

**Educational Institute of Scotland**  
**Submission to Cabinet Secretary for Education**  
**Suggested Actions for the Reduction of Teacher Workload**

**Summary of action areas.**

**Primary and BGE S1-3**

- **Tackling Bureaucracy**
- **Forward Planning**
- **Reporting**
- **Monitoring and reporting**
- **Decluttering the Curriculum (i)**
- **Decluttering the Curriculum (ii)**
- **Supporting Professional Judgement**
- **Consolidation**
- **School self-evaluation and reporting**
- **Profiling**
- **Policy review**
- **Moderation**
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**Senior Phase**

- **CfE Assessment and NQs Review Group**
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- **Duplication within SQA Assessments**
- **Bi-level and multi-level**
- **Curriculum design**
- **SQA Verification**
- **SQA Communication**

- **Marking of SQA coursework assessments**
- **SCQF Accredited Qualifications and Courses**
- **SQA Accountability**
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- **Streamlining Assessment Arrangements**
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**Overarching issues:**

- **National Staffing Standard**
- **Leading from the Middle**
- **Support Staff**
- **SNCT Workload Protocol**
- **School Management**
- **Named Person**
- **Class size**
- **Class contact time**
- **Professional Update**
- **EAL / SFL / ASN staff**

**Actions to reduce teacher workload: Primary and BGE S1-3**

Action	Rationale	By whom	Outcomes
<p><b>Tackling Bureaucracy</b></p> <p>Publication of explicit advice by HMIE / Education Scotland on the basic tenets of the <i>Tackling Bureaucracy Report</i> on basic issues such as forward planning, reporting etc.</p>	<p>The TB report had support from across the sector but it was clear from subsequent reviews that not all of its key messages had been taken on board. This might be seen as a communications issue or perhaps a failure of leadership.</p> <p>The recommendations of the report remain valid and a reiteration of its central messages – exemplified by what they would translate to in practice – would be useful.</p>	ES / HMIE / ADES	More effective implementation of the Report leading directly to action to reduce the impact of workload drivers as identified by the working group.
<p><b>Forward Planning</b></p> <p>Building on the <i>Tackling Bureaucracy Report</i>, agreement and clear guidance on an approach to Primary Forward</p>	Primary teachers in many establishments have found themselves subject to	Education Scotland LNCTs	Planning processes focus on Significant Aspects of Learning across the curriculum and are therefore considerably smaller documents.

<p>Planning to ensure that it is strategic in nature, focussing on Significant Aspects of Learning, based on professional dialogue, and avoids overly bureaucratic detail.</p>	<p>Forward Planning processes which are multi-levelled: strategic, monthly and daily. Such approaches are hugely demanding of time, do not support the delivery of high quality learning and teaching, and are not based on professional trust. Indeed, they are not required by Education Scotland for inspection purposes. To date, progress in this area has been inconsistent with many teachers still reporting levels of planning which are unsustainable and detrimental to the learning and teaching experience and to teachers' health and wellbeing.</p>	<p>SMTs</p>	<p>Teacher workload is reduced as the time usually spent on this will be significantly lessened.</p> <p>Professional autonomy will be enhanced.</p> <p>Pupils' learning experiences will be improved as teachers will have more time to devote to learning and teaching.</p>
<p><b>Reporting</b></p> <p>Again, building on the <i>Tackling Bureaucracy Report</i>, Reporting formats</p>	<p>Excessive paperwork and bureaucracy have dogged the</p>	<p>SG Local Authorities</p>	<p>More streamlined reporting formats will result in reduction in teacher workload.</p>

<p>to be amended as a result of national discussion involving teachers and parent groups. This discussion to identify core aspects of reporting which are accessible and meaningful to parents, teachers and learners.</p> <p>Also, stakeholders agree streamlined approaches to overtaking reporting duties at school and local authority level in light of new reporting duties to be introduced as part of the National Improvement Framework. Duplication should be avoided both at establishment and local authority level.</p>	<p>introduction of many aspects of CfE. The introduction of the NIF should be achieved in a manner which does not create additional paper chases in the system.</p> <p>There are links between assessment, planning and reporting which means that where assessment and planning practices have become bureaucratic so too have reporting systems.</p> <p>Many establishments and/or Local Authorities have developed reporting formats which aim to report on all areas of the curriculum at length. For some parents and learners these can be difficult to digest. In many cases there are not enough hours in establishment Working Time Agreements in which to</p>	<p>Education Scotland</p>	<p>Better clarity around reporting formats will encourage greater consistency of approach.</p> <p>There is potential to provide parents and pupils with more useful information.</p> <p>Prevention of additional paper work being generated by NIF.</p> <p>Streamlining of reporting duties implicit in NIF.</p>
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	complete these reports. Teachers also report challenges around use of technology in reporting.		
<b>Monitoring and reporting</b>  An urgent review on the efficacy of existing ICT tracking and monitoring systems.	The Tackling Bureaucracy Working Group considered the impact of ICT driven tracking and monitoring systems which many teachers see as a key driver of workload with little impact on teaching and learning. There was some resistance to strong advice being given in this area as a number of local authorities had invested financially in some of the programmes being criticised. With the advent of the NIF and the renewed focus in supporting professional judgement, it would be an opportune time to review again the use of ICT tracking systems within our schools.	ES / ADES / professional associations	Streamlining of tracking arrangements with a subsequent reduction in workload, bureaucracy and enhanced information for parents and pupils.

