impact?

- Pressures to extend the school day – breakfast clubs etc, after school activities.

- Changes of attitude/culture have begun – long way to go.

Lessons and Improvements

- Need for shared responsibility – HTs to give up sole decision making power – teachers to contribute/accept joint ownership.

Group 4

Impact

- Has not delivered the 35 hour week (YET!).

- However provided a 'safety net'.

- Focussed workload issues.

- Guidelines from LNCT helpful; framework for partnership.

<u>Lessons and Improvements</u>

- Need for articulation between working time agreement and development plan and calendar/cycle.

- Need for "Joined up Thinking"; SEED/ local authority/school.

- Actively reviewed at LNCT and school levels.

- Process is as important as the result.

- Has enhanced collegiality (in some cases).

- Provides a focus potentially for collegiate working agreement.

EDINBURGH

Group 1

<u>Impact</u>

- LNCT Agreement has helped people.

- Training would have an impact.

- Concern that WTAs have had a limited impact on teacher workload.

<u>Lessons and Improvements</u>

- Staff have to feel empowered in order to actively participate in discussions, including head teachers.

Group 2

<u>Impact</u> (Impact of factors on WTAs)

- SEED/HMI driven initiatives (eg) Curriculum for Excellence, Health Promoting Schools, 2 hours PE etc.

- Delegation of developments at school level.

- Collegiate vs Management decisions.

- Asymmetric week – SE Scotland lucky to have quality time for CPD etc. A collegiate decision area?

- Managing workload – continuing need for WTAs in schools.

<u>Lessons and Improvements</u>

- Aspirations of SEED/HMI constrained by awareness of 35 hour week.

- WTAs: more transparency (countrywide information), less 'top down', realistic evaluation of competent parts, ability to say "No" because beyond available resources, ability to offer alternatives.

- Delegation to school level: lack of central resource for educational developments, curricular advisorate vs QIOs.

- Collegiate v Management decisions: right to manage includes accountability to the collective, negotiation rather than consultation.

<u>Group 3</u>

<u>Impact</u>

- 35 hour week is still an aspiration.

- Teachers fully aware of hours worked.

- Still too much management pressure leading to lack of individual control; school managers and LA and SEED and HMI.

- On collegiality: too much variation and fear of 'culture change'.

<u>Lessons and Improvements</u>

- Communication between LNCT and schools and between SMT and staff should be improved.

- Time prioritisation at all levels with focus on teaching and learning.

- Realistic school plans.

- Transparency needed.

- Monitoring.

- Identify and share best practice.

- Range of launches of agreements.

- Improved communication.

- Acceptance that work/life balance is important.

Group 4

Impact

- A variety of approaches, depending on ethos and awareness in school.
- LA WTA guidelines useful to formulate own WTA.
- Variety of experience between secondary and primary: wider range in primary, secondaries more similar.
- Overall impact has been positive, as discussion is taking place. Some practice is very good, other needs improvement.
- Pressure on HT/SMT to implement change means there is a tendency to short-cut the collegiate process to meet time imperatives.
- Real evaluation and monitoring of actual time needed to carry out "nominally" defined" task lengths.
- Ability to use agreed commitment to explain non-task completion: it can justify delayed implementation.
- Workload monitoring <u>must</u> take place.
- If managers' workload not monitored, there will be no new managers.
- Formalised monitoring (by SNCT. NCT, unions, QIOs etc) of collegiality necessary: at present too *ad hoc*.

Lessons and Improvements

- More sharing of good practice nationally and locally.
- More monitoring of LNCTs and of schools will improve the collegiate approach.
- Move to look at reality: WTA should help teachers move to 35 hour week, otherwise liable to breed cynicism.
- August 2006: need to carry on and develop use of WTAs: not a *fait accompli*: no prescription could be disaster for both management and teachers.

GLASGOW

Group 1

Impact and Lessons and Improvements

- Working time agreement valuable mechanism.
- Reality check.
- Initiative pressures, eg SQA changes.
- Collegiality about far more than paper agreements.
- Fragmented - reinterpretation of SNCT agreements?
- Faculty/restructuring resources.
- Primary non-contact time timetabling – class reduction time for teachers.
- Initiative overload again – improvement agenda – impact of agreement in delivery improvement.
- Continued protection, 7.5 hours.
- Local/national boundaries leadership – broad context <u>not</u> top down.
- College time for development and skills.

Group 2

Impact

- Workload – not changed as much as we had hoped for, in fact got worse in many cases.
- Collegiality impact patchy some very good and some still have a long way to go.
- Culture still to change from Exec to LA to school.
- Comfort zones – to encourage teachers/HT to participate more/letting go duties and 35 hour week are still to be gained by all sides.

Lessons and Improvements

- A rolling programme of joint training for HTs/teachers in schools in negotiating skills.
- School calendars.
- Realistic development plans – staff representative group involvement.

