

REVIEW OF TEACHER EMPLOYMENT IN SCOTLAND

HMIE Submission of Evidence April 2011

Introduction

From 2001 to 2006, following a request from the Scottish Executive, HMIE gathered evidence about the implementation of 'A Teaching Profession for the 21st Century', the tri-partite agreement prepared in 2001 by Scottish Executive, COSLA and the teachers' unions. This 'teachers' agreement' had been drawn up in response to the report of the McCrone Committee of Enquiry into teachers' pay and conditions of service. HMIE published 'Teaching Scotland's Children', our report on implementation of the Teachers' Agreement, in 2007.

We carried out further evidence-gathering on implementation of the agreement and published 'Learning Together – Improving Teaching, Improving Learning' in 2009. That report focused on the roles of continuing professional development, collegiality and chartered teachers in implementing Curriculum for Excellence. In 2009 HMIE also published 'Improving Scottish Education' (ISE2), a report on the findings from inspection and review between 2005 and 2008. That report gave clear evaluations of improvements in Scottish education and areas needing further development, and placed a strong emphasis on reporting impact on and outcomes for learners.

In 2010 we published our findings of an aspect review of initial teacher education in Scotland, a review which was used by Graham Donaldson and his team as they drew up 'Teaching Scotland's Future'. We also submitted commissioned evidence on aspects of professional development across a range of local authorities. Shortly after the Donaldson report was published we set out our response to the report and its recommendations.

This submission is firmly based on the findings of these reports and the extensive evidence base which lies behind them. Our submission also takes account of evidence from inspections carried out since we reported in ISE2 and from other work carried out over the last two years, including support and information-gathering activities related to the implementation of Curriculum for Excellence.

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

- a) Led to an improved quality of learning and teaching?
- b) Acted to develop leadership capacity within all levels of the teaching profession

2a) Should the current arrangements for continuing professional development be changed and if so, how?

The time available for CPD compares well with other countries in Europe and beyond. In addition, the structure, which involves five days per year set aside for in-service training, 35 hours over the year for ongoing development, and the facility for some of the 35-hour working week to be used for weekly CPD, allows for flexible and systematic planning of CPD over the short, medium and long term. Over the last two years Scottish Government ministers have agreed to the number of in-service days being increased from 5 to 6 per year, to take account of the need for CPD in implementing Curriculum for Excellence.

In *Improving Teaching, Improving Learning*¹ we noted that, in the main, teachers were making increasingly effective use of CPD time to engage in a range of productive activities to meet their learning needs. In many cases teachers had given more than 35 hours to CPD. Evidence from recent inspections indicates that these positive findings about teachers' use of CPD time are being sustained. Almost all teachers now participate in regular CPD activities which focus on improving aspects of learning and teaching. There is evidence of increasing effectiveness of teacher learning communities within schools and clusters, high levels of commitment to professional development, and increasing collegiate working.

We also found an expanded range of CPD aimed at developing leadership skills and which had provided many staff at all levels with opportunities to lead tasks and working groups to improve the quality of learning and teaching in their schools. In establishments where there is good practice in this respect there is usually high quality learning and teaching. The variety of CPD available to teachers, including work towards achievement of the Standard for Headship, has impacted positively on leadership capacity.

Where schools have effective, collegiate arrangements for monitoring and evaluating staff engagement in CPD and for identifying CPD needs, these usually lead to positive outcomes for learners. Where professional review and development (PRD) processes are weak and where CPD arrangements are not well managed, learner success can be limited. Our submission² to Donaldson strongly suggests that there is a need to improve arrangements for evaluating the impact of CPD on learners and to improve the consistency of the link between PRD and CPD.

¹ Learning Together – Improving teaching, Improving Learning, HMIE 2009
www.hmie.gov.uk/Publications.aspx

² Review of Teacher Education in Scotland - HMIE Analysis, 2011
www.hmie.gov.uk/Publications.aspx

Our submission to Donaldson also points to inconsistency in access to high quality CPD offered to teachers by different education authorities. This is particularly the case in relation to meaningful and challenging CPD for teachers to enable them to remain skilled and knowledgeable about developments within specific curriculum and subject areas throughout their careers. In addition, there is still not a fully systematic approach across the country to identifying the skills and qualities required for educational leadership and for teachers to have opportunities to develop these skills progressively from the early stages of their career. There is also scope for further developing use of the national Glow network for CPD activities and delivering more CPD on-line. The extent and quality of joint training across the range of services for children is variable too.

