

Perth & Kinross Local Agreements **Implementation of the McCrone Agreement**

Interim Guidance to Schools for Session 2001 - 2002

McCRONE AGREEMENT: GUIDANCE TO SCHOOLS ON THE INTRODUCTION OF THE 35 HOUR WORKING WEEK AND CONTINUING PROFESSIONAL DEVELOPMENT

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1.1 INTRODUCTION

The McCrone Agreement (to be referred to as the Agreement) seeks to enhance the status of teaching as a profession, to provide greater professional autonomy for individual teachers and to introduce a more collegiate and participative style of management to schools. Successful implementation will be dependent upon setting an organisational culture across all levels of the Educational Service in Perth and

Kinross in which the needs and priorities of individual schools and individual teachers are addressed.

The guidance for schools contained in this document has been agreed through a process of discussion and agreement within the McCrone Implementation Group set up by Perth and Kinross and has been ratified by the Joint Consultative Committee (Teachers). It seeks to provide schools with a degree of flexibility within a framework which also ensures a consistency of application across all educational establishments within Perth and Kinross.

The Implementation Group has agreed a list of key principles which it believes are fundamental to the successful implementation of the Agreement within schools. The group also believes they should be used as a set of criteria against which successful implementation should be measured.

1.2 KEY PRINCIPLES

- Acknowledging the professionalism of teachers
- Working relationships based upon shared responsibility, mutual respect and understanding
- Meeting the needs of young people for whom we have professional responsibility
- Recognising the primacy of teaching and learning
- Acknowledging the requirement for agreement through consultation and negotiation
- Acknowledging the importance of school planning
- Recognising the individual nature and individual needs of establishments
- Allowing scope for flexibility within a clear framework
- Meeting the management needs of the service

This guidance focuses on Phase 1 of the Agreement which takes effect from August 2001 and for which schools will require to make immediate preparations during June 2001 namely;

- (i) the introduction of the 35 hour working week
- (ii) the introduction of Continuing Professional Development.

Future phases of the Agreement will include;

- the introduction of Chartered Teacher status
- Job-sizing for promoted posts
- revised Probationer Teacher arrangements.

Work will be done at national level in developing advice for local authorities on these aspects of the Agreement. Further advice to schools on these and other matters will be issued in due course.

2.1 THE 35 HOUR WORKING WEEK

The guiding principle behind agreements to be reached at school level is incorporated within Annex D of the Agreement (appended). The Code of Practice on Working Time Arrangements contained in Annex D states that "the individual and collective work of teachers should be capable of being undertaken within the 35 hour working week". Tasks must be assessed to determine how much time needs to be agreed for their completion.

The 35 hour working week will be introduced from August 2001. There should be no aggregation of working hours over any period longer than a week. The only exception may be parents' meetings.

All teachers are guaranteed a minimum of 33% of their class contact commitment as a personal allowance for preparation and correction. Decisions on the work done during this time, when this work is carried out and where this work will be done are decisions for the individual teacher. Further guidance on this issue is outlined overleaf.

Additional time for promoted post holders to carry out their duties is also agreed as part of the agreement. These should be carried out within the 35 hour working week and agreement should be reached at school level.

Part-time teachers will carry out their contractual obligations on a pro-rata basis.

2.2 PHASING OF THE 35 HOUR WORKING WEEK

		Maximum class contact	Minimum personal allowance (33%)
	From August 2001	Hours	Hours
Stage 1	Primary	25.0	8.5
	Secondary	23.5	8.0

	Special	22.5	7.5
Stage 2	From August 2004		
	Primary	23.5	8.0
	Secondary	23.5	8.0
	Special	22.5	7.5
Stage 3	From August 2006		
	Primary	22.5	7.5
	Secondary	22.5	7.5
	Special	22.5	7.5
Stage 4	From no earlier than August 2006		
	All sectors	22.5	Within the 35 hour working week

The weekly time provisions, for the period 2001 to 2004, can be summarised as follows:

Sector	Maximum class contact	Minimum prep/correction allowance	Balance for other professional activities
Nursery/Primary	25	8.5	1.5
Secondary	23.5	8	3.5
Special	22.5	7.5	5

For planning purposes only, it may be useful for schools to consider the available weekly time aggregated over the school session. Those figures would be:

