

REVIEW OF TEACHER EMPLOYMENT IN SCOTLAND:

CALL FOR EVIDENCE

This Call for Evidence seeks to gather views, from all interested parties, on key aspects of the current arrangements of teacher employment in Scotland. The questions are not an exhaustive list of the issues and you are encouraged to provide comments on any issue you feel may be relevant.

The Call for Evidence will close on 21 April 2011.

RESPONDENT INFORMATION FORM

Please note that the Respondent Information Form must be completed to ensure that we handle your response appropriately. Questions marked * must be answered by all respondents, unless you are directed past this question.

Name/Organisation

(A) Name of Organisation (if appropriate)

SOLACE – Society of Local Authority Chief Executives

(B) Title:

<input checked="" type="checkbox"/>	Mr
<input type="checkbox"/>	Ms
<input type="checkbox"/>	Mrs
<input type="checkbox"/>	Miss
<input type="checkbox"/>	Dr

(C) * Surname

Anderson

(D) * Forename

David

Address details

(E) Postal address

County Buildings, Wellington Square, Ayr

(F) Postcode

KA7 1DR

(G) Phone

01292 612170

(H) Email address

david.anderson@south-ayrshire.gov.uk

Permissions

(I) * I am responding as ... (Please select one option only)

<input type="checkbox"/>	An individual	=> please go to question (J)
<input checked="" type="checkbox"/>	A Group/Organisation	=> please go to question (L)

(J) * [Please answer, if you are responding as an individual]

Do you agree to your response being made available to the public (in the Scottish Government library and/or on the Scottish Government web site)? (Please select one option only)

<input type="checkbox"/>	Yes	=> please go to question (K)
<input type="checkbox"/>	No	=> please go to question (M)

K) * [Please answer, if you said yes to question (J)]

Where confidentiality is not requested, we will make your responses available to the public on the following basis. (Please select one option only)

<input type="checkbox"/>	Yes, make my response, name and address all available	} => please to
<input type="checkbox"/>	Yes, make my response available, but not my name and address	} question (M)
<input type="checkbox"/>	Yes, make my response and name available, but not my address	}

(L) *The name and address of your organisation will be made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

Are you content for your response to be made available?

<input checked="" type="checkbox"/>	Yes	=> please go to question (O)
<input type="checkbox"/>	No	=> please go to question (O)

(M) * [Please answer, if you are responding as an individual]

A number of people may have an interest in this Call for Evidence. Which of the following best describes your role in completing the questionnaire?

(Please select one option only):

<input type="checkbox"/>	Teacher (class, chartered, deputy, head, special)	=> please go to question (N)
<input type="checkbox"/>	Other educational establishment staff (e.g. support staff)	}
<input type="checkbox"/>	Non-teaching local authority employee	}
<input type="checkbox"/>	Government agency employee	}
<input type="checkbox"/>	Parent / Carer	} => please go to question 1
<input type="checkbox"/>	Pupil	}
<input type="checkbox"/>	Other	}
If other, please specify:		}

(N) [Please answer, if you said you are a teacher in question (M)]

If you are a teacher, can you please tell us what type:

<input type="checkbox"/>	Primary (including nursery) class teacher
<input type="checkbox"/>	Primary (including nursery) principal teacher
<input type="checkbox"/>	Primary (including nursery) chartered teacher
<input type="checkbox"/>	Primary (including nursery) depute head teacher
<input type="checkbox"/>	Primary (including nursery) head teacher
<input type="checkbox"/>	Secondary class teacher
<input type="checkbox"/>	Secondary principal teacher
<input type="checkbox"/>	Secondary chartered teacher
<input type="checkbox"/>	Secondary depute head teacher
<input type="checkbox"/>	Secondary head teacher
<input type="checkbox"/>	Special school teacher (all grades)
If other, please specify:	

(O) *[Please answer if you are responding as a group/organisation]

A number of different groups may have an interest in this Call for Evidence. Which of the following best describes your organisation? (Please select one option only)

<input type="checkbox"/>	Educational establishment
<input type="checkbox"/>	Union
<input type="checkbox"/>	Professional body

<input type="checkbox"/>	Local authority
<input type="checkbox"/>	Government agency
<input type="checkbox"/>	Parent / Carer's organisation
<input type="checkbox"/>	Pupil's group
<input checked="" type="checkbox"/>	Other, please specify
If other, please specify: Association of local authority chief officers in Scotland.	

i) Overarching Points by SOLACE

In considering the current arrangements for teacher employment in Scotland, we start from a good place. Scotland is internationally renowned for its strong educational tradition and attaching a high priority to children's learning and the teachers who facilitate that learning. Our Initial Teacher Education has developed well in recent years and the Donaldson Review will further consolidate the contribution that ITE can make to positive educational outcomes and the importance of good ITE being reinforced by CPD. Curriculum for Excellence is shifting the educational focus to outcomes whereby the goal is for all our young people to become successful learners, effective contributors, responsible citizens and confident individuals. We have all the ingredients for a very successful education system in the 21st century and the challenge is to ensure that the arrangement for teaching employment assist in securing that outcome particularly given the challenging financial climate that the public sector faces.