- LNCT agreements examples of good practice.
- Need to link school calendars, WTAs and development plans.
- Use the SFR to raise awareness in a supportive way of the rights, responsibilities of teachers/LA.
- Raise awareness of management responsibilities in controlling workload.
- Employers ought to be able to demonstrate how their service plan can be implemented within 35 hour week.

Group 3

Impact

- Varied across the country and from school to school.

Lessons and Improvements

- Advice required from LNCT.
- Framework which allows flexibility.
- LNCT sets culture for schools.
- Some WTAs have had positive impact on relationships, culture.
- Must be genuine negotiation in school and sense of ownership by all involved.
- Joint training in negotiation required.
- Solution focussed approach works.
- Joint training.
- Shared good practice.
- HTs and school negotiating committees must take joint responsibility.
- Openness is important.
- Impact on planning WTA is only part of the jigsaw other factors include national priorities, LA planning, cluster planning and school development planning and all of this requires understanding of big picture by everyone – realistic expectations.
- WTAs have helped in some schools to control teachers' workload.
- Need for strong, clear guidelines from LNCT to ensure this becomes more widespread, it is legitimate to say "I don't have enough time". Then solution must be found.

Group 4

Impact

- For some WTA experience was confrontational (protecting 35 hours week).

- Strain on management to resource.

- Varying interpretations of collegiate hours deployment.

- Challenge: can't deliver service in 35 hours (with current resource).

- Lessons in improvements need to scale down school improvement plan?

- Need to retain local level negotiation/attain spirit of McCrone and respond to needs.

- Schedule WT negotiations within collegiate time.

- Style of school management/leadership influences climate/values.

- Need to adapt; evidence of some climate change.

- Issues of "scale/size of school/staff team" lead to practical difficulties.

- Need to know what is happening on the ground.

- How readily do staff participate in discussion/negotiation and are willing to share views on groups and reasons for this?

- Difficult to "negotiate if management are present"? Is the process of teaching final agreement coherent across all schools?

- School management/structures do they help or hinder?

- There is a challenge in the reconciliation of various demands, from local authority to Scottish Executive and HMI with negotiated time/available time.

- Collegiality across/throughout the LA, SE, HMI affects culture/climate.

- Recognise the pressure and forces from LA, SE and HMI which "drives change".

- "Leadership" of HMI – shared understanding at all levels of HMI.

- Impact of "expectations" from LA/SE/HMI.

- Why do LAs want good reports/brownie points?

- "Power" of HMIs "word" (wisdom, assessment).

- Who inspects the Inspectors?

- LA responsibility to schools – ensure not "caught short" by HMI.

Group 5

Impact

- WTAs should be annually reviewed.
- The calendar should be part of the agreement.
- First agreement was a difficult process.
- Conciliation arrangements in place and work on process should start before Easter.
- WTAs have not helped reduce workload due to new initiatives, teachers' commitment to teaching and learning, changing remits due to management restructuring.
- Classroom teachers largely do not feel more involved in decision making processes.

Lessons and Improvements

- Change of culture with regard to collegiality will take time.
- CPD can contribute to the process of changing culture.

Group 6

Impact

- Devolved responsibility where there is a need for review.

Lessons and Improvements

- More information and training should be provided.
- Auditing required.
- A lot depends on HT.
- Instead of hours tasks should be agreed.
- Need for monitoring.
- Importance of calendar.
- Culture of voluntarism.

ABERDEEN

Group 1

Impact

- Communications with schools – apparent lack of interest/willingness to take part – poor communications leads to negative impact on participation.
- Inconsistencies prolong varying levels of implementation in schools, school agreements reached but not always adhered to (unrealistic expectations) and varying effectiveness of staff consultative committee.
- Importance of clear joint union/authority guidance to schools.
- Working time agreements – useful planning documents and "checks" on unrealistic workload expectations.
- Existing culture/ethos impacts on need for and application of agreement.
- No impact!
- Perceived increase in workload.
- Too much work still done outwith the paper agreement.
- Variable workload generated across departments/sectors.
- Collegiality: concept of collegiality is difficult to define.
- Consultation on "everything" is unsustainable.
- Better processes/structures for negotiation.
- Effectiveness is "management-style" dependent.
- Culture and ethos – critical.
- Collegiality is about working relationships not about numbers of meetings or number of hours allocated.
- Attitudes take a long time to change.

Lessons and Improvements

- Communications central to effective implementation.
- Suggestions for improvement include newsletter to all staff, identification of faculty/departmental "time" and not necessarily meetings.

- Insufficient time to communicate effectively and to support effective implementation – good framework but lack of time makes delivery unsustainable.
- Too busy "doing the job" to participate in collegiate processes.
- Collegiate working is seen as an additional workload generator rather than a means of shaping and managing workload.
- Need to ensure training and awareness raising within training institutions.
- Need to share principles more widely.
- Time and staffing required to implement effectively and enhanced at all levels.
- Planning issues – how are new initiatives outwith the agreement taken on board?
- National responsibility in terms of "new initiatives".
- Development plans – realistic and sustainable.

