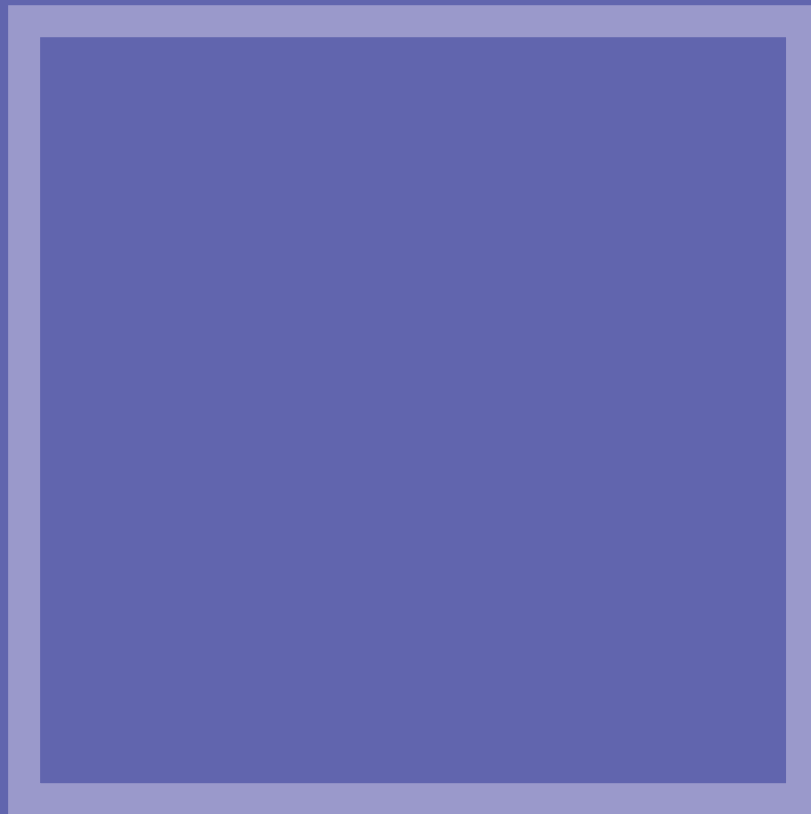


TEACHER PROFESSIONALISM AND THE SCOTTISH PARLIAMENT



The Educational Institute of Scotland



A new climate for teacher professionalism

"The political and educational context within which teachers in Scotland work has changed significantly over the past few years in ways which clarify and emphasise the central role of teachers at all stages of the education process. One crucial change is the setting up of a Scottish Parliament and the subsequent consultation on priorities by the Parliament's Education Committee. A further development was the McCrone Agreement in the early part of 2001. At the same time, the demands placed by society on teachers and schools have grown exponentially. It is necessary therefore for the EIS to develop its policy on teacher professionalism to reflect the changing circumstances.

This leaflet sets out EIS policies and priorities in this new climate."
George MacBride, Convener, EIS Education Committee

The changing political context

The EIS campaigned with others for the creation of the Scottish Parliament in order to promote greater democracy, public accountability and inclusiveness within our society, to reduce the extent of centralised decision making and to make a strong case for democratic structures to ensure appropriate decision making at the level of the school, local authority and at a national level within Scotland. The establishment of the Parliament and its committee system has ensured that educational issues are debated not only more widely within Scottish society but also in a more informed way. This has resulted in a fundamental questioning of the previously deeply entrenched view that education and schools should be directed from the centre and that the prime duty of teachers is to deliver what had been planned by others. To an extent this is reflected in the Education Committee's consultation on educational priorities for the

Parliament, and also in the initial Ministerial response to the consultation exercise. The proposed enhancement in the role of local authorities in decision making has major implications for the relationships between local government and Parliament and between the education authority and the school.