We support Donaldson's³ view that there is a need for stronger partnership between local authorities and universities to ensure increased 'knowledge transfer' between research and practice, not just through initial teacher education but on a broader scale through CPD at all levels of the profession. We also share the view that CPD should be recognised as a continuum of teacher education which sustains the enthusiasm of newly-qualified teachers and continues to increase skills and knowledge throughout all stages of a teacher's career. Our inspection evidence often indicates a need for teachers to develop their skills and knowledge beyond their own classroom, school or education authority. In our submission to Donaldson we suggested that there should be more opportunities for teachers to move between schools more freely.

There are encouraging signs of improvement in the quality and impact of the activities in which teachers engage as part of their professional development. These changes are almost certainly due, at least in part, to the provisions for CPD set out in the Teachers' Agreement but also through greater understanding of the characteristics of effective CPD. Changes to the structures, for example increasing or decreasing the specified number of hours or changing the agreements about when they should be undertaken, will not necessarily address weaknesses in CPD. Successful implementation of arrangements for CPD within the teachers' agreement relies in large part on successful school leadership and management. Leadership is successful when CPD activities are focused on improving the quality of learning and teaching, the impact is closely monitored, and the processes are clearly linked to a rigorous system of review of the effectiveness of individual teachers through the professional review and development process. Changes to the arrangements for teacher CPD, then, could usefully focus on encouraging better leadership and more effective links between CPD and rigorous PRD.

³ Teaching Scotland's Future, Graham Donaldson, published by Scottish Government 2010
www.scotland.gov.uk/Publications

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?

4a) Do you believe the duties need to be revised and if so, how?

Annex B of the Teachers' Agreement⁴ sets out an appropriate outline of teachers' duties for headteachers, depute headteachers, principal teachers (curriculum or pastoral) and teachers (maingrade or chartered). There are no items which could sensibly be removed. The list is set out in brief bullet points, the brevity allowing for the duties to be interpreted in a professional way. For example, appropriate items in the list are "*developing the school curriculum*" and "*participating in issues relating to school planning, raising achievement and individual review*". These brief references cover a range of appropriate improvement and self-improvement objectives for teachers. The duty of "*working in partnership with parents, support staff and other professionals*" complements these objectives and recognises the importance of teamwork and collegiality in relation to school improvement activities. The key tasks of teaching classes, carrying out the necessary preparation and correction of learners' work, and the assessment, recording and reporting of their progress are, of course, included in the list.

Duties for promoted staff include "*leadership, good management and strategic direction of colleagues*". References to "*quality assurance*" add an appropriate emphasis on monitoring the quality of aspects of the school's work and planning to improve it. The list for headteachers includes the duty to "*promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs*". Review of these duties could usefully clarify whether the references to all staff include only teachers or whether non-teaching staff such as classroom assistants are included too. While the items in the lists of duties are, on the whole, appropriate, they could usefully be revised to place more emphasis on the quality of teachers' work. Greater use of evaluative terms like 'effective' and 'appropriate' would be useful. On a related point, the duties could usefully be revised to place a more overt emphasis on improvement. The phrase "*raising achievement*" is one of the few which make reference to the key purpose of teaching, ie that of improving the quality of achievement for learners. More emphasis on the importance of positive outcomes for learners would be helpful.

Consideration could usefully be given to adding leadership references to the duties of teachers. This change would be in line with HMIE findings and those of the Donaldson report. In doing this it would be useful for the review to consider the relative advantages and disadvantages of the list of teachers' duties being the same as those of chartered teachers. The duties of depute headteachers, which are set out in only two lines, could usefully be expanded to reflect their leadership responsibilities.

There is a reference to 'School Board' in the list of headteachers' duties. This will need to be updated to take account of legislation about Parent Councils.

⁴ A Teaching Profession for the 21st Century, 2001, Scottish Negotiating Committee for Teachers
<http://www.snct.org.uk/>

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

- a) to provide opportunities for teachers to advance their careers in the classroom
- b) to provide opportunities for teachers to advance their careers through promotion to management roles
- c) to provide an appropriate number of skilled individuals able to undertake management roles

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

7a) Do you think that the career structure should be changed, and if so, how?