Group 2

Impact

- Some more discussion but little sense of increased ownership.
- External influences (LA, HMI, QIO) still the major driver of workload.

Lessons and Improvements

- Better measure required of individual workload (time that activities actually take).
- Get HMI signed up to measuring collegiality.
- Remember our own self-discipline in deciding how much time can be allocated to tasks.

Group 3

Lessons and Improvements

- Commitment to LNCT of resources/principles, time to review/monitor agreements.
- Schools more committed to agreements but are reviewed and advice given on.
- Sharing good practice within LNCTs.
- Still some way to go in matching workload to a defined 35 hour week.
- School local agreements could accommodate individual/differentiated allocations of time, eg promoted staff/different stages.

Group 4

Lessons and Improvements

- Regulation of development plans to be overseen.

- No significant decrease in workload - at management (primary) and in general.

- Is agreement being used properly?

- To improve staff confidence: training and joint communication, monitoring, initial training, devolved planning of collegiate time and make it a reality by providing time and resources.

Group 5

Impact

- Inputing to school calendar which is managed better.

- Recognition of additional time for preparation/correction.

- More opportunity to engage with school management (although may be limited to few staff) many staff may step back if they feel they are being represented.

- No meaningful impact on reducing workload.

- Negative impact on curriculum development?

- Time to be made available to some staff.

- Emphasise that teachers simply do not (cannot?) work 35 hour week.

Lessons and Improvements

- Still too much being imposed on schools, need to be better managed by local authorities.

- Properly resourcing developments to reduce impact on school staffs.

- More radical overview of accumulated practices in schools – change the way you do things.

- More and better use of support staff.

- How well has "A Teaching Professional for the 21st Century" been properly resourced?

- Teachers need to recognise where they may not be helping themselves, eg address time on non-teaching tasks, be more robust in setting limits and lose the guilt!

WORKSHOP 2: COLLEGIALITY

IRVINE

<u>Group1</u>
<u>Barriers</u>

- Individual attitudes.
- Definition of collegiality.
- Time.
- Seeing the value of it (contributions).
- Staff turnover.
- Methodology – not one size fits all approach.
- Size of school – small/large.
- Resistance to change.
- Fear.
- Staff cuts.
- Cynicism.
- Personalisation.

<u>Solutions</u>

- Full "funding" of McCrone, eg probationers, support staff, time – Annex E.
- Decluttering of curriculum.
- Reduction in assessment.
- Fewer SEED initiatives.
- Awareness arising/training.
- Participative/openness – management styles.
- Time – use of in-service days and local agreements in schools.
- Collegiate working at <u>all</u> levels (HMI, SEED).
- Sharing of good practice (eg TACT).

<u>Group 2</u>

<u>Barriers</u>

- Communication and shared perception of the term "collegiality".
- Time consuming process (35 hour etc).
- External pressures.
- Relationships/ethos/culture.

<u>Solutions</u>

- Improved communication.
- Enhanced role for LNCT in monitoring schools' level of collegiality.
- Greater commitment from schools to self-evaluation events.
- More joint working organised by LNCTs.
- Encouragement for teachers to re-evaluate their professional role.

<u>Group 3</u>

<u>Barriers</u>

- Lack of training (at all levels).
- Lack of awareness of document.
- Lack of shared understanding.
- Shortage of time to work on process of monitoring (LNCT and school).
- Change of culture.
- Lack of process of engagement within schools.

<u>Solutions</u>

- Improved training – initial teacher training, SQH, joint training and school reps.
- Appropriate allocation of additional time for training.
- Discussions at school level.
- Effective LNCT monitoring.

Group 4

Barriers

- Lack of information/openness.
- Reluctance to change.
- Lack of confidence/trust.
- Narrow definition of collegiality.
- Quality of relationships.

Solutions

- All staff assume responsibility.
- School ethos/morale/staff motivation.
- Development of consultative structures.
- Communication/openness/ownership.
- CPD.
- Joint working/presentation at LNCT level.

EDINBURGH

Group 1

Barriers

Local Association Level:

- Cultural climate.
- Re-definition of collegiality an extension to elected members.
- Lack of time.

School Level:

- Cultural climate.
- Lack of time.
- No sense of need.
- Lack of clarity about responsibility for decision making.

Solutions

Local Authority Level:

- Improved communication and training.
- Emphasise responsibility.
- Monitor and identify good practice.
- Research into international models.
- High expectations.

School Level:

- Assume rights and responsibilities.
- Communication and training.
- Identifying relevant issues to engage collegiality.
- School monitoring.
- More information from SNCT about management decision making.

Group 2

Barriers

- Collegiality cannot be achieved at school level if it has not been achieved at LA level.
- Introduction of new initiatives mid-term pose problems for the implementation of existing agreed plans (unless something comes off).
- Where is the collegiality at SEED level?
- Apathy of a large number of teachers.