<p><b>De-cluttering the curriculum (i)</b></p> <p>Issuing of clear advice from, and provision of support by, Education Scotland, with reinforcement of messages through the inspection process, in relation to streamlined approaches to teaching, learning and assessment around the ‘significant aspects of learning’ in place of an Experiences and Outcomes auditing approach.</p> <p>Time created, including additional in-service days, for teachers to engage with this advice in order to ensure implementation reflects original intentions.</p> <p>Creation of time for teachers to engage in professional dialogue around how Literacy, Numeracy and Health and Wellbeing can be prioritised within the curriculum without the consequence of narrowing learners’ experiences in favour of a reductionist ‘3 Rs’</p>	<p>At the moment many establishments continue to use approaches to the planning and assessment of learning and teaching which calls upon each individual E&amp;O in all curricular areas. There are currently 675 Es&amp;Os across the BGE with 15 more in the denominational sector. Coverage of individual Es and Os, therefore, makes such processes unwieldy and highly time-consuming.</p> <p>Whilst Education Scotland has provided guidance in the past in this area, lack of time for professional dialogue has resulted in the continuation of paper-based, bureaucratic systems for the planning, tracking and assessment of</p>	<p>Scottish Government Education Scotland Local Authorities/LNCT SMT</p>	<p>Planning for learning in the BGE will be streamlined resulting in reduced workload for teachers.</p> <p>Pupil learning experience will be enhanced as there will be renewed focus on achieving the correct balance between depth and breadth of learning. This balance will ensure that whilst Literacy, Numeracy, Health and Wellbeing are given clear focus, all pupils will continue to have access to the BGE throughout their Primary experience.</p> <p>Reduction in assessment burden for teachers and pupils as focus returns to assessment for learning rather than audit trail.</p> <p>More time for high quality teaching as teachers can focus on Significant Aspects of Learning rather than covering 675 Es&amp;Os.</p>
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<p>approach.</p>	<p>learning.</p> <p>EIS recognises the importance of the ‘broad’ in BGE for engaging all pupils and providing a wider range of experiences for young people. This is particularly important to those young people in our poorest areas who are less likely to have access to wider cultural and life experiences, for example, music tuition, dance classes, visits to places of cultural interest. While it is right that emphasis be placed upon Literacy, Numeracy and Health and Wellbeing, professional discussion around how this is to be achieved without narrowing the curriculum is essential.</p> <p>The issues of Equity and inclusiveness, remarked upon</p>		
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	by the OECD, have in large measure been as a result of the more open nature of CfE.		
<p><b>De-cluttering the curriculum (ii)</b></p> <p>Review of policy decisions by Scottish Government and local authorities which impact on delivery of the BGE, for example, 1+2 languages, STEM initiatives, 2 hours of PE, Eco Schools, Rights Respecting Schools.</p> <p>Clear guidance on curriculum design which supports the BGE taking account of current policy priorities and advises on areas of potential duplication.</p> <p>Time allocated to schools for consideration of how the curriculum might be de-cluttered on the basis of the advice issued,</p>	<p>While 1+2, STEM and PE policy are well-intentioned, they have generated additional work for teachers and placed additional strain on an already overcrowded curriculum. In making such policy interventions, clear direction has to be given by Scottish Government and local authorities who make such demands, that such priorities must replace rather than be additional to existing priorities.</p> <p>Lack of time at school level has resulted in models of curriculum design which have tended to incorporate</p>	<p>Scottish Government Local Authorities Education Scotland SMT Teachers</p>	<p>Reduction in the number of demands to which teachers are responding when planning learning and teaching, delivering it, conducting assessment, recording and then reporting. Improvements to the health and wellbeing of teachers.</p> <p>Improved quality of learning experience for pupils achieved through greater depth of engagement with a more manageable curriculum model which avoids duplication of experiences.</p>

