

Notice of Meeting and Agenda

Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 05 February 2019	14:00	Corporate Meeting Room 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

REPRESENTING RENFREWSHIRE COUNCIL MANAGEMENT

Provost Cameron; Councillor Paterson; S Quinn, Acting Director of Children's Services; G McKinlay, Head of Schools; J Trainer, Head of Child Care and Criminal Justice; L McAllister, Acting Head of Early Years and Broad General Education; M Dewar, Head Teacher, Parkmains High School; A Hall, Education Manager (Development); G Hannigan, Head Teacher, St Charles' Primary School; and L Mullin, Principal HR & OD Adviser (Finance & Resources).

REPRESENTING RENFREWSHIRE COUNCIL TEACHING STAFF

K Fella, A Howie, J McCusker, M McGlynn, JP Tonner J Welsh and H Whittle, (all EIS); M Greenlees (SSTA); J Stead (NAS/UWT); and S McCrossan (Adviser to the Teachers' side).

Further Information

This meeting is held in private and is not open to members of the press or public.

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at <http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx>

For further information, please either email democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Items of business

Apologies

Apologies from members.

Declarations of Interest

Members are asked to declare an interest in any item(s) on the agenda and to provide a brief explanation of the nature of the interest.

- | | | |
|----------|--|----------------|
| 1 | Minute of Previous Meeting | 3 - 6 |
| | Minute of previous meeting held on 13 November 2018. | |
| 2 | Review of Policy Guidelines for Monitoring and
Evaluating the Learning and Teaching Experience (MELE) | 7 - 16 |
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| 3 | Class Sizes in Primary School | 17 - 20 |
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| 4 | Value Education, Value Teachers Questionnaire | 21 - 22 |
| | Report by Joint Secretary (Teachers' Side). | |
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| | Report by Joint Secretary (Teachers' Side). | |
| 6 | Managing Violence and Aggression in Schools | 25 - 26 |
| | report by Joint Secretary (Teachers' Side). | |
| 7 | Date of Next Meeting | |
| | Note that the next meeting will be held on 19 March 2019. | |

Minute of Meeting

Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 13 November 2018	14:00	Corporate Meeting Room 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

Representing Renfrewshire Council Management

Councillor Paterson, S Quinn, Acting Director of Children's Services, G McKinlay, Head of Schools, L McAllister, Acting Head of Early Years and Broad General Education), A Hall, Education Manager (Development) (all Children's Services); and L Mullin, Principal HR & OD Advisor (Finance & Resources).

Representing Renfrewshire Council Teaching Staff

K Fella, JP Tonner, M McGlynn and J Welsh (all EIS); S Dargie (SSTA); and S McCrossan (Adviser to Teachers' Side).

In Attendance

S Fanning, Principal HR & OD Adviser and R Devine, Senior Committee Services Officer (both Finance & Resources).

Apologies

Provost Cameron; G Hannigan, Head Teacher (St Charles' Primary School); and A Howie, H Whittle and J McCusker (all EIS).

1 Appointment of a Chairperson for the Meeting

In accordance with the terms of the local recognition and procedure agreement, which stated that the Chair of the Committee should alternate between the two sides comprising the Renfrewshire Council Joint Negotiating Committee for Teaching Staff, it was agreed that J Welsh (EIS) would chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

DECIDED: That J Welsh (EIS) chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

2 Minute of Previous Meeting

There was submitted the Minute of meeting held on 4 September 2018.

Under reference to Item 5 – Scottish Attainment Challenge and PEF - it was proposed and agreed that the reference to ‘best practice examples’ in the second paragraph be replaced with ‘leading practice examples.’

DECIDED: That the Minute, amended as detailed above, be approved.

3 Update on Strategic Review of Support for Children with Additional Support Needs in Mainstream Education

There was submitted a report by the Joint Secretary (Management Side) relative to the strategic review undertaken of educational services and support for children with additional support needs in mainstream education in view of the increasing number of children with additional support needs and the location of authority wide bases.

The report outlined proposals to deliver educational provision and approaches to children and young people with additional support needs by reorganising existing provision and staffing into a locality model. The proposed changes would enable services and support to be organised and delivered on a local basis in line with the principles of school empowerment, as well as ensuring best practice and best value. The high-level proposals detailed in the report had been agreed at the meeting of the Education and Children’s Services Policy Board held on 1 November 2018.

