

# Perth & Kinross

## Local Agreements : **Planned Activity time**

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**EDUCATIONAL INSTITUTE OF SCOTLAND  
PERTH AND KINROSS LOCAL ASSOCIATION  
PLANNED ACTIVITY TIME**  
**Preamble by Colin Mackie, Local Association Secretary**  
**Text of Agreement**

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**Preamble by Colin Mackie, Local Association Secretary**

o These Revised Guidelines were produced by a Working Group consisting of representatives from the J.C.C., the Educational Development Service and senior school management. They have been approved by the J.C.C. and by Perth and Kinross Education Committee.

o [Section 1](#) deals with the background and details the provision for P.A.T. contained in Circular SEJ40 (Paras.1.1 and 1.2), the review of P.A.T. conducted nationally in 1988 (Para.1.3) and the Tayside Regional policy and guidelines on P.A.T. which currently apply in schools within Perth and Kinross (Para.1.4).

o [Section 2](#) deals with the Revised Guidelines which will apply from August 1997

Members should note-

[Para. 2.3:](#) the initial observations of the Working Group which shaped the revision of the guidelines. Note in particular the shared commitment to "a flexible interpretation of P.A.T." and to the aim of improving "the effectiveness of P.A.T."

[Para. 2.4:](#) defines the three distinct components of P.A.T. (there is no change here to the existing guidelines)

[Para. 2.5:](#) deals with the allocation of 20 hours to Personal Professional Development. Note that this represents a change from the current allocation of between 16 and 20 hours and the examples, given of relevant activities which may be included under this heading

[Para. 2.7:](#) deals with the allocation of 20 hours to School or Departmental Activities in Secondary Schools. Note that this represents a change from the current allocation of between 20 and 24 hours. This allocation is divided into a) 12 hours for Whole School Activities- examples are provided of appropriate activities which may be included within these 12 hours. (These include Consultative group meetings.) Note the paragraph which deals with Principal Teacher Meetings and the expectation that departmental staff will "carry out relevant development work as identified by the Principal Teacher during this time within the department or, alternatively, at a time and place appropriate to the task as identified by individual members of staff.

b) 8 hours for Departmental Curricular activities-note that this allocation is "for the completion of tasks identified within the departmental development plan .... at a time and place determined by members of the department." Note also the responsibility of the Principal Teacher for monitoring progress and the provision for "part of this time to include departmental meetings to discuss and review progress." Emphasis is placed on "a flexible approach" and on "the completion of tasks".

[Para. 2.8](#) deals with the allocation of 20 hours to School Activities in Primary / Nursery Schools. This allocation is divided into-

a) 12 hours for Whole School Activities- examples of appropriate activities are Included (Note that these include Consultative group meetings.)

b) 8 hours for Curriculum development activities- appropriate activities include the development of individual forward plans and the development of curricular areas "at a time and place determined by individual members of staff". The emphasis is on the completion of tasks". Note the responsibility of the Head Teacher for monitoring progress and the provision for "part of this time to include meetings to discuss and review progress".

[Para. 2.9](#) provides for staff participating in P.A.T. to access refreshments the commencement of the formal programme.

[Para. 2.10](#) rules out viring time from personal professional development and departmental / curricular development time to whole school activities.

[Para. 2.11](#) deals with the publication of the P.A.T. programme for each term.

[Para. 2.12](#) stipulates the avoidance of P.A.T. in the same week as In-service days or parents' nights.

[Para. 2.13](#) deals with the arrangements which apply to peripatetic staff and part time members of staff.

[Para. 4.1](#) deals with the monitoring and evaluation of the Revised Guidelines.

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## **Text of Agreement on Planned Activity Time**

### **1. Background**

1.1 Planned activity time (PAT) was introduced to Scottish schools in session 1988/89 and guidance on the ways in which PAT was to be applied within schools was contained within Circular SE/40.

The circular provided for:

"An annual provision of an additional maximum of up to 50 hours within the working year of the teacher for Planned Activities related to the wider Educational Needs of the school"

These 'Planned Activities' were to include. curricular development, In service training, inter school liaison, professional development, and participation in meetings with colleagues.

1.2 The programme of activities which would take into account the particular needs of the school was to be drawn up by the Head Teacher in consultation with staff within guidelines provided by the local authority.

The timetable of activities for each school term would be published at least 1 week before the end of the preceding term wherever possible.