	<p>additional initiatives without taking account of potential duplication.</p> <p>Schools have little time to reflect on whether an initiative is worth pursuing or whether their learners are already engaged in similar activities, and often add initiatives simply because they seem attractive.</p>		
<p><b>Supporting Professional Judgement</b></p> <p>Creation of time within the system for moderation within and across schools.</p>	<p>Expectation of increased moderation activity to back teacher professional judgement, as recently outlined in Education Scotland advice to schools, is fine in principle. However time for such activity needs to be found during Inset days, for example, or in place of other tasks undertaken by</p>	<p>Scottish Government Local Authorities SMT</p>	<p>More time for collaboration among teachers on assessment judgements resulting in greater understanding of standards, and confidence in, and consistency and reliability of, assessment judgments.</p> <p>Reduction in teacher workload related to the completion of paperwork in lieu of meaningful professional dialogue.</p>

	<p>teachers during the working week. The level of moderation activity outlined in the recent advice cannot be achieved unless time priority is given to it in place of other activity. To be of real value to the profession and to learning and teaching, such moderation activity should be based on dialogue rather than the exchange of paperwork, in the spirit of genuine professional collaboration.</p>		
<p><b>Consolidation</b></p> <p>Agreement that the current priorities around raising attainment and achieving equity will pertain for the foreseeable future and that there will be additional initiatives for 5 years.</p>	<p>Teachers need time now to evaluate CfE, make any necessary refinements and continue to embed its principles and practices. In order to address the challenge of delivering excellence and equity</p>	<p>Scottish Government Local Authorities</p>	<p>Schools have time and space for meaningful evaluation from which to build future progress.</p> <p>Teacher workload will be reduced as they will have time to reflect on, consolidate and refine practice in the interest of improvement. Improvement to the health and wellbeing of teachers.</p>

	<p>establishments need time and space to review progress to date and make the necessary adjustments. This cannot be done with new initiatives continually being added.</p>		<p>Enhanced learning experiences for Primary school children.</p>
<p><b>School self-evaluation and reporting</b></p> <p>Review of self-evaluation processes and reporting formats resulting in a more streamlined approach to reporting on improvement.</p>	<p>Self-evaluation is at the heart of school improvement processes. However the wide range of formats and growing levels of reporting from such work has increased workload for SMT and draws them away from focus on learning and teaching. Such documents as Standards and Qualities reports, EPRs and SIPs often duplicate work from other areas resulting in over-bureaucratic systems. Care must be taken to ensure that reporting within NIF is</p>	<p>Scottish Government Local Authorities ADES SMT Teacher unions</p>	<p>Streamlined approaches to reporting on school, authority and national improvement will reduce workload for SMT resulting in them having more time to focus on learning and teaching. Avoidance of duplication will result in better clarity for all stakeholders in areas of improvement.</p>

	designed to avoid duplication or increased bureaucracy.		
<p><b>Profiling</b></p> <p>Review of practice in completion of P7 and S3 profiles. Clearer guidance from Education Scotland on what is expected in this area.</p>	<p>Currently there is evidence that these documents do not genuinely support transition, are over bureaucratic and take time away from learning and teaching. There is a lack of consistency of approach across the country and within Local Authorities.</p> <p>Current practice has resulted in profile writing being added to the already over-crowded BGE curriculum.</p> <p>It would appear that only a minority of schools use the S3 profile to plan a senior phase pathway, calling into question the interface between BGE and Senior Phase.</p>	<p>Education Scotland Local authorities/LNCT SMT</p>	<p>A return to the original intentions of the profiles – the improve transition experiences and enhanced engagement of young people in their learning.</p> <p>Profiles would be part of the overall assessment policy within establishments and LA where young people are encouraged to recognise their achievements in school and beyond with a view to building on these in the future.</p> <p>Ownership of the profile rest firmly with young people themselves as they are the authors and this will result in reduction in teacher workload.</p> <p>Agreement around the level of priority to be given to completion of profiles and where this work sits within the balance of the pupil day.</p>

<p><b>Policy Review</b></p> <p>Review of policy decisions by Scottish Government and Local Authorities which impact on delivery of the BGE. E.g. 1+2 languages STEM, 2 hours PE, Eco, RRS.</p> <p>Clear guidance on curriculum design which supports the BGE taking account of current policy priorities and advises on areas of potential duplication.</p>	<p>While 1+2, STEM and PE policy are a well-intentioned, they have generated additional work for teachers and placed additional strain on an already overcrowded curriculum. In making such policy interventions, clear direction has to be given that such priorities must replace rather than be additional to existing priorities.</p> <p>Lack of time at school level has resulted in models of curriculum design which have not taken account of potential duplication.</p> <p>Schools have little time to reflect on whether an initiative is worth pursuing, whether their learners are</p>	<p>Scottish Government Local Authorities Education Scotland SMT</p>	<p>Reduction in number of demands to which teachers are responding when planning learning and teaching.</p> <p>Improved quality of learning experience for pupils achieved through greater depth of engagement with a more manageable curriculum model which avoids duplication of experiences.</p>
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	already engaged in similar activities and often add-on because something seems attractive.		
<b>Moderation</b>  Creation of time during Inset days for moderation within and across schools.	Expectation of increased moderation activity to back teacher professional judgement is fine in principle. However time for such activity needs to be prioritised during Inset days rather than be an add on. Such activity should be based on dialogue rather than the exchange of paperwork in the spirit of genuine professional collaboration.	Local Authorities SMT	More time for collaboration among teachers on assessment judgements resulting in consistency and reliability.  Increased confidence of teachers in making assessment judgements. Reduction in teacher workload related to completion of paperwork in lieu of meaningful professional dialogue.
<b>Streamlining</b>  Issue of clear advice from and provision of support by Education Scotland, with reinforcement of	At the moment many establishments continue to use approaches to the	Scottish Government Education	Planning for learning in the BGE will be streamlined resulting in reduced workload for teachers.