During discussion it was intimated that the revised locality model for the delivery of services would be more fully developed, in conjunction with parents, children and other stakeholders and implemented from August 2019. It was noted that there would be off-the table discussions between the Joint Secretaries regarding nominations for membership of the working group.

DECIDED: That it be agreed that members of the teachers side be nominated to be involved in the ongoing development work and that otherwise the report be noted.

4 Absence Statistics 2018/19

There was submitted a report by the Joint Secretary (Management Side) relative to the Council’s absence statistics for the period 1 July to 30 September 2018.

An appendix to the report provided information in relation to absence targets and how services and categories of staff had performed against them. An analysis of the reasons for absence for the period was included in the report. Information was also provided on supporting attendance activity levels by service and costs of sick pay and the overall number of days lost during Quarter 2, ending 30 September 2018 and for the equivalent quarters in previous years

It was highlighted, during discussion, that the teacher's absence level detailed in the report reflected well in comparison to other staffing groups. A summary of recent and planned actions implemented to improve absence performance was provided.

DECIDED: That it be noted that the report reflected the absence statistics for the period 1 July to 30 September 2018.

5 Scottish Government/COSLA Letter

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the Council's decision to issue the letter prepared by the Scottish Government and COSLA regarding the latest salary offer to teachers.

The report intimated that the decision to issue the letter was contrary to the agreed protocols of the SNCT and undermined the negotiating process. In addition, it was alleged that the letter contained inaccuracies. The Council's position was outlined.

DECIDED: That the Teachers' Side's dissent at the Council's decision to contact teachers directly in connection with the pay negotiations, thereby undermining the agreed SNCT protocols, be noted.

6 Teacher Workload

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the School Working Time Agreements and the workload advice, issued in 2016 by the Cabinet Secretary for Education.

The report stated that the ongoing pressure of teacher workload on the health and well-being of teachers was recognised at Scottish Government level and had been addressed through the SNCT, by endorsement of the agreements. The requirement for local authorities to ensure adherence to the School Working Time Agreements and that the workload advice informed day to day working practices within schools in Renfrewshire was highlighted.

Reference was made during discussion to the impact on teacher workload of input arising from the Council's Business World system. It was agreed that there be further discussions regarding this matter.

DECIDED: It was agreed that Headteachers be reminded that School Working Time Agreements must be adhered to and that the and that the workload advice issued by the Cabinet Secretary for Education must inform day to day practices within Renfrewshire schools.

7 Violence and Aggression Policy

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the Council's Violence and Aggression Policy.

Members of the Committee were reminded that a revised Violence and Aggression Policy had been agreed at the meeting of the JNC Teachers held on 12 June 2018. The report stated claimed that not all Headteachers were aware of the protocols to be followed and that there were issues relating to the associated paperwork. Reference was made during discussion to recent incidents of violence/aggression where, it was alleged, that the Policy had not been fully implemented.

DECIDED: That Headteachers be reminded that the protocols to combat violence and aggression towards staff in schools, as detailed in the Policy, principally risk assessments and action plans must be followed and that arrangements be made to ensure that the supporting mechanisms were available to all staff.

8 Date of Next Meeting

It was noted that the next meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff would be held on 5 February 2019 at 2.00 p.m.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 05 February 2019

**Report by
Head of Schools**

Review of Policy Guidelines for Monitoring and Evaluating the Learning and Teaching Experience (MELE)

1. Summary

- 1.1. The Monitoring and Evaluating the Learning and Teaching Experience (MELE) policy guidelines were introduced to schools in April 2005. These were reviewed in September to December 2018 by a working group comprising teaching staff, promoted teaching staff and peripatetic teaching staff from across primary and secondary sectors and teacher union representatives. The reviewed guidance, Sharing Good Practice through the Evaluation of Learning Experiences (attached as Appendix 1) replaces the existing MELE policy guidelines.
- 1.2. Documentation to support the guidance is attached as Appendix 2.
- 1.3. Through the Quality Improvement Framework, the local authority will ensure that this policy is being followed by all schools and that activities which evaluate learners' experiences lead to improvements in service.