The establishment of the Parliament has coincided with the latter stages of a period of substantial curriculum development most of which has been centrally initiated, directed and controlled (Standard grade, the 5-14 Programme, Higher Still, the 'pre-school' curriculum). One vital lesson which has been learned from these fifteen years is that development which does not meaningfully involve teachers at all stages of the process is unlikely to gain their support and is likely to be limited in its outcomes. There is now an unprecedented opportunity to work to develop the central role of the teacher in the education process.

The adherence by the United Kingdom to the United Nations Convention on the Rights of the Child and the introduction of the European Convention of Human Rights into Scottish legislation and litigation presents a further focus on the need to place the child at the centre of the learning process and the importance of the relationship of schools and teachers to individual pupils.

For many years there has been widespread recognition that the existing conditions of service of teachers are inappropriate for a profession in which teachers should have the rights and responsibilities to exercise their autonomy in making decisions about the best ways to meet the needs of their pupils. The conclusions of the Committee of Enquiry chaired by Professor Gavin McCrone have resulted in a more widespread acceptance of the central role of the teacher in the processes of education: planning, preparing, teaching and reviewing.

In Scotland, the General Teaching Council has played a major role in the enhancement and development of teacher professionalism. A number of recent proposed changes to the GTC should ensure that this role continues to develop in the future.

The changing social context

These political changes have been accompanied by radical changes in society and in our understanding of society. It is a long held view of the EIS that education and schools should seek to promote a society marked by equality, by inclusion and by social justice. This has become ever more difficult as the differences in income, health and security between the most advantaged and most disadvantaged members of our society have grown ever wider, largely due to the policies and actions of the last Conservative governments. The EIS recognises that action has more recently been taken both at Westminster and at Holyrood to promote greater social justice. However, many of the lives of the most deprived members of our society have remained largely unaffected by these initiatives.

The EIS believes that the social inclusion agenda has been all too often developed without including teachers. The EIS has consistently argued the important role that schools play in developing skills and attitudes which cannot be simply summarised in statistics of academic achievement. If young people are to develop into active citizens it is necessary to ensure that they have the necessary confidence, interpersonal skills and readiness to play a full part in society.

This requires that teachers are actively involved in the planning and the processes of social inclusion.

The changing educational context

The expectations which are held of schools and of teachers have changed significantly over the past years in many countries including Scotland.

There is today a general consensus that Scotland's schools must ensure that young people attain ever higher standards. Indeed as measured by traditional forms of assessment and certification young people in Scotland are demonstrating higher standards of performance than at any time in the past. There are widely held expectations that the curriculum include an ever growing range of content. At the same time teachers are devoting greater attention than in the past to developing skills rather than knowledge and informed attitudes rather than skills.

Schools recognise more readily and more fully the needs and interests of individual learners. Where the necessary resourcing has been provided, schools have become more inclusive both in terms of promoting social inclusion and in terms of meeting the needs of young people with additional educational needs. Associated with this development is the growing expectation that the rights of children are accorded increased recognition for example in relation to their parents and to their educational opportunities.

Relationships within the education system have developed so that teachers are now expected to work in partnership with colleagues, parents and a wide range of other agencies associated with the school. Within schools, teachers work closely with parents and with young people.

These changes in relationships are paralleled by developments in the relationships among teachers within a school and the ways in which they work together. There is an expectation that teachers share in an even more open way than in the past, information on a number of issues relating to the school. This includes information on classroom practice, and, with appropriate individuals and agencies, information about the work of pupils in the school. All of this implies that outdated line management practices of classroom monitoring based on superficial tick lists are increasingly replaced by professional debate and dialogue based on a range of evidence.

The developing understanding of learning

Within schools and classrooms our understanding of the factors which promote learning has increased. There remains, however, much more to discover in this area. These factors include in particular the need to recognise the variety of ways in which different individuals learn most effectively and the importance of emotion in relation to learning. Such understanding, while often reflected in the practice of teachers, has yet to receive much attention within the development of curriculum packages at a national level. This dissonance further underlines the importance of teacher involvement in all aspects of education.