<p>messages through the inspection process, in relation to streamlined approaches to teaching, learning and assessment around the ‘significant aspects of learning’ in place of an Es and Os auditing approach.</p> <p>Time created, including additional in-service days, for teachers to engage with this advice in order to ensure implementation reflects original intentions.</p> <p>Creation of time for teachers to engage in professional dialogue around how Literacy, Numeracy and Health and Wellbeing can be prioritised within the curriculum without the consequence of narrowing learners’ experiences in favour of a reductionist ‘3 Rs’ approach.</p>	<p>planning and assessment of learning and teaching which calls upon each individual E&amp;O in all curricular areas.</p> <p>Whilst Education Scotland has provided guidance in the past in this area lack of time for professional dialogue has resulted in development of paper-based, bureaucratic systems for the planning, tracking and assessment of learning.</p> <p>The EIS recognises the importance of the ‘broad’ in BGE for engaging all pupils and providing a wider range of experiences for young people. This is particularly important to those young people in our poorest areas who are less likely to have access to wider cultural and life experiences. E.G. music tuition, dance classes, visits</p>	<p>Scotland Local Authorities/LNCT SMT</p>	<p>Pupil learning experience will be enhanced as there will be renewed focus on achieving the correct balance between depth and breadth of learning. This balance will ensure that whilst Literacy, Numeracy, Health and Wellbeing are given clear focus all pupils will continue to have access to the BGE throughout their primary experience.</p> <p>Reduction in assessment burden for teachers and pupils as focus returns to assessment for learning rather than audit trail.</p> <p>More time for teaching as teachers can focus on Significant Aspects of Learning rather than covering 675 E&amp;Os.</p>
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**Actions to reduce teacher workload: Senior Phase**

<b>Action</b>	<b>Rationale</b>	<b>By whom</b>	<b>Anticipated outcomes</b>
<p><b>CfE Assessment and NQ Review Group</b></p> <p>Reconvening of the CfE Assessment and National Qualifications Review Group.</p>	<p>The Group has not met since mid-March despite having been urgently tasked with addressing the multiplicity of issues associated with National Qualifications, teacher workload being of prime importance among these.</p> <p>Of crucial importance to the future of the senior phase is resolution of tensions around the place and value of National 4; the promotion of by-pass across S4 and S5 to focus on maintaining breadth and creating space for deeper learning; the interface between BGE and Senior Phase; creating parity of esteem between “vocational” and “academic” pathways.</p>	<p>All relevant stakeholders.</p>	<p>Engagement of all education stakeholders in genuine partnership working towards long-term resolution of the issues for the benefit of learners and teachers, and realisation of the dual aims of enhanced quality and equity within the education system.</p>
<p><b>SQA Mandatory Unit Assessment</b></p> <p>Removal of the requirement for unit assessments, and therefore the need for the onerous</p>	<p>This would deliver significant reductions in teacher and student workload related to assessment which does not contribute to the</p>	<p>SQA</p>	<p>Better quality of learning experience for students in the Senior Phase and possibly higher</p>

<p>marking, reassessment and bureaucratic tracking, of assessment standards, at N5 and Higher.</p>	<p>candidate's overall grade.</p> <p>Such action would create more time for learning and teaching of course content, resulting in greater depth of learning and skills acquisition, as per the original design intentions of CfE.</p>		<p>attainment.</p> <p>The creation of time for the development of approaches to curriculum design and assessment within the Senior Phase that capture the original intentions of CfE.</p> <p>Improvement in the health and wellbeing of teachers involved in the delivery of Senior Phase CfE.</p> <p>Improvement in the health and wellbeing of students, many of whom have been struggling with the stress and anxiety of over-assessment.</p>
<p><b>Duplication within SQA Assessment</b></p> <p>Streamlining of assessment by removing duplication of assessment, across unit assessments, coursework assignments and the final exam</p>	<p>EIS members have identified duplication in at least 28 subjects, at all three course levels. (Paper attached) This is evidence that the National Qualifications are flawed in design. CfE Senior Phase assessment was intended to</p>	<p>SQA</p>	<p>The freeing up of time to focus on learning and teaching for the benefit of learners.</p> <p>Improvement to the health and</p>