Solutions

- Training of all stakeholders.
- Role for LNCT to actively monitor and share good practice.
- The wording of criteria in the letter needs to be less ambiguous and more robust.
- Recommend to SNCT that the letter is afforded the status of a circular to be sent to all teachers.

<u>Group 3</u>

<u>Barriers</u>

- Departmental structure as opposed to whole school approach to developing a collegiate approach.
- Culture of Scottish education in terms of line management structure/culture and trend away from collegiality.
- Lack of trust in the professionalism of teachers in schools.
- Ethos of authority level in promoting a "just do it" approach.
- Current arrangements for the recruitment and selection of senior staff – are we getting the best people?
- Lack of training opportunities for PT and DHT.
- People's capacity to embrace a collegial approach – lack of motivation, not valuing the process.
- Lack of resources to support collegiality – this is not cost free.

<u>Solutions</u>

- Enhancing monitoring roles of LNCTs and authority – how do we know it's happening?
- Leadership that promotes collegiality.
- Authority welfare group (Fife initiative) surveying schools to highlight potential areas of concern.
- Promoting Standard for Full Registration as a document to enhance professionalism of staff.
- Collegiality as part of ITE.
- SNCT "letter" of 22 June to be given circular status.

<u>Group 4</u>

<u>Barriers</u>

- Staff fears about articulating views which do not agree with management.
- Staff reluctant to express views in public forum.
- Collegiality not seen to be impacting favourably on 35 hours week at present.

- Poor communication.
- Lack of opportunity for professional debate.
- If existing ethos is not one of participative management.
- Pressure on staff at all levels to "deliver" often unrealistic outcome.

<u>Solutions</u>

- Promote an ethos within schools which builds up positive experiences and mutual respect and trust.
- Provide a framework which positively encourages all staff to express views freely.
- Joint agreed policies and launches from LNCTs.
- Emphasise collegiality in new Standard for Headship.
- Look for a range of activities beyond staff meetings to promote collegiality, eg discussion forums.
- Effective monitoring by LNCT.
- SNCT actively promoting this style of management.
- LNCT involvement in discussions of priorities – both national and local.

GLASGOW

<u>Group 1</u>

<u>Barriers</u>

- Insufficient time.
- Quality not quantity.
- Fragmentation.
- External factors/pressures.
- Lack of clarity about terminology, eg collegiality and collegiate working.
- Staff not feeling valued.
- Reduction in promoted posts – narrowing of structure.

- More focussed use of time.
- Appropriate use of the existing range of CPD.
- Openness.

Group 2

Barriers

- Definition of collegiality?
- Skills base.
- Connections between managers and teachers.
- Poor leadership.
- Lack of training.
- Number of initiatives (SEED).

Solutions

- Training.
- CPD.
- Improved communications.
- Monitoring agreements.
- Improved leadership – releasing power.
- Reduce initiatives.
- Leadership by LA and LNCT.
- Attitudes and values.

Group 3

Barriers

- Personalities.
- Lack of trust.
- Climate of fear.
- Leadership styles.
- Lack of appropriate skills.

- Culture.
- Different interpretations of collegiality.
- Lack of time (classroom teachers).
- Collegiality – irrelevant?
- Workload issues "no time left . . .".
- Inappropriate vocabulary.
- Lack of resources/funding.

Solutions

- Changing culture.
- Appropriate joint training, eg negotiation.
- Time for negotiators.
- Valuing by authority of work on 21st Century Agreement.
- Valuing collaborative working.

Group 4

Barriers

- Lack of trust.
- Poor relationships.
- Time constraints.
- Lack of common understanding of what collegiality means.
- Initiative overload.
- Reluctance to change.
- Fiction of 35 hour week.
- Just want to do my job.
- Unwillingness to take responsibility.

Solutions

- Joint training.
- Team building.
- Address relationship issues.

- Agree priority to overcome time constraints.

- Role of LNCT to make clear what collegiality means to schools.

- Joined up thinking/prioritisation from SEED, LA, schools.

- Professional dialogue (packages).

- Management of collegial activities.

- Everyone to recognise responsibility for collegiality.

Group 5

Barriers

- Mindset of individuals.

- Culture of the establishment.

- Congeniality?

- No shared definition.

- Poor relationship skills.

- Innovation proliferation.

- Lack of appropriate training.

- Lack of resources, eg time.

- Lack of trust.

Solutions

- Training in team building.

- Sourcing training of high quality.

- Taking risks at all levels.

- Transparency/openness.

- Guidance from LNCTs on good collegiality practice.

- Relationship/people skills training.

- Awareness of the parameters of collegiality.

- Consultation versus collegiality.