2. Background

- 2.1. A key duty of the authority is to assure the quality of the learning that happens in our schools and establishments. Part of this duty is to support schools through robust self-evaluation of their practice and to share identified good practice as part of the agenda for improvement. This expectation, that robust self-evaluation will be in place, is reflected in the HMIE inspection model and is reported publicly in inspection reports. Increased empowerment and accountability for schools means that they need to know the quality of pupils' learning experiences within their school. It is their very core business and there is a moral and professional imperative that they know and share with those involved, how well schools and the authority support and develop learning.

- 2.2. This expectation, that robust self-evaluation will be in place, is reflected in the HMle inspection model and is reported publicly in inspection reports. Increased empowerment and accountability for schools means that they need to know the quality of pupil's learning experiences within their school. The guidance clearly distinguishes between the evaluation process and any kind of direct assessment of teacher performance. It is recognised and reinforced that any such issues and concerns should be addressed by other processes. This guidance is key to how well schools and the authority support and develop learning and there is a professional imperative that identified good pedagogical practice is disseminated within each school.

3. Recommendation

- 3.1 It is recommended that JNC approves the revised guidance and associated support materials in appendix 1 and 2 of this report.

Sharing Good Practice through the Evaluation of Learning Experiences



**Policy Guidelines for Schools
in Renfrewshire**

December 2018

Contents

1 Introduction and rationale

2 The processes

- Evaluating learning in the classroom and beyond
- Professional dialogue & documentation

3 The outcomes

4 Reviewing the process

1. Introduction and Rationale

Increasing responsibility and empowerment devolved to schools, carries with it an increasing accountability for assuring the quality of the provision made. For this reason, there needs to be a collegiate approach to monitoring and evaluation, which involves all staff. Schools will utilise varying approaches to evaluating pupil's learning experiences, however, this policy will be useful in ensuring that a basic set of common principles underpin approaches.

This guidance describes the processes which will be used to evaluate the learning experiences of young people in our schools. Renfrewshire establishments undertake ongoing self-evaluation, which is part of the process of continuous improvement. They use a variety of means to develop, plan and deliver high quality learning and teaching. These include: self-evaluation against HMIE indicators within 'How Good is Our School 4' (HGIOS) and 'How Good is our Early Learning and Child Care' (HGIELC) frameworks; the use of performance data; development planning and reporting; standards and quality reports; staff professional learning and strategies for continuous improvement.

Collaborative approaches to seek out and share good practice are a key component in the drive to raise attainment and close the poverty related attainment gap. This should involve leaders at all levels in a supportive, collegiate and reflective process within each establishment and beyond. This process is focussed on high quality learning and teaching, specifically the learning experiences of pupils.

The purpose of the evaluation process is to endorse and share good practice as well as help to develop the agenda for improvement. It is essential within this context, that staff at any level, can sample and evaluate the learning experiences of all young people in their charge. It is essential too, that all staff have the opportunity to be involved in this process. This will require all staff to be actively involved in developing and implementing the evaluation process for learners' experiences.

This process is specifically about the learning experiences of pupils. It is not about the competence or capability of individual teachers. Should this issue arise, it should be dealt with separately within the school. This policy guidance clarifies the **classroom observation** element of a school's monitoring procedures.

Central to the process is professional trust and a focus on pedagogical practice to achieve continuous improvement in learning and teaching.

2. The Processes

Agreeing the purpose of the evaluation of the learning experience with all staff, in terms of what is being looked for, is essential at the outset. Agreeing the best way of evaluating any activity and ensuring staff understanding of what is being looked for, must be shared with all those involved in the process. Existing tools, such as HGIOS 4 or HGIELCC, as well as the targets an establishment sets itself within its improvement plan, are also essential in informing the process.

Essentially there are key ways in which evaluation of the learning experience can take place: observation; discussion; documentation and using data. For staff to be meaningfully involved in the evaluation, there must be a shared understanding of the ways that these approaches will work. Staff who are clear about what is being looked for, and how any approach will support this, will not only assist in the process but will be able to add value to it themselves.

2.1 Evaluating learning in the classroom and beyond

The evaluation process will be undertaken within current workload agreements.