Teaching is a challenging job and teachers are key individuals in the life of children. It is therefore right and proper that we recognise the important role which teachers play in improving the life chances of Scotland's young people. Outcomes for our young people are an amalgam of many influences. Education is a very strong contributor of the outcomes achieved by each individual child but for some children, integration with other professions is key. The fact that inequality in attainment levels is growing rather than reducing emphasises the need for vigorously pursuing integrated working. We can only realise the Getting it Right for Every Child agendas and the Early Intervention and Early Years Agenda by supporting and fostering integration and multi-agency working in our teachers.

There is a need for the arrangements for teachers employment to reflect the growing role which teachers have in delivering an integrated service for Scotland's children, particularly our most vulnerable children. Many teachers have moved a long way from the traditional classroom role and we need to ensure that this is recognised and facilitated by their terms and conditions, the CPD they are supported by and the pathways open to them. We would particularly urge caution in ensuring that the review agenda supports and encourages local service integration which is really reaping dividends for individual young people.

Where once the buzz phrase was 'education, education, education' we have moved to a more sophisticated recognition that it is 'improved outcomes' for all our young people which are key and SOLACE believes that that is what should drive change. However, the stark financial reality of the public sector cannot be ignored. Best value for all local government spending will assume a renewed prominence and we need to do everything we can to maximise the contribution which teachers make to improving outcomes against a declining financial base. The current approach where terms and conditions for teachers are considered in isolation from other local government staff is akin to a two-tier system which is particularly stark for those professionals working with young people. Convergence of terms and conditions would be a long term objective which would be supported by SOLACE.

The quality of an education system cannot exceed the quality of its teachers so continuing to look at how best we can maximise the professionalism and the professional development of our teachers is key and we welcome the McCormac Review's focus in this area. There is a growing recognition that leadership of the education system is as important as the teaching and learning that goes on inside the system and SOLACE particularly welcomed the strong recognition given to this in the Donaldson Review which talked of giving the highest priority to educational leadership. We think that giving teachers clear pathways is an important dimension in continuing the development of leadership within the education system and we would encourage the McCormac Review to reflect this in their recommendations.

Similarly, there are a wide range of opportunities to improve educational outcomes and we would urge the McCormac Commission to pursue all avenues and not be constrained by recommendations relating to TP21.

We would urge the McCormac Commission to recognise the newness and the enormity of the Curriculum for Excellence agenda. This is a major development within the education system and there is a need to ensure that the recommendations emerging from the review, support the further implementation of CfE and don't introduce any significant factors which could impede its further embedding into the education system.

Finally, our education system is central to the future prosperity of Scotland and the outcomes secured by our young people. Curriculum for Excellence has laid the cornerstone of what should happen inside the education system for years to come. We need to ensure that the recommendations of the McCormac Commission need to have similar longevity so that we can have a period of stability and growth in the education system. There is also a need to avoid any unintended consequences.

ii) Responses to Specific Review Questions

A. Professionalism

The Teachers' Agreement, which aimed to enhance the opportunities for professional development, made continuing professional development (CPD) a condition of service while also specifying that teachers should undertake a maximum of 35 hours CPD in each working year. It also required that all probationers should be guaranteed a one-year training contract.

1) To what extent do you agree that the arrangements for professional development set out in the Teachers' Agreement have: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Led to an improved quality of learning and teaching?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Acted to develop leadership capacity within all levels of the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2a) Should the current arrangements for continuing professional development be changed?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

2b) If so, how?

The continuous professional development of our teachers is a major driver for continuous improvement in our education system and hence the outcomes secured for and by our young people. It is therefore essential that CPD is a key component of the professional teacher's working life throughout their teaching career.

CPD within TP21 has made a positive difference to the quality of learning and teaching but there is scope for it to add greater value to educational outcomes through improving the consistency of approach to CPD and reducing the inflexibility which the prescription of 35 hours has led to in some instances and making a linkage to professional development reviews.

