

THE HIGHLAND COUNCIL

EDUCATION, CULTURE AND SPORT SERVICE COMMITTEE

10 November 2011

Agenda Item	11.
Report No	ECS/56/11

**Advancing Professionalism in Teaching –
The McCormac Review/Teachers for the 21st Century – The Donaldson Review**

Report by Director of Education, Culture and Sport Service

Summary

This report provides a summary of key recommendations arising from two National reviews carried out recently covering (a) Teacher Education and (b) Teacher Employment. The report also outlines the next steps towards implementing the recommendations.

1. Background

- 1.1 In November 2010, the Cabinet Secretary for Education and Lifelong Learning commissioned a review, the remit of which was to assess the current arrangements for teacher employment in Scotland and bring forward recommendations which would secure improved educational outcomes. Earlier in 2010, a separate review was commissioned by the Scottish Government to consider all aspects of teacher education in Scotland.
- 1.2 The reports “Teaching Scotland's Future - Review of Teacher Education in Scotland” <http://www.scotland.gov.uk/Publications/2011/01/13092132/3> by Graham Donaldson, and “Review of Teacher Employment in Scotland” <http://www.scotland.gov.uk/About/reviewofteacheremployment> by Professor Gerry McCormac - have now been published.

2. Teaching Scotland's Future – Review of Teacher Education in Scotland (Donaldson Report)

- 2.1 Key stakeholders were consulted as part of the review, including one to one meetings with local authorities, teachers and pupils, as well as with universities which provide Initial Teacher Education in Scotland
- 2.2 The Review gathered an extensive body of evidence which forms the basis for the Report. Fifty recommendations have been made which are designed to help build the professional capacity of Scottish teachers, and ultimately improve the learning of young people in Scotland.
- 2.3 The Report considers the qualities and skills needed for twenty-first century teaching and leadership. Against a backdrop of Curriculum for Excellence, which is predicated on a model of sustained change, teachers will become “co-creators of the curriculum”, and “prime agents in that change process”, and, therefore, need access to high quality life-long career education. In short, a “reconceptualisation of teacher education” is required. In addition, the Report highlights the existing

strengths in teacher education, and looks at ways in which its relevance and impact might be improved.

- 2.4 The key themes and recommendations of the report have significant implications for how teacher education is conceived and organised. The Review has considered not just the requirements of Initial Teacher Education, but the on-going professional needs of teachers throughout their careers. There are implications both for individuals and organisations, with responsibility for supporting the learning of young people.
- 2.5 School leaders will be required to maintain a strong focus on building the capacity of teachers, both individually and collectively, and the Report indicates very clearly that constructive professional review and development should be at the heart of building that capacity.
- 2.6 Local authorities will also have a key role in ensuring that the Review's recommendations are implemented, and this will include close partnership working with universities in relation to the selection of and on-going support for students.
- 2.7 Recommendations from the Report are being taken forward by a National Partnership Group consisting of representation from Scottish Teacher Education Committee (STEC), Scottish Government and Association of Directors of Education for Scotland (ADES). In addition, three sub-groups from the National Partnership Group have been formed to work on the recommendations around (1) Early Phase (of teacher education), (2) Career Long Professional Learning, and (3) Professional Learning for Leadership.

3. Review of Teacher Employment in Scotland (McCormac Report)

- 3.1 The Review Group, chaired by Professor McCormac was tasked with reviewing the Teachers' Agreement which was negotiated following the report of the McCrone Inquiry in 2000. Specifically, the group was asked to make recommendations on future terms and conditions of teachers' employment, designed to secure improved educational outcomes for children and young people.
- 3.2 As with the Review of Teacher Education in Scotland, key stakeholders were consulted, and a call for evidence was also issued. Just under 3400 responses were received to the call for evidence, the vast majority of which came from individual teachers.
- 3.3 Thirty-four recommendations have been made in the Report. Amongst the 34 recommendations, the Report advocates:
 - No increase in class contact time for teachers in Scotland
 - Increased flexibility in the use of non-class contact time
 - The creation of a revitalised professional review and personal development process for all teachers
 - Involvement of external experts to contribute to the delivery of the curriculum
 - Ending of the Chartered Teacher Scheme
 - Review of job sizing for promoted teachers

- 3.4 The Report has been broadly welcomed by local authorities and Scottish Government. However, the teaching trade unions have been more critical of some of the recommendations such as the removal of flexibility given to teachers in determining their place of work when not required to be with their class.
- 3.5 As many of the recommendations made by Professor McCormac relate directly to teachers' terms and conditions of employment, they will require to be remitted to the Scottish Negotiating Committee for Teachers (SNCT) for negotiation between local authorities, Scottish Government and teacher trade unions.
- 3.6 In order to take the Review forward, the Joint Secretaries to the SNCT are preparing a workplan built around the recommendations, and are expected to report to a meeting of the SNCT on 23 November 2011. This will signal the beginning of formal negotiations expected to stretch well into 2012, with the objective to secure a negotiated agreement for implementation by the start of the school year in August 2012. However, it should be noted that this timing is ambitious, and while some may well be implemented by August 2012, it is not anticipated that all recommendations will be negotiated within this timescale.
- 3.7 Recommendations relating to teacher standards have been remitted to the General Teaching Council for Scotland (GTCS), and work has already begun in these areas.

4. Conclusion

- 4.1 It should be noted that the McCormac Report makes explicit and implicit reference to key points in the Donaldson Report. For example, there are clear echoes of the Donaldson Report in McCormac's summary of the ways in which teachers' terms and conditions need to support the education agenda. Given the links between the two reports, it is inevitable that they will move forward together.
- 4.2 It is too early to predict the precise impact on local authorities. Detailed development of and negotiation of the recommendations for each report is at a very early stage and the work of the National Partnership Group and the Scottish Negotiating Committee for Teachers (2.7 and 3.6 above) is fundamental in taking these reviews forward. Future reports updating Members on implementation will be brought to the ECS Committee.

4. Recommendation

- 4.1 Members are invited to note the content of this Report.

Signature:

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Date: 31 October 2011

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Ref:

Background Papers