The process of evaluating the learning experience of young people in classrooms and other contexts will require involvement with identified classes or groups of learners. The focus of the visits will be shared, and the specific approach will be agreed from the outset. Observing what happens in the classroom or playroom is essential to understanding many of the establishment's activities. From provision of resources, to ethos and behaviour as well as support for staff through professional development, will all be improved through classroom and playroom visits. The outcomes of evaluation should lead to endorsement, discussion and dissemination of good practice, support and encouragement for staff, and be a positive experience for all involved. It is essential to evaluate learning that happens elsewhere in the school and beyond when this is a structured learning experience for pupils e.g. outdoor learning, field trips, vertical learning experiences etc.

The process should be welcomed and agreed by all staff as a way of sharing good practice in pupils' learning experiences with others in a collegiate atmosphere. The process may involve learning walks, planned observations with the management team, learning trios, peer observations etc, some of which may involve pupils. The duration of these activities will vary. Planned observations may not involve the observer staying with the pupils for a full lesson.

Basic principles of the process will ensure that:

- Staff will be a part of the evaluation – it is done 'with' and not 'to' the member of staff
- The purpose and arrangements for the exercise are shared and agreed – including with pupils where appropriate
- Involvement in the learning experience being evaluated is planned and as much part of normal practice as possible
- Pupils can be made aware of the purpose of the evaluation
- Dialogue can be undertaken during the evaluation to help gain insight into the learning experience being observed
- When formats for recording evaluation are required, these should be known, agreed and shared before any visits or involvement – see suggested format in Appendix 1
- The nature and use of the record of the evaluation will be known by all involved e.g. to disseminate good practice

- When reviewing whole school practice, records should not identify individual staff. The outcome of evaluating the learning experience should be used to inform overall establishment evaluation
- Learning visits should, wherever possible, not interfere with the usual pattern of learning and teaching - except where the additional person visiting, adds to the support for the lesson.
- The visit is not a 'crit' lesson and is focussed on the learning experience of the children or young people.

Classroom or playroom involvement, or evaluation of any other structured learning context, should contribute to the overall understanding of learner's experiences within an establishment. This will provide an ongoing insight into the challenges and issues which face all staff in their day-to-day practice.

2.2 Professional Dialogue & Documentation

Key to any successful monitoring and evaluation process is the opportunity for staff to engage in professional dialogue about the business they are engaged in. Time for professional dialogue should be planned with staff to provide a collegiate context for them to have open discussion on issues which affect the school. This is a valuable process which will allow the management of the school to listen to the views of staff which are related to significant issues of learning and teaching and which can be related to improvement planning.

It is useful too, to create opportunities for discussion with staff other than teachers, and with pupils and parents who will also have views to express.

When managers are involved in classroom visits, or reviewing learning out-with the classroom, it is essential that professional dialogue takes place to allow all staff the opportunity to give their views on the evaluation of the learning experience.

Schools may wish to use a variety of previously agreed types of documentation when evaluating pupil's learning experiences – a couple of simple examples are included in the Appendix which accompanies this policy.

All staff should be confident that dialogue & documentation used to support evaluation of the learning experience:

- is part of a whole school approach
- will generate an overall response on issues which can be linked to whole school planning
- can generate support through staff professional development, review of resources or the development of new approaches to existing practice
- when formats for recording evaluation are required, these should be known, agreed and shared before any visits or involvement. These should avoid the use of a 'tick list' approach
- will be useful in endorsing and sharing good practice

- reflect a positive approach to evaluation

Professional dialogue & documentation are a valuable part of the evaluation process which give all staff the opportunity to have their views expressed and noted. This process would be within the programme of planned monitoring and evaluation within the school.

3. The Outcomes

The purpose of evaluating the learning experience is to highlight and disseminate good practice. Schools should be able to demonstrate a positive impact as a result of engaging in this process. Improvement planning is central to this and support for staff through staff training, good practice visits, continued professional learning, additional resources or changes to pedagogy are a few of the possible routes to further development.

The process of evaluating the learning experiences of pupils is worthwhile only if the school itself learns from the activity. All staff need to be involved in planning improvements. Schools may involve all staff by ensuring this is an item on staff meeting agendas, departmental agendas or a focus for discussion during an Inservice day etc. This is a collaborative process to empower teachers and provide a real sense of professionalism and ownership, as well as taking forward pedagogical practices which might arise from the evaluation, to enhance the learners' experiences.