Whilst many teachers approach their CPD as an opportunity to develop their professional skills, the narrow technical approach of specifying hours has led a minority to define it as a ceiling not a floor and the focus is on accruing hours until 35 hours has been achieved. There is also a current emphasis on specific set piece CPD opportunities and we support the Donaldson recommendation that local team-based approaches have much to offer by way of continuous improvement in the school environment. CPD should be more closely linked to

school improvement and teacher's annual professional review thus increasing its relevance and its value added in the classroom.

Scotland should be proud of the fact that it attracts and trains high quality individuals into the teaching profession. CPD ensures that we continue to invest in those individuals throughout their teaching career and that they are supported in giving of their best. Providing recognisable pathways for teachers to continue their learning is also important. There is also a case for considering CPD in a wide sense and encompassing coaching and mentoring and indeed any significant activity which can positively contribute to improved learning and teaching and leadership in our schools.

SOLACE believes that the foundations and culture for CPD should be laid within Initial Teacher Education with an ethos developed of individual responsibility for the improvement of competencies. Whilst much of the CPD must be focused on developing teaching and leadership capacity, it should also support the teacher as the lead professional for children and young people thereby ensuring that teachers play their part in the GIRFEC and Early Years agenda.

There is a strong case for linking Professionalism and "Standards for Full Registration/Headship/Chartered teacher" and for leadership accredited modules/pathways (at SCQF Level 11) to be designed to be available for teachers from Year 2. Years 2 to year 5 are crucial years for sustaining motivation, commitment and enthusiasm. Whilst the focus will be on gaining classroom experience, CPD is central at this stage for positioning improvement and leadership at all levels within the school system as central to the working life of teachers.

Strong and purposeful leadership is key to continuous improvement in educational outcomes for our young people. Such leadership will be underpinned by clear purpose and vision and an understanding of the key business drivers that will support positive change. SOLACE would favour teachers remits being revised to reflect leadership, self evaluation and contribution to strategic direction of the school. That would weave it into the fabric of teaching life and provide the best chance for it to be fully supported.

Teachers are professionals and their role is central to Scotland's young people securing positive outcomes. Their professional development is therefore important and we would urge the McCormac Review to give this issue careful consideration.

B. Teachers' Duties

Annex B of the Teachers' Agreement outlines duties for classroom/chartered, principal, depute head teacher and head teachers, as a guide for the development of specific job descriptions in local authorities.

3) Do you think the prescribed set of duties in Annex B of the Teachers' Agreement are suitable for a profession implementing Curriculum for Excellence?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Don't know

4a) Do you believe the duties need to be revised?

<input checked="" type="checkbox"/>	Yes
-------------------------------------	-----

<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If so, how?

SOLACE believes that the prescribed set of duties requires to be reviewed and that it should reflect the professional nature of the role of every teacher regardless of their promoted status. The duties should reflect our aspirations for the education system as modern, flexible, dynamic and continuously improving and our aspirations for teachers working collaboratively and in an integrated manner with other childcare professionals and with a focus on positive outcomes for our young people.

There is a case for considering linking the duties specifically to the GTCS Standards. Leadership, commitment to school improvement based on self evaluation and the broader holistic support for every child should be incorporated into the teacher role.

The roles of the Principal Teacher and Depute Headteacher require further thought based on leadership, responsibility and accountability. Critically, senior teachers should make a clear contribution to the leadership of the school as well as educational content.

Curriculum for Excellence provides new challenges for teachers with more opportunities for learning to be influenced by the young people. Duties need to reflect this change in emphasis.

C. Career Structure

The Teachers' Agreement created a simplified career structure that included four main grades within both primary and secondary schools:

i) Classroom teacher (probationer, main grade, chartered)

ii) Principal teacher

iii) Depute head teacher

iv) Head teacher

5) To what extent do you agree that this career structure has met its aims: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) to provide opportunities for teachers to advance their careers in the classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) to provide opportunities for teachers to advance their careers through promotion to	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

management roles					
c) to provide an appropriate number of skilled individuals able to undertake management roles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) To what extent do you agree that the probationary year is a crucial stage in teacher's development?

<input checked="" type="checkbox"/>	strongly agree
<input type="checkbox"/>	agree
<input type="checkbox"/>	neither agree nor disagree
<input type="checkbox"/>	disagree
<input type="checkbox"/>	strongly disagree

7a) Do you think that the career structure should be changed?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

7b) If so, how?