Related to our understanding of how concepts are formed there is now widespread recognition within schools of the importance of providing a supportive environment for learners and of the importance of relationships in supporting learning. Again this recognition has all too often been signally lacking in processes such as those of Inspection and of quality assurance based on line management models. These have focused on the surface details of practice, have sought to hold individual teachers to account without regard to the context within which they are working and have denied teachers the opportunity to debate professionally issues of principle or of practice.

Continuing Professional Development

Teachers have for years indicated the inadequacies in in-service training arrangements and the failings have more recently been acknowledged, for example, by the McCrone Report. The need for an appropriate, coherent national CPD strategy which addresses the collective needs of education, the collective needs of the profession and the individual needs of qualified teachers is a key element in guaranteeing high levels of professionalism for the future. A coherent national CPD strategy, with teachers as well trained, reflective practitioners at its centre, presents also new opportunities and challenges for the educational system as a whole. It places, more firmly than ever before, the teacher at the heart of the educational process.

Developments in technology

It is evident that the pace of technological change has accelerated and is likely to continue to do so. The EIS has broadly welcomed the opportunities presented by New Technology. The pace of development in this area has varied enormously from school to school and authority to authority. The provision of resources to support this change has also been extremely uneven. A view has been expressed by some that new technology will revolutionise the role of the teacher. It is becoming increasingly apparent however that although technology should mean teachers will develop a new range of skills and should afford ever greater opportunities for the needs of individual learners to be effectively addressed, technology cannot replace the fundamental need for teachers to interact in a wide range of ways with individual pupils and with groups of pupils.

Openness and Accountability within public services

There have been major developments in changes and attitudes as regards accountability within the public sector. In particular we have now a greater understanding of the ways in which public sector organisations including schools can become learning organisations so as to improve their effectiveness and efficiency. There is a growing awareness that all employees should be able to participate in setting the direction of the organisation. In such organisations the range of skills of all members of the community are employed to the benefit of their clients. Such organisations develop means of promoting and responding to change which ensure that all are valued and recognise that accountability is a considerably more complex concept than some in the past have recognised.

Developing the comprehensive principle

Over the past decade the EIS has worked to ensure that comprehensive education is a reality in Scotland. The prime motives behind this have been our commitment to equality and our conviction that the most effective means of promoting equality and sound learning is a system of comprehensive education. The EIS is concerned that the comprehensive nature of the Scottish education system has been put at risk by the promotion of competition among schools through the publication of league tables which induce parents to benefit their own children whatever the impact on other learners. The successes of our comprehensive schools must be recognised and indeed celebrated as the definition of the aims of education is extended. The EIS has argued that the present approach to special educational needs is still based on medical exemplars and carries with it implications of deficiency. The EIS has sought to open up discussion on the concept of special educational needs, drawing particularly on the work of Professor George Thomson and colleagues in Edinburgh University, and on the consequent implications for an inclusive education system and for the role of teachers.

The EIS through its work on poverty and social exclusion and also on anti-racism and anti-sexism has identified the extent to which education has failed to counter or to compensate for the many inequalities of society. The benefits of education cannot be defined solely in terms of the formal curriculum. Many pupils are directly excluded by a number of factors from

full participation in the life of their schools. The EIS has made clear in previous years the ways in which a number of factors impede this full participation while the EIS policy papers *Breaking down the Barriers* have made clear the structural effects of poverty and deprivation and also of institutional racism. EIS work on anti-sexism has also developed this theme.

The EIS has noted with interest the development of a variety of initiatives supported by the Excellence Fund, by New Community Schools and by the work of individual schools. Many of these initiatives are designed to meet the needs of individual pupils or local communities and are the result of discussion among all participants involved. The EIS is concerned that on occasion such success is presented as a blueprint which can be applied in any school. Such an approach simply adds to the pressure on teachers.