Our view is that new career structures broadened the opportunities for teachers in all sectors and at all levels to show collegiality, demonstrate leadership and take responsibility for creating a quality of learning fit for the 21st century.

In primary schools the main development in new management structures was the introduction of principal teachers. The introduction of principal teachers in primary schools was a move which increased leadership and management capacity and had a positive impact on key aspects of schools' work. Principal teachers in primary schools normally have an augmented allocation of non-class-contact time which allows them to undertake management duties at the same time as maintaining a teaching commitment. The introduction of this post in primary schools provided opportunities for teachers to gain leadership and management experience to prepare them for depute headteacher roles. The previous system of 'senior teachers' was not as successful in this regard.

In secondary schools, the removal of senior teacher, assistant principal teacher and assistant headteacher posts meant that there were fewer 'stepping stones' to senior management positions. However, a benefit of the new system lay in the fact that education authorities were able to collect the sometimes fragmented management time which had been associated with these posts into more efficient blocks of time. Some authorities took this further by creating faculty head posts which involved subject specialist teachers taking responsibility for overseeing development and quality assurance activities for a group of what were usually cognate subjects such as social subjects or the sciences. In addition to having better allocations of non-class-contact, or 'management' time associated with them, these posts brought with them greater responsibilities and therefore higher salaries. In this way the education authorities which implemented faculty heads hoped to attract high quality leaders to the posts.

Over the last few years, our inspections have found evidence of successful faculties and others which were less effective. Variations in effectiveness were, of course, found in secondary schools with more traditional subject-based principal teacher structures too. The relative success of the differing arrangements was less to do with the structures themselves and more to do with the quality of leadership in the schools

and faculties, and in the extent to which unpromoted teachers in the faculties were willing and able to take responsibility for subject specific curriculum development, quality assurance and other tasks such as those related to preparing young people for examinations. These specialist leadership roles will be particularly important during the coming years of implementation of Curriculum for Excellence. In schools where there is well-developed collegiality, there are often imaginative approaches to providing leadership opportunities for all staff, thus obviating the need for more formal stepping stone structures to senior leadership positions. For example, some education authorities took advantage of the new structures to create cross-cutting principal teacher posts with responsibility for whole-school issues, and some of these posts were filled on a temporary basis, thus allowing authorities to spread the benefits to the holders of the posts to a wider range of teachers than hitherto possible.

HMIE endorses the Donaldson⁵ report's positive comments on the induction scheme and probationary year, including the view that it is "*rightly much admired*" and that "*in providing protected non-contact time and mentoring, the scheme also reflected acknowledged best practice internationally*". We also agree with Donaldson's view that "*specific issues, including the role and training of mentors and some duplication with pre-service courses do, however, need to be addressed*" and with his recommendations about a more coherent approach to integrating the induction year into an extended experience leading to the Standard for Full Registration.

It is worth ending this section with a quote from Teaching Scotland's Children⁶. We said then, and it still applies, that "*changes in structure do not in themselves give rise to improved practice, and further work is required to develop a culture of flexibility, adaptability and innovation in all schools*". The review could usefully address the difficult task of ensuring that any changes to the existing structures, and the way in which the structures are defined, described and applied, develop the required culture in all schools.

⁵ Teaching Scotland's Future, Graham Donaldson, published by Scottish Government 2010
www.scotland.gov.uk/Publications

⁶ Teaching Scotland's Children – A report on progress in implementing 'A Teaching Profession for the 21st Century', HMIE, 2007
www.hmie.gov.uk/Publications.aspx

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

- a) Enable teachers to deliver the best outcomes for children and young people
- b) Need adjusted to reflect actual workloads and practice
- c) Help to nurture an attitude of professionalism amongst teachers
- d) Are suitable to successfully implement Curriculum for Excellence?

9a) Do you think the current conditions of service should be amended, and if so, in what way?