SOLACE does not think that radical change is required to the education career structure operating in Scotland per se but there are many areas for improvement which could positively contribute to improved educational outcomes. For example, career pathways could be reviewed to see how best they can support improvement and leadership.

We think there is scope to review the role of chartered teachers (discussed more fully below). Beyond that there is a case for reviewing how we maximise the opportunities for those aspiring to senior posts within school to get experience before determining that that is the pathway they wish to pursue. More use of flexible, fixed term posts would allow that opportunity to be secured.

SOLACE has a concern about the number of people who go from primary school to senior school through ITE and into the teaching profession and think there is a case for opportunities to be sought for this group to experience placements outwith school in roles which would particularly emphasise the importance of partnership working and contribution made by non-teaching professionals to positive outcomes for children and young people.

D. Conditions of Service / Pay

The Teachers' Agreement specified:

- a contractual 35 hour week for all teachers
- a maximum class contact time of 22.5 hours
- an allowance of personal time for preparation and correction, of no less than one third of class contact time
- that tasks which do not require the teacher to be on the school premises can be carried out at a time and place of the teacher's choosing
- use of remaining collegiate time to undertake activities agreed at school level
- 195 days working year, and an additional maximum of 35 hours CPD for all teachers

The Teachers' Agreement also introduced substantial pay rises for all teachers.

Conditions of Service

8) To what extent do you agree that the conditions of service listed above: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Enable teachers to deliver the best outcomes for children and young people	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Need adjusted to reflect actual workloads and practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Help to nurture an attitude of professionalism amongst teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Are suitable to successfully implement Curriculum for Excellence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

9a) Do you think the current conditions of service should be amended?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If yes, please specify how:

The McCrone agreement introduced welcome structure and consistency centred on improving the learning experience of our young people. That was welcome progress but SOLACE believes it is time to take the next step and to acknowledge that tight prescription on conditions of service is not in keeping with the professionalism of our teachers. A maximum of 35 hours CPD time; maximum class contact time 22.5 hours. This is not how professionals work and continuing to take a technical approach could inhibit professionalism amongst some teachers.

Professionalism requires adaptability, flexibility and a willingness to work beyond recognised boundaries and working with other child-centred professionals to secure the best outcomes for our children and young people. Terms and conditions should reflect that and the focus should be more on outcomes and be less on counting hours.

Flexibility is required to ensure that each teachers time is utilised to best meet the educational needs of children. Strict designation of times and places can run counter to that and again is not treating our teachers as professionals.

Curriculum for Excellence is defined by responsiveness to the needs of learners. That sits uncomfortably with the current tight demarcation of a 35 hour week and prescribed contact time and we would welcome the McCormac Review giving consideration to alternative approaches which fully support delivering Curriculum for Excellence. School facilities are great resources and consideration could be given to creating at least, senior timetables within 8.00am–6.00pm framework. We would also note that at present, conditions restrict flexibility and collegiate working. More flexible school hours for all teachers would support the delivery of Curriculum for Excellence.

There is a case for reviewing the current provision of in-service days throughout the year given their impact on learning and teaching. Consideration could be given to in-service at the beginning of each term with national/local authority summer schools as a supplement.

Consideration should be given to what scope there is to use conditions of service to enhance the professionalism of classroom teachers and whether guidance on the structure for promoted posts and flattened hierarchies are worth considering.

Overall, the conditions of service should reflect the professionalism of the teaching profession.

Pay

10) To what extent do you agree that the current level of teachers' pay reflects their status as professionals working in the public sector?

<input type="checkbox"/>	strongly agree
<input checked="" type="checkbox"/>	agree
<input type="checkbox"/>	neither agree nor disagree
<input type="checkbox"/>	disagree
<input type="checkbox"/>	strongly disagree

11a) The Teachers' Agreement resulted in the posts of Principal Teacher, Depute Head Teacher and Head Teacher being job sized. Do you believe job sizing arrangements need to be revised?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If so, how?

New arrangements have recently been put in place and these should be given a chance to bed down but we believe that this is an area which should be kept under review to reflect wider changes taking place within local government such as joint headships. The financial situation will lead to a lot of change in the way local authorities go about their business and there may be changes, particularly around multi-agency working, which would require to be captured within job sizing. The usefulness of the toolkit needs to be assessed to ensure that it is fit for purpose going into the future.

E. Chartered Teachers

The Teachers Agreement created the position of Chartered Teacher within Scottish schools as a means of allowing experienced teachers to develop without having to leave the classroom.