<p><b>Curriculum Design</b></p> <p>The creation of time in the form of additional Inset time for professional dialogue at school level of alternative models of curriculum architecture and assessment with a view to encouraging progress across schools and local authorities in the direction of formal presentation for qualifications at the point of exit. For a minority of students, this will be in S4, the majority in S5 or S6.</p>	<p>The rush to implementation of the national qualifications in session 2013/14 denied the time required for the majority the profession to consider alternative curriculum and assessment structures to those which characterised Standard Grade and Higher. The adherence to those same structures contributes significantly to the amount of assessment-generated workload.</p> <p>Currently teachers are under pressure to deliver courses for which 160 hours are notionally allocated, within 100 hours, this adding to workload and compromising the quality of the learning experience of students. To ensure that courses are delivered according to their design intentions in terms of time, discussion is needed at national and local level around the possibilities of delivery- i.e. such courses delivered over two school sessions or fewer qualifications undertaken by candidates within one school session.</p>	<p>Scottish Government</p>	<p>An increased number of schools developing confidence in redesigning Senior Phase curriculum and assessment to more accurately reflect the aims of CfE, including those relating to the reduction in the amount of assessment.</p> <p>Fewer young people will sit qualifications that are not their exit qualification, having undergone a higher quality of learning experience with associated depth of learning in preparation for future learning, life and work.</p>
<p><b>SQA Verification</b></p>			

<p>Permanently reduce levels of SQA verification.</p>	<p>The level of verification applied currently far exceeds that in operation within Standard Grade and the previous iteration of Higher. Over-scrutiny of assessment processes and teacher judgements by the SQA creates a culture of hyper-vigilance which generates additional bureaucracy. This is consuming of time that could be better spent by teachers engaging in professional dialogue around understanding of standards and the growing of confidence around assessment judgements.</p>	<p>SQA</p>	<p>Greater accuracy of teachers' assessment judgements within assessment conducted internally.</p> <p>Greater professional self-confidence in assessing students' progress.</p> <p>Higher numbers of students being directed towards suitable courses.</p> <p>Improvement to the health and wellbeing of teachers for whom the workload burden of regular verification is significant.</p>
<p><b>SQA Communication</b></p> <p>Streamlined, accessible and clear communication from the SQA.</p>	<p>Currently Secondary teachers spend a large amount of time accessing SQA documentation on national qualifications online, downloading it and printing it for the purposes of annotation and ease of future reference.</p> <p>The design of the documents is cumbersome,</p>	<p>SQA</p>	<p>Clarity of understanding among teachers of course content and assessment.</p> <p>Reduction in workload associated with accessing and interpreting documentation.</p>

	<p>multiple separate documents being issued for one single course. Consequently, Faculty Heads and Principal Teachers invest much time in extracting and collating the relevant information for their colleagues and simplifying the presentation of key elements of course content and assessment.</p> <p>SQA signposting to changes is weak; when a change is signalled, teachers spend much time trawling through documents to locate the change, often only to discover that it is somewhat minor in impact. All of this adds to teacher workload and stress.</p>		
<p><b>Marking of SQA Coursework Assignments</b></p> <p>Marking of coursework by the SQA externally in all subject areas except in circumstances where the logistics will not allow. In such cases, class teachers should be suitably remunerated and additional allocations of time</p>	<p>SQA has acknowledged that current arrangements whereby some subjects have assignments marked by SQA markers externally while others are marked by teachers, are not acceptable. This is particularly the case in Technology subjects, teachers of which spend large numbers of</p>	<p>SQA</p> <p>Local authorities</p> <p>Teacher unions</p>	<p>Reduction in the burden of assessment-related workload for teachers in the subjects affected. Almost all coursework assignments marked by SQA employees and appropriate arrangements agreed with local</p>



<p>awarded for the purpose.</p>	<p>hours marking SQA assignments, often during holiday periods, for no remuneration from the SQA.</p>		<p>authorities and teacher unions for instances where external marking is logistically impossible.</p>
<p><b>SCQF Accredited Qualifications and Courses</b></p> <p>Extension of the available suite of courses and qualifications for students for whom N5 is not appropriate.</p>	<p>At present, many learners are placed within N5 courses because of the lack of available alternative and credible pathways of which parents and employers have an understanding. The misplacement of students within N5 courses generates additional workload for teachers in the form of meeting the wider demands of differentiation and reassessment that such class configuration demands.</p> <p>The lack of alternative courses and/or course materials accompanying those alternative qualifications which do exist, places additional demands on teachers to create such courses and materials to meet the needs of learners for whom N5 qualifications are not appropriate.</p>	<p>SQA</p> <p>Education Scotland</p>	<p>Increased number of courses available that suitably meet the needs of all learners.</p> <p>Furtherance of the aims of DYW.</p> <p>Improved outcomes for students from socio-economically deprived backgrounds.</p> <p>Reduction in workload related to course development.</p>