The EIS therefore recognises that within our comprehensive education system and schools there is a need to recognise the different needs of schools and communities; this will require teachers to be supported in developing approaches which meet the needs of their pupils. This is unlikely to be attained within a culture where any innovative and imaginative approaches of teachers, individually or collectively, are constantly called into question.

Responding to change

Change is a central feature of teaching and learning, both by definition in that teachers seek to promote change in their pupils, and also in that schools are now part of a society marked by ever increasing change.

While schools must respond to social change, this response cannot be a passive response but must be an active movement intended to contribute to determining the nature of our society. In this, teachers have a fundamental role to play. The EIS recognises that this frequently places pressure on schools where there has traditionally been little recognition of the importance of developing an equality agenda.

The EIS has argued over a long period that the most effective means of dealing with change and with ensuring educational progress is the existence of a teaching profession which is confident and supported in its ability to take decisions to promote the learning of the pupils for whom each of us is responsible.

The development of such a positive ethos at all levels within the education system, including at the level of the school, is only possible when teachers feel themselves supported by their employers and by government, both central and local, and are afforded space to develop their own interests and to address their own needs. Until recently the pressures on teachers and the perception that they are the subject of continuing negative criticism from those in government supported by sections of the media have made this almost impossible. There is an onus by all involved in

education to work in genuine partnership and to provide the ground in which a culture of mutual respect can grow. In particular teachers should receive support as they innovate to meet the needs of their learners.

Any change imposed from above without prior consultation and involvement of all likely participants, even a change which is generally welcomed and is seen to respond to real concerns, is unlikely to be effective. The less opportunity that teachers are afforded to participate in debate and discussion, the more likely that innovation will fail.

The EIS is well aware that many teachers are suffering innovation fatigue because of the imposition on them of a whole series of piecemeal developments over the past decade, because frequently one initiative has been inconsistent with the previously imposed initiatives, because many of these developments have been ill-thought out, and because they have almost never been adequately funded. In this context, in which teachers have been excluded from any active part in development and have often been castigated as responsible for the system's failures, there is understandable apprehension among many in the profession that any development will be at best an additional imposition on their goodwill and at worst an attempt by employers or government representatives to generate positive publicity for themselves.

All change and development require us to take actions, the outcomes of which we cannot predict with certainty. This is true for learners in classrooms; indeed risk taking cannot be excluded from the learning process as pupils must be set challenging tasks. We know that mediocrity is the result of a climate which precludes risks being taken. However risks can only be undertaken where learners feel themselves to be supported. The same principles apply to learning and development by teachers and by schools.

While there are many means of impeding genuine teacher led innovation, particularly through bureaucratic measures and through an ethos of one way accountability, there are also means of supporting this. Teachers can be afforded areas for which they take responsibility; they can be encouraged to work in supportive groups; they can undertake staff development on co-operation; they can undertake staff development in creativity; they can be offered new challenges; they can be encouraged to undertake research; they can be encouraged to read research; they can be recognised for their achievements. One key is the way in which teachers work on a genuinely collaborative basis with colleagues. This collegiality, so much undermined by the approaches of government to education over the past decades, must become a reality in schools if genuine innovation (including risk taking) is to be fostered and schools are to develop towards a more confident future.

Teaching and learning

Within this context the EIS believes that teaching to promote sound learning depends on the acceptance of certain fundamental principles. The first of these is the acceptance of the equal worth of all pupils. This requires an end to the risk of developing practices within Scottish education which afford less value to pupils who produce greater challenges. In particular it requires the government to ensure that they are not putting direct pressure on schools to afford the greatest opportunities to those who are already advantaged, especially through the publication of league tables. It requires all in education also to address the means by which those who are excluded from active participation in our society can be given an equal voice to those who have ready access to the levers of influence, if not of power.

While there is much that is common to all our learning, it is also the case that every pupil has individual needs which teachers must seek to identify and satisfy. Teachers, individually with colleagues and in consultation with parents, are best placed to identify the needs of individual pupils. They are best placed also to developing practice to meet the needs of pupils, provided that they are afforded all appropriate support.