Group 6

Barriers

- External factors: HMI, SEED, LAs.
- Initiatives parachuted in! eg learning communities, restructure of promoted posts (no negotiation!).
- Training of headteachers and others.
- Time to reflect and evaluate.
- Inconsistency in interpretation and concept of collegiality.
- Inconsistency at different levels, eg department, school and authority.
- Cultural attitude; staff, headteachers, authority.
- Lack of flexibility/trust.
- Continual change.
- Inability/unwillingness (fear) to/of saying NO.
- Development plans no help in managing workload.

Solutions

- More assertive staff.
- Training for staff in assertiveness.
- Copy of collegiality statement to all teachers.
- Time to discuss the collegiality statement.
- Training of headteachers and staff on agreements – joint presentation.
- Trust and flexibility.
- Working relationships.
- Positive role models, eg LNCT, various establishments.
- Initiative moratorium.
- Joint evaluations – now!

ABERDEEN

Group 1

Barriers

- Lack of time for meaningful discussions.
- Staff attitudes.
- Leadership.
- Knowledge.

Solutions

- Working together in all areas from top to bottom.
- Groups which are consultative, devolved, participative and allow putting forward of views.
- Culture and ethos need to be put in place (long term) and must be proactive.
- Responsive – can change to many "new initiatives".
- Convincing people of benefits and not just sitting back and accepting or using as opportunity to complain.
- Training to gain experience.
- Freshness from new staff.
- Demonstration of significance of proposed initiatives by HMI/LA/SEED.
- Change required at school level.

Group 2

Barriers

- Management style.
- Internal politics (individual and group).
- Personalities.
- Refusal to take individual responsibility.
- Initiative overload (conflicting demands!).
- Lack of time.

Solutions

- Management style.
- Preparatory leadership training and teacher training.
- Personalities.
- Individual responsibility.
- SEED awareness of adherence to school develop plan and all levels of planning.
- Contextualise the development of collegiality (eg on school working on AFL).
- Recruitment of managers should take account of interpersonal skills (in relation to colleagues).
- Dedicated time.
- Thinking "outside the box", using the available working time creatively.

Group 3

Barriers

- Workload/lack of time.
- Climate/culture.
- Confidence/knowledge (lack of).
- Too many expectations on union reps.
- Lack of trade union activity.

Solutions

- Reps committees – take pressure off individuals.
- Agreed time for union meetings – the union/SMT meetings.
- LNCT overview of practice in schools – accountability.

Group 4

Solutions to Barriers

- Training and who provides it.
- Shared understanding at local/school level of "collegiality".
- Improvements in communication.
- Devoting time, eg to prepare, discuss, feedback and making consultation work.

- Lead role for LNCT – joint delivery by management of teachers to avoid different understandings developing.
- Have started to embrace culture change but need to go further.
- Local authorities to manage HTs more collegially.
- LNC spending more time in schools or taking information from schools.
- Address "leadership" in context of tension between consultation and decision making.
- Communication/feedback so that people understand reasons for decision.
- Don't pretend to consult if decision is already taken.

Group 5

Barriers

- HMI.
- Resources, eg staffing and time.
- Personalities.
- Existing framework for CPD and training of senior management.
- Expectations of collegiality and acceptance of realities.
- One size fits all model of management is inappropriate.
- Barriers to effective consultation/willingness to participate.
- Conflict between practise and expectation.
- Awareness raising of "empowerment" of class teachers (lack of).
- Relationships, leadership versus management.

Solutions

- Training for management.
- Training for staff on organisational working.
- Starting in ITE and probation period.
- Monitoring of agreements.
- Joint signing off of working time agreements and joint presentation.
- Varying methods of participating in process – not always meetings.
- Clear guidance at SNCT/LNCT level of collegiality.
- Sharing of good practice.
- Raising awareness of collective responsibility and entitlement to contribute.

QUESTIONS FROM THE PLENARY SESSIONS

Questions from Irvine

Group 1

What does the SNCT mean by a wider 'cultural climate'?

How do the SNCT envisage different constituencies in education working together to affect workload?

Does the SNCT envisage that LAs will/should develop WTAs along the line of those in 2003/04? Will these still be needed?

Group 2

How will the agreement be fully funded?

Does the Panel believe that the agreement has had a beneficial impact on staff and their workloads?

Group 3

Should the SNCT consider whether they should abandon the proposal to move to the final phase of expressing the 35 hour week with the only protection 22.5 hour maximum class contact, regardless of the outcome of their assessment criteria?

Should the SNCT consider the impact of continuous external pressures and demands (from SEED, HMIE etc) on the existing resources and capacities to deliver in relation to the 35 hour week?

Group 4

What is the SNCT doing to ensure its agreements are being adhered to at authority and school level?

Is the removal of guaranteed PA time feasible/desirable?

What is HMIE/s role in monitoring collegiality?

Questions from Edinburgh

Group 1

How can WTAs work when schools and authorities are bombarded with initiatives?

Group 2

To what extent do HMIE take account of WT agreements when judging "How Good is Our School"?

Group 3

How does the SNCT support effective LNCT and School negotiations?

Should the SNCT have responsibility for management strictures in schools?