Nursery/Primary	57 hours
Secondary	133 hours
Special	190 hours

In planning available time in this way, a meaningful proportion of time should be left which can be used flexibly, by agreement, for unplanned contingencies which arise during the session

2.3 PROFESSIONAL ACTIVITIES

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

1. Additional time for preparation and correction
2. Parents meetings
3. Staff meetings and collegiate activities
4. Preparation of reports, records etc
5. Forward planning
6. Formal assessment
7. Staff review and development
8. Curriculum development
9. Additional supervised pupil activity
10. Continuing professional development

1. Additional time for preparation and correction

Over and above the minimum personal allowance, it may be appropriate to agree additional time in acknowledgement of particularly heavy workloads. Consideration should be given to the actual class contact time of individual members of staff in reaching such decisions. Teachers who do not have a requirement to teach the maximum class contact time for their sector will have additional time already at their disposal.

2. Parents' meetings

As at present, parents' meetings can be organised either at the end of the pupil day or in the evening.

Each school will agree an annual programme of parents' meetings on the basis of the need for good parent/teacher contact on individual pupils' progress. There should be no more than six meetings for any individual member of staff throughout the school session. Each meeting should be no more than 2.5 hours. The length of

any individual teacher's attendance at any particular meeting will be related to the time required to meet with those parents who have made appointments. Where a teacher's attendance is not required at a particular parents' meeting then that teacher will not be required to attend.

It is recognised parent contact meetings can be demanding in terms of preparation for individual teachers and headteachers should take cognisance of this in drawing up the school calendar.

The time allocated for each meeting will require equivalent preparation time to be undertaken by individual teachers. This preparation for parents' meetings will include time for the completion of records of pupils' work and reports.

Throughout the year parents may seek, outwith the normal school day, additional meetings with teaching staff, in particular with members of senior management of a school or with guidance staff in secondary schools. Recognition of this should be taken in the allocation of time for these staff for each school session.

3. Staff meetings and collegiate activities

Staff meetings should include any meeting of staff, e.g. whole staff meetings, departmental meetings, principal teacher meetings, school working or policy groups. These meetings can take place either during, or outwith, the pupil day by agreement and in accordance with the practical arrangements required.

4. Preparation of reports, records etc.

It is recognised that these are time-consuming activities. An audit should be conducted during session 2001/2002 of the time taken by staff to complete reports and records. These may be completed in school or at a time and location of the teacher's choosing.

5. Forward planning

Account should be taken of the number of plans required within the school session.

6. Formal assessment

Assessment of a diagnostic or formative nature should be considered as part of a teacher's normal preparation and correction activities. In the case of Summative Assessment (e.g. National Tests, end of Unit tests, Standard Grade and Higher Still Prelim. Examinations), time should be allocated as appropriate for this purpose.

7. Staff review and development

Time should be allocated as agreed within the Perth and Kinross Scheme. Consideration should be given to the demands on promoted staff in relation to the number of reviews to be conducted.

8. Curriculum development

This would include arrangements for policy development or curriculum development on either an individual or group basis.

9. Additional supervised pupil activity

Time may be allocated to indicate the contribution of staff to the wide range of activities which may be undertaken on a voluntary basis and which enhance the school and the experience of pupils.

These can include school clubs, sporting, creative and aesthetic activities. It will not be possible to account for all of the time contributed at present by staff to such activities. However some acknowledgement should be made in planning for the allocation of time for such contribution to the corporate life of the school.

N.B. Supervised study activities for which teaching staff are paid cannot be included under this heading. It is a separate activity outside the contractual 35-hour working week.

10. Continuing professional development (CPD)

In addition to the contractual commitment to CPD outwith the 35 hour working week, (see 3) schools may wish to allocate additional time from the range of professional activities. This would allow an element of flexibility in meeting the needs of the school plan and allow schools to respond to opportunities arising during the school day.

2.4 TEACHERS' PRESENCE IN SCHOOLS

Annex D of the Agreement states that "if a teacher is not required to be on the school premises for certain duties, for example preparation and correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line manager of their intentions in this respect."

Teachers who may be expected to provide cover but wish to leave the school premises during their non-contact time must first confirm with the relevant member of the senior management team that they will not be required to provide class cover at the specified time. Schools will be expected to establish their own

arrangements for notification of staff intentions, taking into account all aspects of Health and Safety requirements. Schools will also be expected to make suitable arrangements to ensure that appropriate staff are available to address issues relating to guidance, discipline and other collegiate matters.