The EIS would argue that the relationship between teacher and pupil lies at the core of all effective learning in that learning can only be effective where the learner feels both supported and challenged. Such a relationship cannot be imposed externally.

From the interaction of such principles with recent developments it is possible to develop a view on teacher professionalism which meets the needs of all involved in education.

Professional authority and autonomy

The central importance of recognising the professional autonomy and authority of the teacher must be acknowledged. Teachers are those who are best placed to identify the needs of the pupils in their classes and to have oversight of the most effective means of promoting learning among their pupils.

Teachers in the classroom derive their authority from their knowledge of individual pupils. EIS policy on assessment has stressed that the only assessment which is fundamentally meaningful is that which has the clear stated purpose of supporting and promoting the learning process in school.

This autonomy cannot be absolute. Teachers have contractual obligations to employers. Teacher autonomy is further constrained by the need to recognise that teachers work within multi-faceted organisations which demand partnership and collaboration with others. These include professional colleagues, but also involve an ever increasing number of other agencies and individuals.

Teachers deal every day with highly complex situations. Any classroom is itself a highly complex social structure, within which much of the subtlety of relationships will not always be either open or apparent. The failure by many

in education to recognise both the challenges facing teachers and the creativity of their solutions has contributed significantly to a lowering of morale. To deal with such complexity teachers are entitled to support both through a formal recognition of their success and through the provision of appropriate staff development opportunities.

Partnership is central to developing imaginative solutions and to supporting learning. Countless research studies, albeit sometimes of questionable quality, sustain the conclusion that partnership with parents is central to supporting learning. However it is necessary to clarify thinking about the nature of this partnership. Genuine partnership means that there must be an end to the provider/customer relationship between teachers and parents fostered in the 1990's largely through government policy. By definition such a relationship is not a partnership nor does it foster collaboration; indeed such a relationship is designed to foster conflict and to promote a contractual relationship between the teacher and the parent.

Partnership with the learner is also central to learning. It cannot be assumed that the wishes of the parent and the needs of the child are always identical; there will on occasion be tension between the rights of the child, as set out in the Children (Scotland) Act, and the views of parents. Education authorities must ensure that any consequent dialogue is supported, especially when particular pressures on parents create difficulties for them in establishing and sustaining this sort of partnership.

While partnership with parents and with learners requires a supportive environment within the school the detailed work is sustained by the classroom teacher. Partnership with other agencies has traditionally been largely the remit of those in senior positions within the school. It is the view of the EIS, however, that this position is no longer sustainable and that in supporting individual pupils and groups of pupils teachers must be afforded a greater locus in this process.

But the partnership which is most readily under the control of the education service is that which should operate among the staff within a school. Decisions can be taken at several levels within the Scottish school system: classroom; department; school; education authority; national. The EIS is committed to the professional autonomy of the teacher, to collegial management of schools and to greater democracy in schools' own decision making processes. The implication of this is that decisions should be made openly as close to the classroom as is consistent with the concept of a comprehensive school system whose aims are quality and equality and responsiveness.

It is increasingly apparent that some matters currently dealt with at a national level can be better dealt with at education authority level while some matters currently dealt with at education authority level can be better dealt with at school level. The EIS should support members in the use of any opportunities afforded by this process to take greater control of school and classroom issues. Any such developments must be effected in a context which ensures that teachers do

not have to devote their time to administration, that school decisions are taken on a democratic basis involving full consultation with staff and that delegation does not weaken policies on comprehensive education and equality.

While their authority for exercising this autonomy arises from their commitment to the best interests of all of their pupils, teachers must be afforded appropriate support. Within Scottish education this is afforded in the first place by the pre-service education that they have received. EIS policy on pre-service education has always argued strongly that this is much more than the inculcation of skills, important as these are. It must include not only opportunities but the need for critical reflection, on their own practice, on the practice of others and on policy and accepted orthodoxy in Scottish education.