12) To what extent do you agree that the Chartered Teacher Scheme has had a positive impact on: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Retaining skilled professionals as classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Learning and teaching quality across the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

13a) Should the Chartered Teacher Scheme be:

<input type="checkbox"/>	Retained as it is
<input checked="" type="checkbox"/>	Amended
<input type="checkbox"/>	Disbanded

13b) Please give reasons for your choice:

SOLACE believes that the concept of chartered teaching was correct but the practical reality has fallen short of the positive concept and some reconsideration is required.

The problems stem from how it has been implemented rather than with the concept per se. The fully accredited route permitted well regarded people through but not necessarily the most skilled professionals and the self-selection dimension left employers marginalised. The incremental route that is now available is useful. We think it is important to retain the best features of the scheme for chartered teachers. The concept remains sound and we would want consideration given in light of the other recommendations from McCormac as to what scope there is to retain chartered teachers but with more consideration given as to the role of the local authority in relation to the scheme and how best to utilise the particular strengths of chartered teachers in improving education outcomes for our young people throughout the school. A clear view is needed, in light of McCormac, of how education authorities may best use Chartered Teachers to improve outcomes.

We would not want to detract from the academic success of the chartered teacher but the real value has to be in positive impact on pupil learning so effort should focus on maximising that and perhaps consideration needs to be given as to how best that can be measured.

The limitations on the successful operation of the chartered teaching programme have led some local authorities to develop alternative, complementary schemes. One authority has a Secondary School Improvement Programme for example introduced The Leading Teacher Scheme. Colleagues with proven excellent teaching provided workplace coaching and mentoring supplemented with an emphasis on professional dialogue. The model was positively evaluated and feedback in terms of improved learning and teaching was positive

and it contributed to preparing staff for principal teacher roles.

Good practitioners should be recognised and rewarded but as currently constructed that isn't what the chartered teaching programme is delivering and we would welcome this being recast rather than the concept abandoned.

F. Other Staff in Schools

The Teachers' Agreement created additional posts for support staff (e.g. classroom assistants, clerical staff, lab technicians) undertaking a range of tasks in Scotland's schools. Support staff were introduced to help address teacher workload while allowing teachers to focus on their key role in teaching and learning. Annex E to the Teachers' Agreement established a list of tasks that should not routinely be carried out by teachers.

14) To what extent do you agree that additional support staff have: (please select one option for each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Helped teachers to focus on their core role as leaders of education in the classroom?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Helped school managers to focus on leading, managing and providing strategic direction for schools?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Impacted positively on the learning of pupils?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15a) Do you think it is necessary to revise the tasks that the Teachers' Agreement (Annex E) specifies should NOT routinely be carried out by teachers?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

15b) If so, how?

As with prescribing specific time and place requirements of teachers, prescribing what they don't do is not in keeping with their professionalism. A wide range of staff make a positive contribution to school life and the educational outcome of our children and young people and this should be positively built on. The educational outcomes for our children and young people are enhanced by a wide range of professionals and para-professionals including additional support staff, child development officers, youth workers and sports coaches. Our focus is on securing the best outcomes for all our young people so the focus should remain on using

professionals to support the classroom teacher with an emphasis on collective responsibility and integrated working. We believe that there should be an articulation of competencies, standards and positive outcomes for children and young people rather than a list of things which teachers shouldn't be doing.

The financial situation for local authorities is such that the value added of all staff has to be considered so that the best mix of teaching, support and administrative support is deployed to ensure that the outcomes for young people are maximised. By allowing teachers to focus on learning, educational outcomes will be enhanced. This approach implies flexibility and responsiveness.

As Curriculum for Excellence takes root, it is anticipated that learning will be enhanced by non-teaching staff e.g. business leaders, having some input to the education of specific young people. Such arrangements provide learning opportunities which would not otherwise exist and so are valuable. Consideration requires to be given as to the interaction between teachers and non-teachers to ensure that teacher can fully support the learning opportunities of pupils by drawing in appropriate expertise.

Outwith the classroom, there have been some notable successes with bursars and business managers in schools and it is worth considering how these might be used more widely to facilitate time for leadership and strategy in schools.

G. Negotiating Machinery

The Teachers' Agreement established the Scottish Negotiating Committee for Teachers (SNCT) as the tripartite body (Teacher Unions, COSLA, Scottish Government) responsible for negotiations on pay and conditions, and for establishing an appeals mechanism. It also established Local Negotiating Committees for Teachers (LNCTs) which have powers to vary certain devolved condition of service agreements and to reach agreement on a range of matters not subject to national bargaining. The roles of the SNCT and the LNCTs are set out in Annex F of the Teachers' Agreement.