4. Reviewing the monitoring and evaluation process itself

As with any development, this evaluation process requires to be reviewed to ensure that it still meets the needs as intended. As schools continue to develop their approaches to sharing good practice and as staff develop further in confidence with the evaluation of learning, so the process will continue to improve. The range of good practice within Renfrewshire schools and establishments will support this process which simply describes the approaches that have to be taken to ensure full involvement of all staff, clear procedures and a shared understanding of the purpose of the process.

Through the local authority Quality Improvement Framework, education managers will discuss with school leadership teams how pupil's learning experiences are being evaluated and how this information is used by schools to secure improvement. In this way, the local authority will ensure that this policy is being followed by all schools and that activities which evaluate learner's experiences lead to improvements in service.

Evaluation of the Learning Experience: Discussion Notes

Date:

Subject:

Level (BGE/Senior Phase):

Part of lesson observed (circle which apply): start / middle / end / all

Agreed Focus:

Observed good practice - discussion notes:

How this practice will be taken forward and shared with colleagues:

Evaluation of the Learning Experience: Potential areas for an observation focus

Features	Purpose	Methodology	Learner Experience	Meeting needs of all learners	Assessment (how learning will be recognised)	Developing key skills
Examples	Sharing learning outcomes (written or verbal) links to prior learning lesson set in context success criteria	Individual tasks Co-operative learning Tasks Pace Timing Structure	Relationships Interactions Pupil Participation Demonstrating responsibility Behaviour Engagement	Challenge Support Differentiation Resources (equipment/ ICT/ pupils/ external/ texts/ Materials)	AifL strategies Observation Effective questioning Formative and summative assessment Homework Show-me boards Starters and plenaries Feedback Self and peer assessment	Literacy Numeracy Health and Wellbeing Employability skills Problem-solving/ transferable skills
GTCS Standard For Registration	2.1 Curriculum 3.1 Teaching and Learning	2.1 Curriculum 2.3 Pedagogical Theories and Practice 3.1 Teaching and Learning 3.2 Classroom Organisation and Management	2.2 Education Systems and Professional Responsibilities 3.1 Teaching and Learning 3.2 Classroom Organisation and Management	2.1 Curriculum 2.3 Pedagogical Theories and Practice 3.1 Teaching and Learning 3.2 Classroom Organisation and Management	2.1 Curriculum 3.1 Teaching and Learning 3.3 Pupil Assessment	2.1 Curriculum 2.2 Education Systems and Professional Responsibilities 3.1 Teaching and Learning
GTCS Standard for Career-Long Professional Learning	(i) Pedagogy, Learning and Subject Knowledge	(i) Pedagogy, Learning and Subject Knowledge	(i) Pedagogy, Learning and Subject Knowledge (iv) Educational contexts/current debates	(i) Pedagogy, Learning and Subject Knowledge (ii) Curriculum and Assessment	(i) Pedagogy, Learning and Subject Knowledge (ii) Curriculum and Assessment	(ii) Curriculum and Assessment (vi) Learning for sustainability

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 5 February 2019

**Report by
Head of Schools**

Class Sizes in Primary School

1. Background

- 1.1. The legal maximum class size at each stage of primary school is laid out in The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 as amended for P1-3 and the SNCT handbook for P4-7.
- 1.2. These regulations state the following:

Stage	Maximum Class Size
P1	25
P2, P3	30
P4 – 7	33

- 1.3. Renfrewshire Council currently operates a model where the class size maximum in primary 2 is normally 25.
- 1.4. However, this continues to be challenged because the statutory limit is 30. Where there is a challenge, for example due to a placing request, the council does not have grounds to refuse the request. Therefore, it is very difficult to maintain the current position.
- 1.5. At its meeting on 17 January 2019, the education and children's services policy board agreed the attached proposal to remove the local council agreement and instead follow the nationally agreed regulations.

2. Recommendation

- 2.1. JNC is asked to note the contents of this report.