Group 4

Have the SNCT considered the offering of interim advice and fleshing out of Annex C (it is currently being viewed differently by various parties) or is it self-explanatory?

Questions from Glasgow

<u>Group 1</u>

Resources? / Reduction in class contact time?

<u>Group 2</u>

What is the Executive doing to contribute to the reduction in teacher workload and what influence can the SNCT have on the Executive?

Will there ever be a time when teachers are told to <u>stop</u> doing something – will de-cluttering happen in my lifetime?

<u>Group 3</u>

How much advice should LNCTs give to schools?

What is the mechanism for controlling the number of national initiatives which impact on teachers' workload?

<u>Group 4</u>

Can we have collegiality across, and within, HMIE, Scottish Executive, local authorities and all other stakeholders to the 21st Century Agreement?

Can we be assured that there will be sufficient resources, now and in the future, in order to allow a quality education service to be delivered within the 35 hour week?

<u>Group 5</u>

How will enhanced staffing to implement the reduction in class contact time to 22.5 hours in August 2006 be put in place?

How can true collegiality at school level be achieved? ie beyond agreement on WTAs to the involvement in wider issues and decision making in the school?

<u>Group 6</u>

Does the SNCT see a role for itself in training people for the 'new culture'?

If the job cannot be done in 35 hours, what do we do about it?

Questions from Aberdeen

Group 1

Are steps being taken to improve practical communications between all levels of the structure?

Is there really a place for a 35 hour week within the profession?

Can the SNCT play a role in shifting the emphasis away from statistical returns to focus on effective processes in terms of school management?

Group 2

Should HMI Inspections include an aspect that focuses on collegiality?

Should QIOs have an explicit role in encouraging collegiality?

Should new developments/initiatives be more properly assessed in terms of the time requirements?

Group 3

How will SNCT identify and share good practice about making the agreement work at local level?

How will the SNCT evaluate the implementation of the 22.5 hour week?

Group 4

Should development plans be subject to the same formal arrangements for agreement (as WTAs)?

Does COSLA see collegiality as a good thing?

Group 5

Can we please, from the review, have a clear, unambiguous statement on the desirability of the 35 hours week? eg stress management standards.

Does the basic salary scale do enough to address both recruitment and retention?

Funding of the 2001 Agreement

This appendix was prepared by the Scottish Executive Education Department:

Funding of the Agreement.- Between 2001 and 2006 the Executive has provided approximately £2,100m to fund the Teachers Agreement. Some of the commitment within the Agreement such as the reduction in class contact time and the probationer scheme require additional teachers and these have been a feature of the annual teacher workforce planning exercise since the Agreement was concluded. There is also an Executive commitment to increase teacher numbers to 53,000 by 2007. The teachers needed for class contact reductions in 2004 and later this year are included within that total.

The Executive has already made available £42.5m to fund class contact reductions in 2004 and we have made further funds available in 2006-07 and 2007-08, so that class contact funding will now total £60.5m in 06/07 and £86.5m in 07/08. Due to the increase in teacher numbers, there will also be a substantial increase in the number of fully funded probationers i.e. those probationers for whom the Executive has to "buy" a place. It is estimated that there could be between 800 and 1,000 of such probationers each year. Taken together we are entirely clear that the resources are sufficient to deliver the reduction."

REGIONAL EVENTS 2006 – LIST OF PARTICIPANTS

IRVINE - 7 MARCH 2006

Name	Local Authority/Organisation
Aitken, Iain	Renfrewshire
Batton, Andrew	East Ayrshire
Brown, Eileen	South Ayrshire
Brown, Jane	Argyll and Bute
Butler, Karen	South Ayrshire
Carr, Ian	North Ayrshire
Chalmers, David	South Lanarkshire
Connolly, Terri	South Lanarkshire
Convery, Margaret	Renfrewshire
Fella, Ken	Renfrewshire
Forde, Larry	South Lanarkshire
Fowler, Sandy	South Ayrshire
Gilhooly, Jim	South Lanarkshire
Gray, Stewart	Renfrewshire
Harvey, Iain	East Ayrshire
Howatt, Helen	Argyll and Bute
Jenkins, Ian	North Ayrshire
Joyce, Vivian	South Ayrshire
Kennedy, Alexander	East Ayrshire
Kidd, Margaret	East Ayrshire
Lamb, Eileen	North Ayrshire
Liddell, David	South Lanarkshire
MacLean, Colin	East Ayrshire
McCarney, John	East Ayrshire
McCracken, John	East Ayrshire
McCrone, Ian	Renfrewshire
McCulloch, June	South Lanarkshire
McInroy, Brian	South Ayrshire
Millar, Ian	Renfrewshire
Miller, Tom	North Ayrshire
Milligan, Bill	South Ayrshire
Murphy, Angela	South Lanarkshire
Naylor, Robert	Renfrewshire
Palmer, Alison	Argyll and Bute
Raeburn, Mairi	South Ayrshire
Ross, Ian	North Ayrshire
Rowan, Kathleen	East Ayrshire
Smith, Gordon	North Ayrshire
Swanson, Pat	Renfrewshire