16) How well has the Scottish Negotiating Committee for Teachers undertaken its role?

<input type="checkbox"/>	1 Very well
<input checked="" type="checkbox"/>	2 Well
<input type="checkbox"/>	3 Satisfactorily
<input type="checkbox"/>	4 Poorly
<input type="checkbox"/>	5 Very poorly

17) How well have the Local Negotiating Committees for Teachers undertaken their role?

<input type="checkbox"/>	1 Very well
<input checked="" type="checkbox"/>	2 Well

<input type="checkbox"/>	3 Satisfactorily
<input type="checkbox"/>	4 Poorly
<input type="checkbox"/>	5 Very poorly

18a) Do you think the negotiating arrangements should be changed?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Don't know

b) If so, how?

The negotiating arrangements have worked well and industrial relations with teachers are positive and the recent acceptance of the pay settlement which reflected the current financial challenges facing the public sector was welcomed.

Very challenging times lie ahead for local government and it is anticipated that pressure will be felt in all corners of local authority business. It is anticipated that the SNCT and LNCT arrangements will provide a robust and appropriate vehicle for considering what these pressures mean for the teaching profession. However, opportunities to improve on existing arrangements should always be under review.

H. Overall impact of the Teachers' Agreement

The Review would like to consider the overall impact of the Teachers' Agreement.

19) To what extent do you agree that the Teachers' Agreement: (Please select one option on each row)

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
a) Attracts the most skilled individuals to the profession	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Retains the most skilled individuals within the profession	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Recognises and encourages excellence in the classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Contributes to the creation of a flexible, creative, learner-centred teaching profession that can support Curriculum for Excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Further Points

20) The Review Group would be pleased to consider any further points respondents wish to make about teacher employment in Scotland. (Please expand the box below if you need more space).

A key issue for SOLACE is that the outcome of the McCormac Review should continue to move the teaching profession forward in terms of the contribution it makes to securing positive outcomes for Scotland's children and young people. Central to that is integrated working which delivers particularly well for our most vulnerable children and the need to ensure that the conditions of service for teachers support the further development of that work.

There are many examples throughout Scottish local authorities of good strong integrated working. Staff teams in secondary schools can include:

- School Social workers
- Youth Mental Health counsellors
- School Youth workers
- Campus Police officers
- Social Justice managers
- Skills Development Scotland advisor
- School Nurse
- Educational Psychologist
- Pupil Support officers
- Health and Wellbeing officers

This considerably advances the support that can be offered to individual young people for example by allowing joint support teams to be easily formed, case conferences to be readily progressed, for school social workers to act as the bridge between school and area teams and for integrated assessments to take place.

Equally, Family Centres provide an integrated service typically delivered by education, health and social work to the most vulnerable children and parents. The combination of early intervention and multi-agency working provides the best opportunity for securing positive outcomes for these children and thus the work of the McCormac Review should recognise and encourage the wider role which teachers play in relation to positive outcomes by working in an integrated way with other professionals.

In the 21st century, the role of the teacher often reaches outwith the traditional boundaries of the classroom and traditional learning. One authority has a strong Positive Alternatives programme operating out of a community centre within a housing scheme and providing real choices for young people who are veering away from formal educational experiences. To quote one teacher involved with the programme "Positive Alternatives takes full responsibility for making the school refuser attend and succeed, securing employment and feeling a sense of worth for the first time. The programme is totally accountable for ensuring that the young men at risk of the youth justice system have become responsible and motivated citizens. Positive Alternatives is that haven where vulnerable young people can refine their path in life."

Many of the examples of integrated working, centre on children with a high level of need and there are many strong examples of integrated working providing successful alternative

curriculums and engaging with young people who otherwise would be the subject of social exclusion. These young people would often graduate to high tariff settings, including those in the criminal justice orbit.

One authority is running a project in secondary schools to challenge young people's attitudes to violence against women. A guidance teacher and a campus police officer are delivering workshops which address the definition and impact of domestic abuse and of gender inequality in relationships. This will be reinforced by an arts project which will lead to an exhibition during the United Nations 16 days of Action for the Elimination of Violence Against Women.

The outputs from the McCormac Review need to reflect this growing diversity and the need to perceive teachers as contributing well beyond the classroom.

21) The Review Group may wish to contact you as part of the wider Review of Teacher Employment. Would you be willing for them to do this?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No