<p><b>SQA Accountability</b></p> <p>Recognition of SQA as a major driver of Secondary teacher workload and appropriate measures taken to make SQA accountable for this and for all aspects of its work as the provider of Scotland’s national qualifications.</p>	<p>SQA designs qualifications and provides advice to schools on their delivery. They therefore wield significant influence on teachers’ working time. When issues are raised with SQA by individual schools or by teacher unions, SQA has repeatedly cited governance structures as the reason for inability to be suitably responsive to the calls for change. This has led to a prolongation of the problems associated with national qualification implementation as accepted by all stakeholders within the Reflections Group, and explicitly stated within its first report in the autumn of 2014.</p>	<p>Scottish Government  SQA</p>	<p>Greater responsiveness of the SQA as a national of qualifications body to the needs of learners and of the teaching profession whose role it is to deliver the teaching and learning, leading to qualification.</p> <p>Significant reduction in assessment-generated workload, verification demands and workload associated with completion of SQA paperwork, and engagement with SQA course and assessment materials.</p> <p>Improvement in the health and wellbeing of young people, issues with this having been raised by the EIS, parent groups and other stakeholders.</p> <p>Improvement in the health and wellbeing of teachers involved in</p>
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			the delivery of Senior Phase qualifications.
<p><b>NQ Support Materials</b></p> <p>Review and improvement of NQ support materials at all levels to ensure fitness for purpose and accommodation of the progression needs of all Senior Phase learners.</p>	<p>Material provided to date have been found to be of poor quality, lacking in substance and clarity, narrow in approach or not available at all in certain areas. In this context, teachers have had to prepare materials at all levels to supplement that made available by Education Scotland, this requiring significant investment of time, much of it taken from holiday periods.</p>	<p>Education Scotland</p>	<p>Increased amounts of high quality 'off the shelf' course material which teachers can use for the benefit of learners in the classroom.</p> <p>Creation of blue-print course materials that provide quality benchmarks as a basis for greater equity of learning experience nationally.</p> <p>Improvement in the health and wellbeing of teachers.</p>
<p><b>Assessment</b></p> <p>Streamlining of assessment, verification and moderation</p>	<p>Individual schools and departments have developed approaches in all of these areas in</p>	<p>Local authorities.</p>	<p>More time for learning and teaching, and collaboration</p>

<p>practice to ensure that all assessment genuinely supports learning, Education Scotland reinforcing key messages around this.</p>	<p>the Senior Phase which are burdensome and over-bureaucratic, for example the assessment of all students in S4 at N4; the introduction of additional layers of verification as demanded by some local authorities and/or schools.; excessive paper-based evidence-gathering to demonstrate that professional dialogue around moderation has taken place.</p>	<p>SMTs  Faculty Heads and Principal Teachers  Teacher unions</p>	<p>among teachers around key areas for development, research and professional learning.</p> <p>Enhanced learning experience for students and improvement to their health and wellbeing.</p> <p>Improved health and wellbeing of teachers.</p>
<p><b>Faculty Structures</b></p> <p>Review of faculties as the model of Secondary school management structures and a generator of workload for both Faculty Heads and class teachers.</p>	<p>Driven by the objective of making savings, local authorities over the past decade, have introduced faculty structures, under the leadership of single Faculty Heads, grouping subjects together in twos, threes and fours, or more, which previously were led by subject-specialist Principal Teachers. This has contributed significantly to the workload of those in these leadership roles who are effectively managing what in the past were discrete departments, and to that of class teacher as a consequence of the Faculty Head being so over-stretched and having specialism</p>	<p>Scottish Government  Local Authorities  ADES  Teacher unions</p>	<p>Workload related to subject-specific curriculum and assessment more evenly distributed and properly remunerated.</p> <p>More even distribution of workload associated with promoting positive behaviour and handling of discipline referrals.</p> <p>Improvement to the health and wellbeing of teachers.</p>

	usually in only one subject within the faculty.		Improvement in the learning of experience of students in departments led by subject specialists.
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**Actions to reduce teacher workload: Overarching**

<b>Action</b>	<b>Rationale</b>	<b>By whom</b>	<b>Outcomes</b>
<p><b>National Staffing Standard</b></p> <p>Introduction of a national minimum staffing standard.</p>	<p>The issue of maintaining teacher numbers has been centre stage recently in discussions between SG, COSLA and the EIS. SG and the EIS have had a clear and shared view that maintaining teacher numbers and pupil-teacher ratios was axiomatic to the challenge of raising standards. In response to claims from COSLA that a headline figure was an insufficiently sophisticated approach to staffing variation in localities the EIS has advocated the introduction of a national minimum staffing standard as a mechanism for ensuring a national standard whilst allowing for local</p>	<p>SNCT</p>	<p>Consistency of approach across Scotland, avoiding any sense of “post code” lottery in relation to school staffing.</p> <p>Sufficient numbers of teachers to deliver learning and teaching daily and with limited interruption.</p> <p>Minimal disruption to learning and teaching, continuity of quality of learning experience, sustained pupil progress.</p> <p>Improvements to teacher health and wellbeing.</p> <p>Increased teacher confidence in understanding of assessment judgements.</p> <p>Enhanced professional learning opportunities.</p>