The Teachers' Agreement⁷ has helped to promote more effective collegiality and better teamwork within many schools and has thereby played its part in enhancing and developing teacher professionalism. Agreements on the working week have provided a structure to allow staff increased involvement in decision-making and in school improvement activities, including professional development. When they are well thought out, with the involvement of staff, and are applied with a degree of flexibility from teachers and senior staff, they work well. Staff are participating in committees and working groups and these have provided leadership opportunities. Distributed leadership is increasingly being seen in schools. In many schools collegiate working extends beyond collegiate time. We have found evidence of collegiality leading to an improved quality of teaching which in turn led to improvements in aspects of learners' achievements.

Primary school teachers benefited from the reduction in their class-contact time from 25 hours to 22.5 hours per week. This reduction was achieved by a range of means, usually involving a teacher's class being taken for a portion of the week by a visiting specialist teacher, or a colleague within the school, often with a specialist curriculum area focus, or by teachers from a pool of supply personnel not permanently working in the school. Some schools and authorities experienced difficulties when the reduction was first implemented, for example in relation to availability of supply teachers. We found examples of good practice in relation to specialist teaching, and, in general, learners in schools benefit when these arrangements are well thought-out.

Statistics on the actual time spent by individual teachers, particularly those in secondary schools, on class contact are no longer gathered by Scottish Government. It is possible to note, however, that teachers in primary and secondary schools who teach for the maximum 22.5 hours and have 7.5 hours for preparation and correction time will still have a remaining 5 hours per week for developing the curriculum and undertaking professional development activities.

⁷ A Teaching Profession for the 21st Century, 2001, Scottish Negotiating Committee for Teachers
<http://www.snct.org.uk/>

In Teaching Scotland's Children⁸ we noted that, in some cases, there was wide and at times inappropriate variation in the relative time allocated within the working week to such tasks as writing reports on learners' progress and undertaking development activities. When too much time is allocated to the former, the latter suffers.

Overall, we have no evidence that it is not possible to implement Curriculum for Excellence in the current working week agreements. In our recent work we have found many examples of good progress being made in line with the required timescales for implementation.

The reference to an additional "*maximum*" of 35 hours CPD for all teachers could be interpreted wrongly as allowing individual teachers to do less than 35 hours, and this could usefully be addressed in the review.

⁸ Teaching Scotland's Children – A report on progress in implementing 'A Teaching Profession for the 21st Century', HMIE, 2007
www.hmie.gov.uk/Publications.aspx

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?

After experiencing difficulties in the early phase of job-sizing, all education authorities made significant progress in implementing the required new structures and completing the job-sizing of all promoted posts. Evidence of some very good practice emerged, for example in careful evaluations of the need for management capacity in schools and the related costs.

Teachers have sometimes complained about perceived anomalies in the job-sizing process, although these anomalies were often easily explicable and related to salary conservation. In addition, promoted staff whose posts had been scored at a level just below a threshold and who therefore narrowly missed out on being placed in the next higher scale point, felt that they had been treated unfairly. Others felt that the weightings placed on different aspects and responsibilities were not accurate. For the most part, all of these complaints were understandable but inevitable, given that the process deliberately set out to measure relative workloads and responsibilities and match them to different points on the salary scale.

The job-sizing toolkit would be improved if it could be rendered as a more accessible modelling tool to help senior managers to design job specifications and match them in a planned and open manner to points on the scale. In addition, and while the toolkit generally takes account of appropriate key aspects of workload and responsibility, there are areas which could usefully be updated. For example, in measuring the workload of promoted staff it is appropriate to take account of the levels of deprivation in the community which a school serves, but there may be better ways of capturing such socio-economic factors than by using free-meal entitlement figures only. There will also be scope to update the way in which management of budgets and other devolved matters are taken into account, and to review the extent to which the toolkit adequately takes account of the need for promoted staff to work in partnership with others to secure improved outcomes for learners. Developments in learning, in its broadest form and including open, online and distance learning, may need to be taken into account too, insofar as these developments impact upon workloads and responsibilities of staff in promoted posts. While the toolkit takes account of such developments as shared headships, in which one headteacher has responsibility for leading more than one school, it is likely that benefits will arise from review of the way in which the toolkit takes account of this and other developments in school governance.

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

- a) Retaining skilled professionals as classroom teachers
- b) Learning and teaching quality across the school

13a) Should the Chartered Teacher Scheme be retained, amended, or disbanded?