Thomson, Bill	North Ayrshire
Watt, Norman	South Lanarkshire
Young, Helen	South Ayrshire
Bissell, Norman	EIS
Scott, Alan	EIS
Crichton, John	SSTA
Gray, Susan	TAC Team
Henderson, Donald	SEED
Waterfield, Christine	SEED
Connor, Helen	SNCT
Mackie, Douglas	SNCT
Munro, Alan	SNCT
Morrice, Drew	SNCT Joint Secretary (Teachers' Side)
Walsh, Stephanie	SNCT Joint Secretary (Scottish Executive)
Gray, Terry	SNCT Secretariat (COSLA)
Wilson, Louise	SNCT Secretariat (Teachers' Side)

EDINBURGH - 14 MARCH 2006

Name	Local Authority/Organisation
Aitken, Elsie	West Lothian
Angus, Douglas	Scottish Borders
Bellshaw, James	Fife
Beveridge. Fiona	East Lothian
Bishop, Brian	Scottish Borders
Borthwick, Alan	East Lothian
Brotherston, Judith	Scottish Borders
Cameron, Ed	Fife
Coad, Linda	Fife
Dalgleish, I	Midlothian
Edgar, Jo	East Lothian
Gillan, Gael	East Lothian
Gray, Linda	West Lothian
Gray, Stuart	Midlothian
Hutcheon, Colin	West Lothian
Kilpatrick, John	Fife
Kordiak, Sonia	Midlothian
Leitch, L	Midlothian
Lewis, Malcolm	City of Edinburgh

Macaskill, Kaye	East Lothian
Mackay, Colin	City of Edinburgh
Malloch, David	West Lothian
Maloney, Meg	City of Edinburgh
McAlpine, Robert	Western Isles
McGrail, Frank	City of Edinburgh
McKenzie, Gillian	Scottish Borders
McLean, Calum	City of Edinburgh
McPherson, Jacqueline	City of Edinburgh
Morriss, Liz	East Lothian
Pettie, A	Midlothian
Quigley, Peter	Fife
Rankine, Mary	West Lothian
Ritchie, D	Midlothian
Robertson, J	Midlothian
Scholfield, John	Midlothian
Scotland, Linda	City of Edinburgh
Smith, Alan	West Lothian
Steele, Denise	Scottish Borders
Stewart, Zena	Western Isles
Thayers, John	City of Edinburgh
Watson, Andrew	City of Edinburgh
Wright, Peter	West Lothian
Barnett, Jack	EIS
Bradley, Lachlan	EIS
McGinty, David	EIS
Amos, Douglas	SSTA
Waterfield, Christine	SEED
Boylan, Christine	SNCT
Ferries, May	SNCT
Gray, Cllr Charles	SNCT
Aitken, Ewan	SNCT Joint Chair (COSLA)
Maciver, Malcolm	SNCT Joint Chair (Teachers' Side)
Rycroft, Philip	SNCT Joint Chair (Scottish Executive)
Morrice, Drew	SNCT Joint Secretary (Teachers' Side)
Gray, Terry	SNCT Secretariat (COSLA)
McGarrigle, Angela	SNCT Secretariat (Scottish Executive)
Wilson, Louise	SNCT Secretariat (Teachers' Side)

GLASGOW - 22 MARCH 2006

Name	Local Authority/Organisation
Allan, Ann	North Lanarkshire
Ballinger, Anne	East Dunbartonshire
Beck, Anne	Dumfries and Galloway
Breen, Mairi	Stirling
Brown, Ken	East Dunbartonshire
Brown, Ken	East Renfrewshire
Cairns, Bill	North Lanarkshire
Calder, Ken	Clackmannanshire
Caldwell, Gillian	North Lanarkshire
Campbell, Irene	Falkirk
Campbell, William	Falkirk
Cliefe, Jan	West Dunbartonshire
Crichton, Andy	Stirling
Dennis, John	Dumfries and Galloway
Dick, Bill	Stirling
Docherty, Joyce	Falkirk
Finlay, Dorothy	Falkirk
Finn, Angela	West Dunbartonshire
Foote, Richard	Glasgow
Glen, Hamish	North Lanarkshire
Goodall, Jim	Clackmannanshire
Hamilton, Lyn	Clackmannanshire
Harold, Laura	East Renfrewshire
Harrington, Margo	East Dunbartonshire
Hart, Willie	Glasgow
Healy, Frank	East Dunbartonshire
Henderson, Albert	Inverclyde
Hills, Ronnie	East Renfrewshire
Jarvis, Louise	Glasgow
Johnston, Margaret	Stirling
Lanagan, Terry	West Dunbartonshire
Lyons, Gerry	Glasgow
MacKenzie, Jacqui	Dumfries and Galloway
Mathieson, Ann	Glasgow
May, Aileen	East Dunbartonshire
McAlpine, Jim	Stirling
McBride, Lorraine	North Lanarkshire
McCourtney, Irene	Dumfries and Galloway
McGowan, Bob	Stirling
McGuire, Gerry	Inverclyde
McKenzie, Alan	Inverclyde
McKinnon, Marlene	Glasgow
McMillan, John	Dumfries and Galloway
Millar, Keith	Dumfries and Galloway