	<p>enhancement as required.</p> <p>The parameters of the standard could include capacity around cover which might go some way to addressing concerns around supply teachers.</p> <p>ADES has voiced support for such an approach, also.</p> <p>Teachers are routinely covering for absent colleagues in addition to teaching their open classes, taking valuable time away from additional preparation and marking, and curriculum development. Lack of cover for individual teachers persists so long in some cases that departmental timetables are re-written and additional classes assigned to colleagues, this generating</p>		
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	<p>additional work in the form of planning of learning, assessment and reporting.</p> <p>Absence of cover also limits possibilities around good practice in moderation in the form of peer observation, and inhibits professional learning opportunities that require teachers to be out of class.</p>		
<p><b>Leading from the Middle</b></p> <p>In order to achieve more effective and responsive support for schools, and to give effect to stronger pedagogical leadership and professional networking, there should be an exploration of and investment in new approaches to school support.</p>	<p>Much of the work that was previously done by education advisors, who no longer exist, and by Quality Improvement Officers, whose numbers are dwindling, is not being covered by local authorities. In effect, their capacity to deliver support to schools has diminished significantly as a consequence of</p>	<p>Scottish Government Local Authorities Education Scotland Professional associations</p>	<p>Reinstatement of vital support to schools in accessing and sharing resources; information and advice on pedagogy and assessment; self-evaluation and improvement, all for the benefit of learning and teaching.</p> <p>Removal of the workload burden for teachers at all levels arising from the need to compensate for the absence of the support from local authorities which was previously provided and highly valued by schools.</p>



	<p>reductions to their overall budgets and the concomitant cuts to education budgets. As a consequence of the gaps in support the workload of school staff has increased- among SMT, Principal Teacher and Faculty Heads as they seek to deliver some of the supports previously offered by the local authority, and by class teachers as they conduct research and problem-solving around the areas presenting difficulty.</p>		
<p><b>Support Staff</b></p> <p>Restoration of support staffing levels arising from 2001 agreement, particularly in relation to supporting pupils with additional support needs.</p>	<p>A key element of the 2001 agreement was the systematic planning of support staff, e.g. classroom assistants, to enable teachers to concentrate on teaching and learning. This was a key</p>	<p>SG and Local Authorities / SNCT</p>	<p>Increased numbers of support staff in schools, particularly around supporting pupils with additional needs.</p>

	<p>aspect of the Agreement to support teachers and manage workload.                  [Reference point: in 2005 the SNCT received a report from SCRE (<b>Wilson et al</b>) into the delivery of the 3500 support staff to be appointed to support teaching and learning following the 21<sup>st</sup> century Agreement.]</p>		
<p><b>SNCT Workload Protocol</b></p> <p>Evaluation of effectiveness of 2015-17 Agreement on workload control.</p>	<p>The SNCT has striven to set the conditions to allow schools to manage workload. This included work at national and local level to ensure all LNCTs had clear policies and practice to manage workload.</p> <p>Workload was central to the 2015-17 Agreement (SNCT 15/54) and led to a</p>	<p>SNCT / LNCT                  HMIE / ES</p>	<p>Practical guidance to schools, supported by Government agencies such as HMIE, on prioritisation of development aims and the application of workload controls.</p>

	<p>requirement to manage teacher workload as set out in Appendix 2.18 of the SNCT Handbook.</p> <p>There is a concern that there is a gap between commitments at national and LNCT level to tackle workload.</p>		
<p><b>School Management</b></p> <p>Accelerated progress towards collegiate practice in schools, with all teachers being involved in school based decision making and teacher professional voices being enabled.</p>	<p>The 2001 Agreement was predicated on the dawn of a new era of collegiality. Progress in relation to this has been limited. A recent EIS Health and Wellbeing survey revealed a correlation between teachers having a better sense of wellbeing and identifying as working in a collegiate school. Unfortunately less than 50% of respondents perceived</p>	<p>SG / SCEL / ES / EIS; possible working group to develop good practice guidelines</p>	<p>Democratic and accountable schools.</p>