In *Improving Teaching, Improving Learning*⁹ we set out our findings on the role of chartered teachers. We noted that, while the number of chartered teachers was growing, the number was still relatively low and fell below the level required for an average of one chartered teacher in each school. (There were 931 fully chartered teachers in September 2009, a figure which rose to 1107 in September 2010 (GTCS)¹⁰). We found encouraging examples of schools in which chartered teachers were having a marked impact through contributing to professional development activities and by modelling good practice. Some authorities were highly successful in supporting chartered teachers to make a positive contribution. Unfortunately, such practices were not widespread and the potential for chartered teachers to make a significant impact on the learning of children in Scotland was not being realised. There were a number of reasons for this.

In many schools and education authorities, senior staff were uncertain about the role of chartered teachers in contributing to professional development and school improvement. Headteachers and leaders in almost all education authorities were not fully confident about the extent to which they could direct the work of chartered teachers as part of planned improvement. Entry to the chartered teacher programme was by self-nomination and, as a result, some teachers undertaking the programme were not capable of modelling the best of teaching practice. Headteachers did not always know which of their colleagues were undertaking the programme. This uncertainty had had an obvious impact on the capacity of senior leaders to support their colleagues who were undertaking the programme or capitalise on the skills of those who had completed it. We also noted that most education authorities had yet to systematically audit and develop the wider contribution which chartered teachers can make to improvement activities and to the implementation of Curriculum for Excellence.

In 2009, the Standard for Chartered Teacher¹¹ was redesigned. The redefined standard clarified the role of chartered teachers and has the potential to aid senior leaders in capitalising on their skills. The standard sets out an expectation that chartered teachers will have a leading impact in school development, including a contribution to the professional development of colleagues. It also makes clear that chartered teachers should be accomplished teachers who demonstrate sustained, enhanced and effective practice. This requirement cannot be guaranteed since entry to the chartered teacher programme continues to be by self-nomination. Overall, there is not enough evidence to date that the chartered teacher programme has achieved what it set out to do.

⁹ Learning Together – Improving teaching, Improving Learning, HMIE 2009
www.hmie.gov.uk/Publications.aspx

¹⁰ <http://www.gtcs.org.uk>

¹¹ <http://www.gtcs.org.uk/standards/standard-chartered-teacher.aspx>

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

- a) Helped teachers to focus on their core role as leaders of education in the classroom?
- b) Helped school managers to focus on leading, managing and providing strategic direction for schools?
- c) Impacted positively on the learning of pupils?

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, and if so, how?

In *Teaching Scotland's Children*¹², we reported on the deployment and impact of additional support staff. Some education authorities had appointed business managers at a senior level in schools. They took responsibility for facilities and budget management, overseeing support staff and other administrative duties. We found that these appointments had made a significant improvement to the capacity of senior promoted staff to spend more time on key tasks such as monitoring, evaluating and driving improvement in the quality of learning and teaching.

Clerical and administrative staff had been deployed to carry out a wide range of non-teaching tasks as set out appropriately in Annex E to the Teachers' Agreement. In addition, assistants who worked in classrooms alongside teachers were making a positive contribution. In primary schools they were having a positive impact on provision for pupils through supporting teachers in their work with groups and individual pupils. They were helping teachers to meet the varying needs of pupils within their classes, reinforcing work and sometimes providing extra practice for individuals and for small groups. Their input often allowed teachers to concentrate on direct teaching and their presence had at times been helpful in reducing pupil misbehaviour. Classroom assistants were able to contribute to the support provided for pupils with additional needs. In *Improving Scottish Education* (2009)¹³, we reported that the contribution of school business managers was continuing to have a beneficial impact in allowing other senior managers to focus their attention on educational improvement. In our *Review of Additional Support for Learning Act* (2010)¹⁴, we continued to note that support assistants were playing an important role in helping to meet the needs of learners with additional support needs, and this finding is further confirmed by recent inspection evidence. Overall, our evidence suggests that additional support staff are helping teachers to focus on their core role as leaders of education in the classroom, are supporting school managers to focus on leading, managing and providing strategic direction for schools, and are having a positive impact on pupils' learning. Current pressures on education budgets are causing some councils to review staffing levels. It is therefore not clear that the helpful input provided by non-teaching staff is guaranteed to continue to the same extent as before.