Moore, Angela	North Lanarkshire
Munro, Alan	East Renfrewshire
Murphy, Tom	Glasgow
O'Fee, Mary	Clackmannanshire
Paterson, Stewart	West Dunbartonshire
Phee, Stephen	Falkirk
Pollock, Christine	North Lanarkshire
Purdie, Allyson	East Dunbartonshire
Ramsey, Elizabeth	Clackmannanshire
Roberts, Gavin	North Lanarkshire
Roy, Marion	East Renfrewshire
Rutherford, Debbie	East Renfrewshire
Scott, Ian	North Lanarkshire
Scroggie, Elizabeth	East Renfrewshire
Shannon, Fiona	East Renfrewshire
Shaw, Neil	East Dunbartonshire
Smith, Gordon	East Dunbartonshire
Snoddy, Cllr Campbell	Inverclyde
Stirling, Margaret	Falkirk
Strang, Rae	West Dunbartonshire
Tannoch, Logan	Clackmannanshire
Thorburn, Ginny	East Renfrewshire
Tracey, Tom	Inverclyde
Trickey, Steve	Clackmannanshire
Turnbull,Eileen	Clackmannanshire
Wallace, Donald	Dumfries and Galloway
Wardrop, Janice	West Dunbartonshire
Wilson, Christine	Glasgow
Young, Paul	Glasgow
Bissell, Norman	EIS
Bradley, Lachlan	EIS
Wardhaugh, Sheena	EIS
Newberry, Ken	PAT
Docherty, Jim	SSTA
Taylor, Alan	SSTA
Waterfield, Christine	SEED
Atkinson, Dougie	TAC Team
Braidwood, Jim	TAC Team
Connor, Helen	SNCT
Ferries, May	SNCT
Gray, Cllr Charles	SNCT
Smith, Ronnie	SNCT

Morrice, Drew	SNCT Joint Secretary (Teachers' Side)
Walsh, Stephanie	SNCT Joint Secretary (Scottish Executive)
Gray, Terry	SNCT Secretariat (COSLA)
Wilson, Louise	SNCT Secretariat (Teachers' Side)

ABERDEEN - 28 MARCH 2006

Name	Local Authority/Organisation
Anderson, Andrew	Highland
Barclay, Alan	Dundee
Bell, Jean	Aberdeen City
Campbell, Christine	Angus
Carlund, Roger	Aberdeen City
Collie, Heather	Aberdeen City
Dickson, Rod	Perth and Kinross
Downie, Martin	Dundee
Drysdale, David	Angus
Duncan, Patricia	Perth and Kinross
Duncan, Stewart	Aberdeen City
Dunlop, Ian	Aberdeenshire
Dunn, David	Aberdeenshire
Fiddes, Catherine	Aberdeenshire
Flanagan, Pat	Aberdeenshire
Forsyth, Ann	Highland
Frain, Karen	Angus
Fraser, Hugh	Highland
Geekie, Norman	Moray
Gibson, Stephanie	Moray
Hood, Charlie	Angus
Jackson, Philip	Angus
Keir, Kirsteen	Highland
Kiddie, Graeme	Angus
Laird, Aileen	Dundee
Lee, Victoria	Moray
MacFarlane, Marion	Aberdeenshire
Mackay, John	Highland
McAuley, Audrey	Perth and Kinross
McCarrell, Moira	Highland
McDonald, Danny	Dundee
McPherson, Hazel	Moray
Milne, Shona	Aberdeen City
Morrison, Eileen	Moray
Muirhead, Ann	Aberdeen City
Ripley, Alison	Angus
Robertson, Heather	Dundee

Robertson, Roddy	Aberdeen City
Ross, Marion	Moray
Scott-Moncrieffe, Jo	Highland
Sievewright, Stuart	Aberdeenshire
Smith, Alan	Aberdeen City
Taylor, Jo	Dundee
Whiteford, Alison	Highland
Williams, Brian	Dundee
Campbell, Graeme	EIS
McKay, Albert	SSTA
Waterfield, Christine	SEED
Baillie, Eric	SNCT
Black, John	SNCT
Boylan, Christine	SNCT
Ferries, May	SNCT
Morrice, Drew	SNCT Joint Secretary (Teachers' Side)
Walsh, Stephanie	SNCT Joint Secretary (Scottish Executive)
Gray, Terry	SNCT Secretariat (COSLA)
Wilson, Louise	SNCT Secretariat (Teachers' Side)