1.3 In June 1988 the SJNC agreed that a review of the operation of PAT should be conducted which would consider the effectiveness of these activities. The review noted the following points:

- (i) PAT had been put to most effective use in the area of curricular development.
- (ii) PAT should be closely related to school In service day programmes.
- (iii) Inter school liaison reduced the sense of isolation felt by single teacher departments in secondary schools.
- (iv) There was a need to consider whether a specific number of hours should be set aside for personal development.

(v) PAT allowed schools to have a range of meetings which, when used well, contributed to the cohesion and identity of the school.

(vi) It would be inappropriate for PAT to be used to develop and extend extra curricular activities.

(vii) Local authorities should not be over prescriptive in stating what planned activities should take place in schools and in an insistence on the maintenance of detailed records.

Excessive record keeping by individual staff should be discouraged.

(viii) PAT was regarded by some teachers as implying a lack of trust in their professionalism. If it were badly organised and activities were regarded as irrelevant it would continue to be resented by teachers.

Consultation was vitally important to the success of PAT and teachers had to feel that their views were taken into account.

(ix) There was a clear need for the provision of time for corporate school activities such as whole school and departmental meetings.

These meetings should be in addition to the provision of routine communications. They should identify the development needs of the school and result in the establishment of goals for attainment by joint or individual means.

(x) A substantial proportion of PAT should be assigned to the fulfilment of goals related to group or individual work. This would include preparation of strategic forward plans, the adapting of new curricular materials for individual use, development of resources and intra and inter school liaison.

The nature of these tasks would determine the time scale and locations required for their completion.

(xi) It was felt that least attention had been paid to individual professional development and a significant proportion of PAT should be devoted to this end

1.4 The Authority's current policy is based on the guidelines adopted by Tayside Regional Council. The details of these arrangements are as follows:

(i) Under normal circumstances a maximum of up to 40 hours should be allocated for planned activities.

(ii) Between 16 and 20 hours shall be allocated for meeting the needs of personal professional development as identified by the teacher and to be carried out at a time and place appropriate to the task.

(iii) Between 20 and 24 hours to be allocated to whole school, departmental and other group needs.

(iv) Head Teachers are required to consult teaching staff on the proposed programme of PAT within the school and the PAT timetable should be published at least one week before the end of the previous term.

(v) Activities should be planned and the necessary time should then be allocated for their completion. The emphasis should be on undertaking and completing the necessary work and not merely completing a number of hours.

(vi) All planned activities are under the overall direction of the Head Teacher and teachers should either provide a general indication to the Head Teacher of professional development to be undertaken each term, or, inform the Head Teacher of the areas of professional development covered by the end of each term.

(vii) A flexible approach to the organisation of planned activities is desirable and it should be recognised that the needs of schools, departments and individual teachers may vary and continue to vary.

(viii) Time for planned activities in school should be end on with the basic school day for teachers and should be suited in length to the particular planned activities.

(ix) The pattern of In service days should be borne in mind in the planning of activities and PAT should not take place in the same week as Parents' evenings.

## **2. Revised Guidelines**

2.1 A short life working group was established in March 1997 within Perth & Kinross Council Education Department. The group's task was to produce a package of advice and guidelines for Head Teachers and school staff on ways in which PAT could be used more appropriately and to the benefit of all. The group comprised representatives from the JCC, Educational Development Service and school senior management teams.

2.2 The Group considered in some detail the background to PAT, the aims of PAT, the current arrangements for PAT and the effects on schools and their staff of any amendments to current procedures.

### **2.3 The Group made a number of initial observations:**

(1) That PAT has enabled a number of key activities to take place within schools which would otherwise have had to be removed' from school calendars.

(ii) That the abolition of PAT would cause considerable problems for schools within Perth and Kinross.

(iii) That there should be an acceptance of and commitment to the professionalism of teaching staff by all involved in drawing-up programmes of planned activities.

(iv) That there should be a flexible interpretation of PAT

(v) That PAT should contribute to the improvement of the learning and teaching process for pupils.

(vi) That amendments to the advice and guidelines in this area. should improve the effectiveness of PAT

2.4 The group recommended that PAT should continue to have three distinct components. namely:

(i) An allowance of 10 hours in acknowledgement of the professionalism of teachers and their commitment to curricular and extra curricular activities.

(ii) Personal professional development

and

(iii) School or departmental activities (Corporate activities).

Details of the ways in which these activities should be organised are contained in paragraph 2.5.

Planned activity time should be taken along with INSET days on a total resource to support priorities within school and department plans and the outcomes of the staff review and development process.

### **2.5 Personal professional development:**

20 hours should be allocated for the personal professional development of teachers. Details of this development will be identified by the teacher and can be carried out at a time and place appropriate to the task as decided by the member of staff concerned.