¹² *Teaching Scotland's Children – A report on progress in implementing 'A Teaching Profession for the 21st Century'*, HMIE, 2007

www.hmie.gov.uk/Publications.aspx

¹³ *Improving Scottish Education*, HMIE, 2009

www.hmie.gov.uk/Publications.aspx

¹⁴ *Review of the Additional Support for Learning Act: Adding Benefits for Learners*, HMIE 2010

www.hmie.gov.uk/Publications.aspx

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?

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

18a) Do you think the negotiating arrangements should be changed, and if so, how?

The evidence we have gathered from 2001 to the present on the implementation of the Teachers' Agreement confirms that the agreement has aided recruitment and has helped to provide a more constructive educational environment. The flexibility offered by the arrangements has allowed schools and authorities to be more responsive to local circumstances. At the same time, the importance attached by many teachers and others to having key aspects decided at national level has been recognised. Annex F sets out broadly appropriate lists of aspects for national and local bargaining, and the SNCT and LNCT have been effective in maintaining the positive educational environment by providing forums in which potential difficulties can be resolved before they become a concern for staff or cause conflict at school level.

In 2005 the SNCT issued advice about the importance of collegiality¹⁵, with an emphasis on teachers' rights and participative decision-making at school level. The advice did not say enough about teachers' responsibilities in relation the wider agenda of services for children and the importance of working in partnership to secure improved outcomes for all learners. It may be beneficial for the review to consider whether SNCT and LNCT need to return to this issue of defining collegiate rights and responsibilities at national and local level.

¹⁵ The SNCT Handbook of Conditions of Service, Appendix 1.4, Code of Practice on Collegiality
<http://www.snct.org.uk>

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

- a) Attracts the most skilled individuals to the profession
- b) Retains the most skilled individuals within the profession
- c) Recognises and encourages excellence in the classroom
- d) Contributes to the creation of a flexible, creative, learner-centred teaching profession that can support Curriculum for Excellence

HMIE welcomed the findings of the Donaldson¹⁶ report and is of the view that the evidence and analysis therein are strongly consistent with our evidence of practice in schools and authorities and with our own published findings in recent years. The report has much to say about the questions above, and it would be repetitive to re-state all of the relevant sections here. Nevertheless it is worth noting some key points from our response to the report.

HMIE endorses the report's view of the complex and challenging nature of teaching, and supports the need for teachers to take responsibility for their own professional development. That point is made earlier in this report in several places. The model of change and the high aspirations of Curriculum for Excellence require the re-definition of the profession of teaching, and action to build and sustain the high level of teacher professionalism which will be needed for the future. In doing that, and among other things, the rigour of the professional review and development process will have to be improved, and there will be a need to ensure that senior staff in schools have the necessary mentoring and coaching skills to get the best out of the teaching force.

The Donaldson report notes that Scotland has generally enjoyed a good supply of well-qualified individuals wishing to join the teaching profession. It highlights difficulties in attracting high-quality graduates in some areas such as science and mathematics. HMIE endorses what the report has to say about matching supply and demand and ensuring that entrants are highly motivated, qualified, and supported to develop throughout their careers. HMIE evidence supports the report's recommendations about professional standards, including the proposal to develop a further set of expectations relating to more experienced teachers (a new 'Standard of Active Registration'). Our evidence supports the contention that it is vital that promoted staff in schools have themselves ongoing access to relevant, high quality CPD and support.

This report sets out successes and areas for further development in respect of implementation of the Teachers' Agreement¹⁷. Given the multi-dimensional nature of the educational process, it would be inappropriate for us to draw overly direct conclusions about cause and effect. Nevertheless we can state with confidence that there have been successes and improvements in outcomes for learners over the last few years. We can also conclude that the implementation of the agreement, for all its successes, has not yet led to the changes in provision which will be required to

¹⁶ Teaching Scotland's Future, Graham Donaldson, published by Scottish Government 2010
www.scotland.gov.uk/Publications

¹⁷ A Teaching Profession for the 21st Century, 2001, Scottish Negotiating Committee for Teachers
<http://www.snct.org.uk/>

realise 21st century professionalism and achieve in full the aspirations of Curriculum for Excellence.