All teachers will be expected to be present at the commencement of the school working day unless prior agreement is reached.

3 CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

The Agreement states that "teachers have a right and responsibility to contribute to the development of a quality service. They have a professional commitment to develop their skills and expertise in classroom practice and other related matters through an agreed programme of continuing professional development." By August 2003, all teachers will be expected to meet a commitment to an additional contractual maximum of 35 hours per year.

CPD should be seen as both a contractual commitment and an entitlement in developing the personal and professional skills of teaching staff.

The additional hours for CPD shall consist of an appropriate balance of personal professional development, small-scale school-based activities, attendance at nationally accredited courses or other CPD activities. This balance will be based on an assessment of individual need, identified through the staff review and development process in school. It will also take account of departmental, school, local and national educational planning.

All teachers, including headteachers, will agree an annual plan of CPD activity with their immediate line manager and will maintain an individual CPD record.

To allow for a phased implementation of this entitlement, teachers will plan on the following basis:

Session	Hours of CPD
2001/2002	15
2002/2003	25
2003/2004	35

Individual teachers, including those on part-time contracts, may wish to account for CPD activity which exceeds the minimum requirements stated above. This should be negotiated and agreed with the teacher's immediate line manager.

CPD activity should be carried out at times and venues which suit the needs of the individual teacher, schools and the nature of the activity.

For further detail of advice and guidance on Continuing Professional Development see Appendix 1

4 SCHOOL LEVEL AGREEMENTS

Each school will require to reach agreement on the use of the balance of time between combined maximum class contact time, the minimum preparation and correction allowance and the 35 hours. This should be done by drawing up an annual school planner which will include a programme of agreed activities.

The existing Staff Consultative Committees which have been set up within schools in Perth and Kinross should be used as an appropriate and effective mechanism for delivering such agreements. Where such a committee exists but does not include representatives from each professional association with members in that school, the composition of the committee should be expanded to ensure the inclusion of these representatives when the committee considers matters related to the implementation of the Agreement. In the event that a school has been unable to set up a staff Consultative Committee, urgent action should be taken to rectify this situation (refer to Perth and Kinross Education and Children's Services Committee Report 00/566)

Staff Consultative Committees will meet during the summer term to discuss the annual programme of activities. Discussions will be led, in the first instance, by the headteacher, as overall manager and the person ultimately accountable for the activities of the school. It is, however, anticipated that the headteacher will invite submissions from staff, including the professional associations, on suggested priorities and their place within the annual calendar. School agreement should be the outcome of a genuine process of consultation which reflects as far as is possible the collective views of all teaching staff.

Once agreement has been reached at school level, the annual planner should be issued to all staff. Schools may already use a form of annual planner for such purposes. The Authority will however provide a model planner which schools may adopt if required. A statement of school agreement should be signed by the headteacher and by the convener of the Staff Consultative Committee. This statement will be submitted to the appropriate representative of the Director of Education and Children's Services. Pro-formas will be issued to schools for this purpose.

Throughout the school session, the Staff Consultative Committee will have an ongoing responsibility to monitor the implementation of the Agreement within the school. An effective audit of the use of the balance of time and of the appropriate allocation of time to different activities should be used to inform school development planning and in particular the process of allocating time in future years.

5 SPECIALIST TEACHERS

Specialist teachers will have the same arrangements as those teachers in the sector in which they are deployed. Part-time specialist teachers will carry out their contractual obligations on a pro-rata basis. Further consideration and guidance will be given to other contractual issues relating to specialist teachers. This will be issued during next session.

6 MONITORING OF THE AGREEMENT/TRAINING REQUIREMENTS

The Joint Consultative Committee/Local Negotiating Committee for Teachers will have the overall responsibility for monitoring and evaluating all aspects of the Agreement within Perth and Kinross. The guidance provided within this document is both initial and interim. It is anticipated that experience during this first year of implementation will suggest possible amendments or modifications to the advice issued at this time. Any such revised guidance will be the subject of proper consultation with all interested parties. It will be issued to schools in time for changes to be implemented during school-level consultation and discussion in the summer term of 2002.