This must be supported by continuing professional development. The EIS welcomes developments which give teachers greater control as individuals over their staff development. We welcome flexible provision for individual staff development and the provision of opportunities for teachers to map out their own pathways through this. Staff development should afford teachers coherence and progression and, where appropriate, should lead to recognised qualifications. The EIS also welcomes developments designed to give teachers greater control collectively over staff development. The EIS welcomes any genuine opportunities afforded by school development planning for all staff to determine priorities. The EIS welcomes opportunities for teachers to be

involved in the planning of staff development both at school and at authority level.

The importance of probation not only as a period of assessment but as an induction period is now recognised. This requires that probationer teachers have the right to stability of employment in order to develop both competence and critical awareness.

The EIS believes that teachers will be able to most effectively meet the needs of their pupils if they are able to work within a management structure that makes full use of their knowledge and skills and recognises their commitment to their pupils. This will not be the case where teachers work within the line management systems which were imported into Scottish education as they were being discarded by private sector companies. Teachers will work most effectively within a system of collegiate management which does not seek to limit their professionalism but seeks to support it. Within such a system teachers, whatever their formal status, will work together as professionals to improve practice within their school.

Supervision and direction of teachers

Teachers, after full registration with the General Teaching Council, do not require day to day supervision and direction. As stated above, the EIS is committed to the professional autonomy of the teacher, to collegial management of schools and to greater democracy in schools. Collegial management should mean that the senior staff in schools are openly accessible to individual teachers whether promoted or unpromoted and that all teachers should be supported by colleagues in their work within the classroom.

Access to a classroom by senior staff with the express purpose of monitoring the work of an individual teacher is unacceptable to the EIS. It is unacceptable whether the intention is stated or unstated. It is particularly unacceptable when it is related to a potential disciplinary procedure relating to the individual member of staff. Within all local authority schools (and most other schools) there will be agreed mechanisms which should be applied by the headteacher when complaints or concerns arise concerning individual members of staff. Senior staff should all be appropriately trained in these procedures and there should be an agreed and transparent mechanism on information to be acquired where an investigatory procedure relating to a member of staff is to be embarked upon. Classroom monitoring should form no part of such procedures. Such monitoring undermines the collegiate relationship between staff and the relationship between staff and pupils.

Teacher autonomy, as stated above, cannot be absolute. If individual teachers are to be supported by senior staff, this may involve access to their classroom by appropriate senior staff. Such access may be informal and designed to facilitate communication. When more formal visits take place there should be agreement within the school on the circumstances and timing of any visits. Visits should be strictly within the context of learning and teaching and the overall welfare of the school and pupils in the school. For example, visits to classrooms could involve access to individual pupils, or to groups of pupils; health and safety issues; matters related to the refurbishment of the schools; or to assist a general overview of the work of the school and of classes in the school. All such visits should be with a view to later discussion of general issues with teachers. The use of check-lists by senior staff during such general visits is unacceptable to the EIS.

Where classroom visits go beyond any general purpose as described above, for example where there is a local agreement (involving the EIS) on classroom observation, arrangements in schools must be in accordance with that agreement. Implementation in schools should be agreed by teachers through the procedures of the School Development Planning process. Classroom observation should take place within the context of learning and teaching in the classroom and should be for no other purpose. It is the EIS view that observation may be undertaken by teachers other than Senior Promoted Staff. Any arrangement for a visit should be with the agreement of the classroom teacher and should involve a general

process of interaction within the classroom involving both teachers present. Sitting with a checklist at the back or front of the classroom of a fully registered teacher is not appropriate.

Classroom visits as set out above should be clearly distinct from any local arrangements on staff development and career review. There should be discussion prior to any observation taking place and a de-briefing after an observation. There should be agreement on the terms of any outcome to the process. Where a local agreement exists, it will be necessary to take further advice on any such arrangements from the local association. Where no local agreement exists, the EIS School Representative should advise the local association secretary immediately of any intention by school management to introduce classroom observation.