	<p>their school as collegiate, with the figure for Secondaries being significantly lower.</p>		
<p><b>Named Person</b></p> <p>Quantifying new additional duties in relation to the Named Person legislation and subsequent resourcing and recognition of said duties.</p>	<p>The EIS has supported the principle of the named person legislation but has consistently argued that this would inevitably generate new duties and workload, otherwise what would be the point of the legislation. This is not captured through the current job-sizing tool kit and so risks simply adding to the current workload of post holders.</p> <p>The absence of effective costings to the introduction of the scheme presages a difficult time for promoted staff in the month ahead.</p>	<p>SG or SNCT led work-stream to review and report with recommendations to address concerns.</p>	<p>Workload pressure addressed and Named Person legislation given practical implementation.</p> <p>Avoidance of further workload burden and the associated detriment to health and wellbeing on the groups of staff who will undertake Named Person responsibilities.</p>

	<p>While it is acknowledged that the Service will be delivered from August 2016, and so for the most part, has not as yet been a generator of workload, there is significant concern that the implementation of this element of the Children and Young People Act will place additional workload demands on Pupil Support Teachers, Depute Head Teachers and Head Teachers in particular. Teachers anticipate increased workload demand as a consequence of: hyper-vigilance and associated additional bureaucracy arising from legal responsibility for the wellbeing of school-aged children and young people falling to local authorities;</p>		
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	<p>the increased demands on the time of those identified as Named Persons to liaise with other agencies and co-ordinate the Child’s Plan. The workload of all pastoral care teachers and Primary Head Teachers in particular, is already far in excess of the contracted 35 hours.</p>		
<p><b>Class size</b></p> <p>Class Size Maxima of 20 for all classes in all sectors.</p>	<p>A significant range of workload concerns would be addressed through the single mechanism of creating smaller class sizes – an ambition and aim which Scottish Government has supported in principle and which has featured in SNP manifestos.</p> <p>As well as being an effective workload control measure,</p>	<p>SG (funding) and SNCT</p>	<p>Greater scope for personalised learning for pupils with subsequent raising of attainment.</p> <p>Greater equity of outcome between our most and least socio-economically deprived learners.</p> <p>Raised attainment overall.</p> <p>Improved discipline in schools.</p> <p>Enhanced relationships between pupils and teachers and among pupils.</p>

	<p>smaller class sizes would be a highly efficacious approach to raising standards and closing the attainment gap. The workload of teachers of non-practical subjects would, in many areas, would be reduced by a third if class sizes were reduced to a maximum of 20 for all subjects, this to be protected by statutes. Not only would this reduce the amount of teacher time spent on assessment, reporting and tracking, it would create more time for one-to-one teacher/pupil interaction tailored to the needs of individual pupils, and the promotion of positive relationships in the classroom. Such learning environments have been shown to be particularly beneficial for learners from</p>		<p>Less teacher time spent on discipline referrals and interventions.</p> <p>Supports inclusion, making the aims of such policy more achievable.</p>
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	socio-economically deprived background.		
<b>Class Contact Time</b>			
Reduce Class Contact time to 20 hours per week	Scottish teachers have one of the highest class contact commitments across the Globe (OECD Education at a Glance). Reducing class contact clearly creates additional time around the professional learning/ professional dialogue agenda which research has evidenced as being the most efficacious approach to raising standards.	SNCT	Immediate alleviation of some workload pressure; added time to engage in professional learning and professional dialogue.
<b>Professional Update</b>			
The issue of clear guidance on Professional Update requirements in terms of the minimum evidence of professional learning to be included in profiles of professional learning for	Lack of clarity around expectation in relation to the amount of evidence to be recorded results in teachers often spending too much	GTCS Local authorities	Reduction in unnecessary bureaucracy related to the processes of professional development and review, professional learning and Professional Update.



<p>submission to GTCS.</p> <p>Ensure that ICT platforms intended to support the recording of evidence of professional learning and submission for Professional Update are entirely user-friendly.</p>	<p>time itemising all professional learning and in reviewers of professional development demanding more than is required, both of which contribute to workload.</p> <p>Furthermore, teachers have reported spending more time than should be necessary on the recording of professional learning evidence as a consequence of ICT systems being onerous to use.</p>		
<p><b>EAL / Support for Learning / Additional Support Needs Teaching Staff</b></p> <p>Adequate investment in education from Scottish Government to support the delivery of additional support needs provision in the form of specialist support, for learners who require it.</p>	<p>Cuts to the numbers of ASN and EAL teachers, and to support assistants, have resulted in increased workload for class teachers across all sectors who are now undertaking much of the</p>	<p>Scottish Government</p> <p>Local authorities</p>	<p>Greater equity of outcome between our most and least socio-economically deprived learners in light of the fact that a disproportionately high number of learners with additional support needs are from socio-economically deprived backgrounds.</p>

	<p>work that was previously done by this group of staff.</p>		<p>Improvement in the learning experience and potentially the attainment of this group of learners.</p> <p>Improved discipline.</p> <p>Improvement to the health and wellbeing of teachers who at the moment are struggling, without adequate resources, to meet the additional support needs of significant numbers of learners.</p>
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