It is recognised that there will be significant training required for those most closely involved in the process of reaching agreements at school level. This will apply to headteachers, conveners of Staff Consultative Committees and to representatives of the professional associations. The Authority will be responsible for regular briefings and will give ongoing consideration to appropriate training opportunities. The professional associations will equally recognise and make suitable arrangements for briefing their representatives in schools. In the spirit of partnership and co-operation, perspectives will be shared as far as is possible. The Authority will also give sympathetic consideration to requests for necessary and appropriate time-off arrangements for school representatives of the professional associations for training.

**IMPLEMENTING THE McCRONE AGREEMENT
CONTINUING PROFESSIONAL DEVELOPMENT
FURTHER GUIDANCE**

The McCrone Report recommends an additional contractual 35 hours of CPD as a maximum per year for all teachers. This commitment is to be fully met by August 2003.

1. Definition

Continuing Professional Development is an ongoing, systematic and structured approach to developing the personal and professional skills of staff. It supports them in:

- improving professional knowledge and understanding
- learning and developing new skills which will raise the quality of learning and teaching in the classroom
- enhancing their own personal effectiveness
- contributing to school improvement and effectiveness.

A professional development programme is most effective when it builds on the current strengths and needs of staff and when it recognises the wide variety of experiences which might contribute to individual and school development.

An individual programme might include some of the following activities:

- network meetings of curriculum focus groups
eg Support for Learning and Early Years Networks
- specific curriculum panel activities to support subject specific development
- specific local support group activities
- short courses organised locally or nationally
- award-bearing courses through colleges and universities
- relevant professional reading and/or activities
- paired activities with other members of staff - including classroom observation and analysis
- school based research
- teacher placements.

Activities should be balanced and decisions on the most appropriate activities to support individual teachers and schools will be negotiated at school level between individual teachers and their immediate managers.

2. Entitlement

Individual teachers may wish to account for CPD activity which exceeds the minimum requirement but this should also be negotiated and agreed with teachers' immediate line managers.

All teaching staff, including headteachers, will be entitled to a maximum contractual 35 hours CPD per year by August 2003. This is in addition to the 35 hour per week contract.

To allow phased implementation of this entitlement teachers will plan for:

Session	Hours of CPD
2001/2002	15
2002/2003	25
2003/2004	35

Individual teachers have a responsibility to take up this entitlement and to seek out appropriate activities and involvement.

It is essential that schools and the Authority ensure development opportunities are accessible and applicable to every teacher.

CPD activity should be carried out at times and venues which suit the needs of the individual, the school and the nature of the activity.

3. Planning

Planning for staff development is integral to the school planning process. Each year all teaching staff, including headteachers, will agree a planned programme of CPD with their immediate line manager.

The plan must take account of:

- individual needs identified as an outcome of the Staff Review process (including career aspirations)
- development priorities within departmental/school plans

Plans should be agreed on an annual basis with opportunities to review them as appropriate.

4. Recording

Teachers will be required to maintain a record of all professional and personal development undertaken within contractual working and CPD time.

The record will:

- note development undertaken
- identify links to personal review and school priorities
- identify outcomes (as with current Forward Plans)
- monitor longer-term impact.

Exemplar recording formats will be provided by the Authority.

5. Roles and Responsibilities

All individual teachers, including headteachers, will be responsible for:

- undertaking a programme of CPD
- drafting their CPD plan annually with reference to review outcomes and the school plan (in discussion with their line manager)
- maintaining a record of their professional development activities.

Line managers will be responsible for:

- identifying individual strengths and development needs with staff through the review process
- agreeing the CPD plan annually for all teaching staff managed by them
- reviewing staff records of CPD as part of the annual review process.

Headteachers will be responsible for:

- ensuring a CPD plan is prepared, agreed and implemented for all teaching staff
- ensuring all teaching staff maintain a record of CPD
- ensuring any relevant information on CPD opportunities is easily accessible to all staff.

Education & Children's Services will be responsible for:

- agreeing the CPD plans of headteachers (Heads of Service)
- providing appropriate guidance and exemplars for planning and recording
- making or commissioning appropriate CPD provision to meet identified needs
- providing details of staff development opportunities to support planning in schools
- monitoring CPD processes in school and at Authority level as an ongoing aspect of Quality Assurance.

All staff will be accountable to their respective line manager for their part in this process.