To: Education and Children's Services Policy Board

On: 17 January 2019

Report by: Director of Children's Services

Heading: Class Sizes in Primary School

1. Summary

- 1.1. The legal maximum class size at each stage of primary school is laid out in The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 as amended for P1-3 and the SNCT handbook for P4-7.
- 1.2. These regulations state the following:

Stage	Maximum Class Size
P1	25
P2, P3	30
P4 – 7	33

- 1.3. Renfrewshire Council currently operates a model where the class size maximum in primary 2 is normally 25.
 - 1.4. However, this continues to be challenged because the statutory limit is 30. Where there is a challenge, for example due to a placing request, the council does not have grounds to refuse the request. Therefore, it is very difficult to maintain the current position.
 - 1.5. As a result of the position the council continually finds itself in, it is proposed that this local arrangement is removed and national regulations are followed.
-

2. Recommendations

- 2.1. The education and children's services policy board is asked to agree that with effect from August 2019 in line with national regulations, all schools will have maximum class sizes of 25 in primary 1, 30 in primary 2 and 3 and 33 in primary 4 – 7.
-

3. Background

- 3.1. On 9 May 2013, the education policy board agreed to maintain class size maxima in primary 2 at 25.
- 3.2. As a result of a number of challenges to this agreement the class size in primary 2 has been breached each year since the implementation of this agreement.
- 3.3. Primary school staffing is based on the number of classes required to meet nationally agreed requirements (P1-25, P2&3-30, P4-7-33).
- 3.4. Where a class is made up of children from more than one year group then the maximum class size is 25 at all stages. This is called a composite class. There are no changes proposed to this national regulation.
- 3.5. Not all classes in primary two will rise to a maximum of 30. This would still be dependent on the overall numbers in each of the primary groupings throughout each school.
- 3.6. In line with the recommendation, changes made would only come into effect from August 19 ensuring that all current classes are unaffected.

Implications of this report

1. Financial

The annual staffing exercise will ensure the financial resources are adequate.

2. HR and Organisational Development

Any staff redeployment would occur as part of the normal staffing exercises.

3. Community/Council Planning

None.

4. Legal

None.

5. Property/Assets

None.

6. Information Technology

None.

7. Equality and Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

- 8. **Health and Safety**
None.
 - 9. **Procurement**
None.
 - 10. **Risk**
None.
 - 11. **Privacy Impact**
None.
 - 12. **Cosla Policy Position**
None.
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List of Background Papers

None.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Gordon McKinlay, Head of Schools, 0141 618 7194.

Children's Services

GMcK/LG

11 December 2018

Author: Gordon McKinlay, Head of Schools, 0141 618 7194, gordon.mckinlay@renfrewshire.gov.uk

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 5 February 2019

Value Education, Value Teachers Questionnaire
Report by
Joint Secretary (Teachers' Side)

Background

The EIS recently conducted a survey amongst its members to ascertain views on a range of issues affecting the working conditions of teachers. More than 12,000 teachers responded highlighting that workload, concerns around ASN provision and concerns around behaviour and discipline are the most pressing issues presently facing teachers in Scotland.

Action

The survey to be noted and the Management and Teachers' Side to continue to work in partnership to address the particular issues raised in the survey.

Renfrewshire Joint Negotiating Committee for Teachers**To: Renfrewshire Joint Negotiating Committee for Teachers****On: 5 February 2019****Assessment Moderation
Report by
Joint Secretary (Teachers' Side)****Background**

At the in-service day in October 2018, Renfrewshire Council advised primary teachers that an assessment moderation exercise was to be conducted across all Renfrewshire primary schools involving all primary teaching staff. Although not objecting to the principles of moderation underpinning this exercise, the Teachers' Side has concerns around the format being adopted in the roll out of this exercise. The template that teachers have been directed to use is workload intensive and the timing of the October in-service to introduce this exercise means that it is not factored in to the Working Time Agreement for session 2018/19. At previous JNC meetings, the Management Side have recognised the Teachers' Side concerns around workload and have given assurances that this issue will be addressed in a meaningful way. An additional concern expressed by teachers is around the teacher identification code on the template and for what purpose is this required.

Action

The assessment moderation exercise to be suspended whilst meaningful dialogue takes place between the Management and Teachers' Side as to the way forward with regards to having a system of assessment moderation that does not undermine the Working Time Agreement and contributes to professional development without identifying individual teachers.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 5 February 2019

Managing Violence and Aggression in Schools.

Report by

Joint Secretary (Teachers' Side)

The Managing Violence and Aggression in Educational Establishments policy was approved by Renfrewshire JNC in June 2018. There is still a lack of clarity around the documentation to be used to support the practical application of the policy thereby diminishing the impact of the policy.

Action

Dialogue to take place between the Management and Teachers' Side to agree appropriate documentation to be used to maximise the effectiveness of the Managing Violence and Aggression in Educational Establishments policy.