Teachers should continue to provide a general indication to the Head Teacher of the area or areas of professional development to be undertaken each session or, inform the Head Teacher of the area or areas of professional development covered by the end of each session. It is however, accepted that the areas of work identified by the teacher for personal, professional development will have a direct link to targets or staff development needs highlighted within the staff review and development process.

Examples of relevant activities may include the following:

Courses out with the school hours;

Research activities;

Activities relating to relevant curricular or staff development;

Reading to support subject knowledge and skills.

### **2.6 School or departmental activities (Corporate activities).**

20 hours of PAT has been allocated to school and departmental activities. These should be linked to development plan priorities and should operate within the framework identified within paragraph 2.3.

The ways in which this aspect of PAT will operate will vary between secondary, primary /nursery schools. Detailed advice is provided for each sector.

### **2.7 Secondary Schools**

The allocation of the 20 hours will be as follows:

#### **(a) Whole school activities :12 Hours**

This provides an allocation of time for meetings and activities within a programme drawn up by the Head Teacher. These activities may include:

School development planning e.g. consultation, evaluation, consideration of draft plan;

Staff meetings; (including whole staff meetings and meetings of groups of staff)

Meetings and activities related to curricular developments;

Consultative group meetings.

Planning meetings.

In the event of Principal Teachers meetings taking place during PAT, members of departmental staff will be expected to carry out relevant development work as identified by the Principal Teacher during this time. This work should be carried out within the department or, alternatively, at a time and place appropriate to the task as identified by individual members of staff.

**b) Departmental Curricular activities : 8 Hours**

The eight hours allocated to departments should be for the completion of tasks identified within the departmental development plan.

The completion of this work should in general terms be at a time and place determined by members of the department. The emphasis should be on the completion of tasks with tangible outcomes.

The Principal Teacher has an ongoing responsibility for monitoring the progress of developmental work and provision should be made for part of this time to include departmental meetings to discuss and review progress.

A flexible approach should be adopted for members of staff who work between two (or more) departments and for Guidance teachers.

It is recognised that there may be overlap between departmental and whole school activities. In cases where a possible conflict of interests arises, a flexible approach should be adopted.

**2.8 Primary 1 Nursery Schools**

The allocation of the 20 hours will be as follows:

**a) Whole school activities : 12 Hours**

This provides an allocation of time for meetings and activities within a programme drawn up by the Head Teacher. These activities may include:

School development planning e.g.. consultation, evaluation, consideration of draft plan;

Staff meetings; (including whole staff meetings and meetings of groups of staff)

Meetings and activities related to curricular developments;

Consultative group meetings.

Planning meetings.

**b) Curriculum development activities: 8 hours**

This provides an allocation of time for individual members of staff or groups of staff to develop areas of work from the whole school programme.

Activities may include:

development of individual forward plans;

development of curricular areas.

The completion of this work should in general terms be at a time and place determined by individual members of staff. The emphasis should be on the completion of tasks with tangible outcomes.

The Head Teacher has an ongoing responsibility for monitoring the progress of developmental work and provision should be made for part of this time to include meetings to discuss and review progress.

2.9 Time for planned activities should end on with the basic school day for teachers. PAT programmes should take account of the fact that most teachers will have had heavy teaching commitments throughout the day. Opportunities should therefore be provided for members of staff who are participating in planned activities to access refreshments before the commencement of the formal programme.

2.10 The viring from personal professional development and departmental/curriculum development time to 'whole school' time should not take place.

2.11 The programme of activities should continue to be drawn up by the Head Teacher in Consultation with staff. A copy of the PAT programme for each school term should be published at least two weeks before the end of the preceding term.

2.12 The pattern of In-service days and parents nights should be borne in mind in the planning of activities and PAT should not take place- in the same week as these events.

2.13 The arrangements for PAT apply to all teaching staff within Perth and Kinross. School Managers and those with responsibilities for peripatetic staff will be expected to ensure that the PAT requirements are met. Part time members of staff should participate, in PAT on a pro rata basis

2.14 PAT should be viewed within the Authority's Quality Assurance framework as a resource to contribute to the delivery of a Quality education service.

### **3. Time scale**

3.1 These guidelines will be implemented in all schools in Perth and Kinross at the commencement of session 1997/98.

### **4 Monitoring and Evaluation**

4.1 The effectiveness of these revised guidelines for Planned Activity Time will be monitored by the Educational Development Service and school management throughout Session 1997/98. Progress with the whole process will be evaluated in the Summer Term of the 1997/98 session.

### **Group Members**

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