Access of senior staff to individual classrooms should be on a strictly professional basis, reinforcing the mutually respectful relationship with professional colleagues and with pupils. Access by senior staff to individual classrooms must encapsulate the principles outlined above and should be used sparingly so as not to interfere with the on-going work in the classroom or, other than exceptionally, to disrupt the flow of the particular lesson, planned or underway.

Prioritising and planning

If teacher professionalism is to be enhanced then teachers must have the opportunity of prioritising areas of work and in planning the pace of change in their classroom and school. Towards the end of 2000, the Scottish Executive Education Minister, after a process of consultation, identified broadly six priorities for schools. These are in general terms:

- raising standards of educational attainment in schools
- continuing professional development
- pupil discipline
- the promotion of equality for all pupils
- citizenship
- "to equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition".

Most of these priorities will be shared in principle by most teachers on condition that appropriate resources, support and training are provided. There is also a reduction in the number of priorities set out in the initial consultation document. The focus is also much less on externally driven target setting, an agenda which has done little or nothing to improve education or enhance professionalism in recent years. To an extent many of these areas merely develop good practice already underway within most schools. Further fleshing out will involve considerable work by teachers both individually and collectively.

There are opportunities however also to ensure that the enhancement of professionalism in schools goes hand in hand with the implementation of shared priorities.

The key to any development will lie in the planning process within schools. There is currently agreement between EIS, Scottish Executive and Learning and Teaching Scotland that the school development plan should be taken forward on the basis of agreement of all staff. In other words the planning process in schools should not merely be on the basis of consultation with staff but on the basis of agreement.

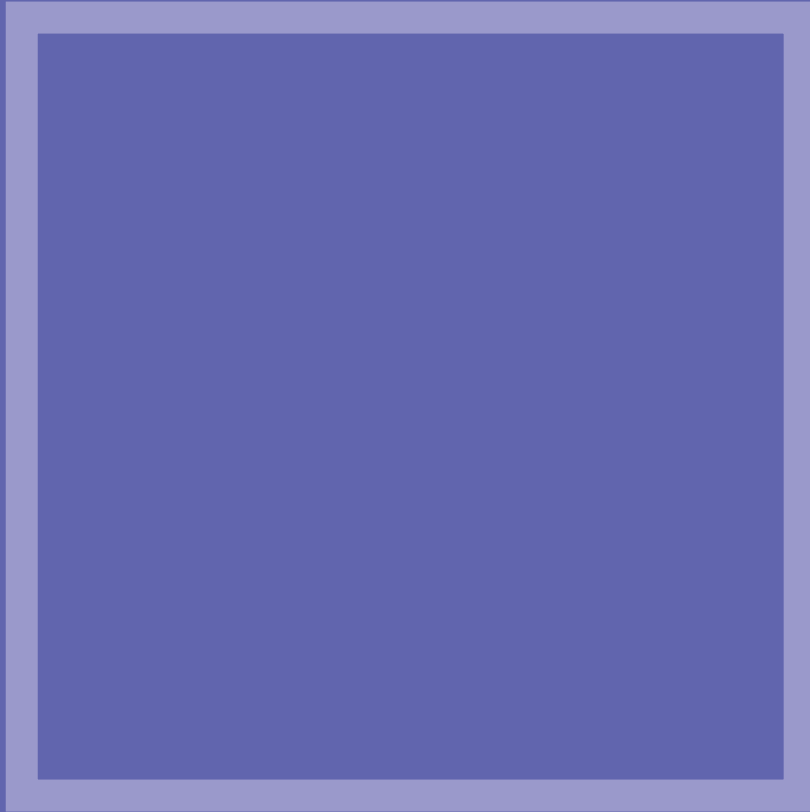
This means placing a premium on collegiality among teachers in schools. It will also mean an enhanced role for the EIS in schools. In some of the areas of priority development for the school there will be a need for involvement of outside bodies and outside individuals and agencies (e.g. parents) and this is explicit in Scottish Executive intentions. However a framework is now being put in place which, if applied properly, will allow the role of the professional teacher to be paramount.

