

# Realising the EIS Vision of the Empowered School: The Role of Collegiate Decision Making



**WE'VE GOT THE  
EMPOWERMENT**

**TIME TO  
TACKLE  
WORKLOAD**

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# Overview and Aims

The aim of this session is to enhance your understanding of:

- ✓ the EIS vision of the empowered school
- ✓ the relationship between the empowerment agenda, wellbeing and workload control
- ✓ the importance of teacher agency in relation to curriculum, pedagogy and assessment
- ✓ how to decision-making mechanisms in schools towards greater empowerment and agency, and to progress the workload campaign

The logo for the Education Improvement Service (EIS) features the lowercase letters 'eis' in a dark blue, serif font. The letter 'i' has a small dot above it, and the 's' has a distinctive shape with a small gap at the bottom.

# The Empowered School System



*An empowered system expects, and creates, the conditions for all to work within a culture of collaboration and collegiality with learners, parents, colleagues and multi-agency partners.*

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# Overview of TTTW Campaign

One TTTW workstream is to enable greater teacher agency by realising an Empowered School System, i.e. tackling excessive workload through **teachers exercising control**.

Another TTTW workstream will be progressed through SNCT national negotiations by the **20/20 Campaign** – class size **maxima of 20** and a reduction in class contact time **to 20 hours per week**.

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# School Leaders, Teachers and Practitioners

“In an empowered system, headteachers should be collaborative and collegiate, enabling staff to lead, co-creating a supportive and empowered culture.”

“A culture of empowerment enables teachers and practitioners to exercise control over workload and have an effective voice in determining priorities based on what makes the most difference for learners in their context.”

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# Definition of Collegiality

- Collegiality is at the heart of the National Agreement “A Teaching Profession for the 21<sup>st</sup> Century”.
- The collegiate school utilises and develops the skills, talents and interests of all staff and involves all staff in the key decisions affecting the life of the school as a whole. More broadly, the spirit of collegiality extends beyond teachers and support staff, and includes parents, pupils and partner agencies.

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# Definitions of Teacher Agency

- Ability/potential to exercise professional judgement and professional action
- Capacity to identify goals at which one's action is directed and to evaluate success
- Power to transform/ make change
- Resistance to and transformation of dominant power relations

# Decision Making Processes: Task 1

Identify the existing decision-making mechanisms in your schools that could be used to progress positive outcomes in terms of:

- **Workload Control**
- **Whole- school Policy**
- **Curriculum**
- **Pedagogy**
- **Assessment Practice**
- **Professional Learning Priorities**

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# Decision Making Processes: Task 2

**Where there are no existing decision-making mechanisms in your schools what methods could be adopted and actions taken by teachers to set them up?**

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# The EIS Vision



Teachers involved in key decision making processes affecting:

- learning, teaching and assessment
- whole school policy and ethos
- school finances and resources
- Workload and wellbeing

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# Collective and Individual Approaches to Decision Making

Individual	Collective (School)	Collective (EIS Branch)
Self-reflection on your own working practices	Contribution to whole-school evaluation processes and identifying priorities for School Improvement Plan	Active participation in EIS Branch structures in order to influence key decision-making across the school
Your active participation in all aspects of your professional environment	A functioning School Negotiating Committee	Building EIS branch committees which can strategically input and influence different areas of school policy and practice
Personal adherence to your agreed Working Time Agreement	Working groups and committees addressing different areas of school policy and practice	Reviewing current Working Time Agreement and negotiating next year's.
Planning for learning, teaching and assessment	Collective adherence to the school's negotiated Working Time Agreement	Contribution to/ ownership of progressing the TTTW all school audit
Pursuing professional learning opportunities individually	Engagement with new decision-making processes as part of the Devolved Schools Management Guidelines	Identifying relevant issues for members and ensuring effective organising and campaigning around those issues.
	Professional discussion with colleagues- informally and at departmental and stage partner/line manager meetings- for example, joint planning for learning, teaching and assessment	Building links with your Local Association and ensuring effective communication amongst all members.
	Pursuing professional learning opportunities collaboratively	

# Adding it all up

Agreed collective framework

+

Teacher agency (teacher professional judgement + professional action) =

= Power to make change

= Empowerment