The Scottish Executive, local authorities and schools now have the opportunity to prioritise and plan in a coherent way for the future. It is within this framework that the professional role of the teacher must be enhanced. Teachers will also require support and resources to work effectively within the new arrangements. There are however challenges and opportunities today for the profession and for the EIS which should not be overlooked.

In brief

- The setting up of a Scottish Parliament and subsequent debate on priorities for education in the framework of the Parliament has major implications for the relationships between local councils and Parliament and between local councils and schools.
- The establishment of the Parliament has coincided with the latter stages of a period of substantial curriculum development in schools. There is now an unprecedented opportunity to work to develop the central role of the teacher in the education process.
- The social inclusion agenda has been all too often developed without including teachers. If social inclusion is to succeed, teachers must be actively involved in the planning and processes of social inclusion.

- Today teachers work together in new ways with colleagues, parents and other agencies. They share in a more open way information about classroom practice and about the work of pupils in the school. This implies an end to outdated line management practices of classroom monitoring, for example, based on superficial tick lists.
 - The need for an appropriate, coherent CPD strategy which addresses the collective needs of qualified teachers is a key element in guaranteeing high levels of professionalism for the future. It places the teacher at the heart of the educational process.
 - New technology, despite enormous variations in the pace of development and resources, represents significant opportunities for teachers. However, technology cannot replace the fundamental need for teachers to interact in a wide range of ways with individual pupils and with groups of pupils.
 - The comprehensive nature of the Scottish education system has been put at risk through the publication of league tables. More should be done to acknowledge the role of comprehensive education as, through time, the definition of the aims of education is extended.
 - The approach to special educational needs is still all too often based on a deficiency model. Special educational needs provision must be placed firmly within the context of an inclusive education system.
 - Poverty is a major impediment to young people benefiting from education and playing a full role in society. The EIS welcomes local innovations to promote social inclusion, but cautions against any one approach being applied as a blueprint.
 - Teachers have until recently been the focus of negative criticism emanating from government, supported by sections of the media. They are sometimes castigated for the failure in the education system. All involved in education must work in genuine partnership, within a culture of mutual respect.
 - There are new opportunities today for teachers to work on a genuinely collaborative basis with colleagues.
 - The equality of worth of all pupils must be recognised.
 - The professional autonomy and authority of the teacher must be recognised. This autonomy is not absolute and is constrained by the need to work in partnership and collaboration with colleagues and with a number of other agencies.
 - Genuine partnership in education means an end to the provider/customer relationship fostered in the recent past.
 - The context of the Scottish Parliament means greater devolution of decision making to the local authority and to the school and to the classroom. Teachers now have the opportunity of taking a greater control of issues in the school and classroom.
 - Teachers must be supported by CPD. Staff development should afford teachers coherence and progression and where appropriate should lead to professional qualifications.
 - Teachers work most effectively within a context of collegiate management which supports professionalism.
 - Senior staff should have access to the work of classroom teachers for specified purposes relating to collegiality and the welfare of children. This should not be related to disciplinary matters. Equally, classroom monitoring should form no part of any disciplinary procedures. Any classroom observation which takes place should be on the basis of agreement both with the local association and the school.
- (NOTE.- Any teacher who feels her or himself inappropriately subject to any inappropriate observation or monitoring should contact the EIS representative in the first case, who can, if necessary, contact the EIS local association secretary.)
- Teachers must have the opportunity of prioritising areas of work and of planning the pace of change in the classroom and school.
 - The planning process in schools is a key to the future of professionalism. The school development plan should be taken forward on the basis of agreement within the school.



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