

The Educational Institute of Scotland

Curriculum for Excellence: Numeracy and Literacy

1. Background

1.1 Curriculum for Excellence sets out a requirement for specific attention to be made to the development of literacy and numeracy.

1.2 Building the Curriculum 1 described the role envisaged for all teachers in literacy and numeracy across the curriculum:

“Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development.”

“All teachers have responsibility for promoting the development of numeracy. With an increased emphasis upon numeracy for all young people, teachers will need to plan to revisit and consolidate numeracy skills across the curriculum.”

1.3 Schools in all sectors will either have already considered, or will require to consider, how these expectations will be achieved and how it may affect their work practices. In some schools, specific teachers have been identified as CfE literacy and numeracy coordinators / champions.

2. Literacy and Numeracy

2.1 The 2009 Annual General Meeting approved the following resolution:

“This AGM calls upon Council to investigate and report on the impact of the proposed numeracy and literacy initiatives contained within Curriculum for Excellence on the conditions of service and contractual obligations of teachers qualified in English and Maths.”

2.2 In January 2009, EIS Council approved the following resolution:

“That this Council resolve:

- i) to clarify as soon as possible with the Scottish Government its proposals on the role of all secondary teachers in the teaching and assessing (formatively and summatively) of literacy and numeracy;*
- ii) to ascertain what the Scottish Government’s expectations for teachers of English and Maths are in relation to providing advice or training to colleagues across the school in the skills required to deliver literacy and numeracy; and*
- iii) to investigate whether the provision of advice and training to non-literacy and numeracy specialists is within the normal duties of teachers qualified to teach English and Maths in Scottish schools.”*

- 2.3 The terms of these resolutions were discussed at a meeting between representatives of Scottish Government and EIS in June 2009.
- 2.4 At that meeting EIS raised a number of points in relation to the duties of English and Maths teachers and any role for such teachers in other areas of the curriculum. Clarification was also sought on the role of English and Maths teachers in SQA assessments.
- 2.5 It was evident to the EIS representatives that Scottish Government is still developing its thinking on the development of literacy and numeracy across the curriculum and that there was an intention to avoid an over prescriptive approach. It was also clear, however, that Scottish Government has no agenda around changed contractual arrangements and has no desire to seek a revision to the duties of teachers/Chartered Teachers and Principal Teachers as set out in the SNCT Handbook.

3. The Duties of Teachers

- 3.1 The duties of teachers are set out in the SNCT Handbook, Part 2, Section 2.
- 3.2 The duties of teachers/Chartered Teachers and Principal Teachers are appended to this paper (Appendix A).
- 3.3 Inter alia, teachers/Chartered Teachers have a duty to work in partnership with parents, support staff and other professionals and to participate in activities related to school planning, raising achievement and individual review.
- 3.4 Principal Teachers have a specific responsibility for the provision of advice, support and guidance to colleagues.
- 3.5 Promoted members of staff with a formal responsibility for literacy and numeracy may have specified additional whole school responsibilities to lead or work with colleagues in the same establishment recognised in any review of job sizing. Formal responsibility for these areas, however, is neither automatically conferred on, nor limited to, English and Maths Principal Teachers.

4. Standard for Full Registration

- 4.1 The Standard for Full Registration states that
“Registered teachers have sufficient knowledge and understanding to fulfil their responsibilities for cross-curricular themes including citizenship, creativity, enterprising attitudes, literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)” (1.1.2)
- 4.2 In addition the standard sets out an expectation that teachers will support colleagues:
“Registered teachers work cooperatively with other professionals and adults.” (2.1.5)

- 4.3 In considering the role of teachers of English and Maths in supporting colleagues the requirements of the SFR as they apply to all teachers cannot be disregarded. However, it is evident that there is no specific or additional responsibility on teachers of English or Mathematics in this regard as all teachers who are fully registered, by definition, have 'sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy'.
- 4.4 The coordination and development of school practice and policy for literacy and numeracy should be subject to the normal process of school improvement planning and professional development. Where teachers work cooperatively with colleagues, sufficient time should be provided through a school's working time agreement.
- 4.5 In relation to assessment arrangements which may arise from the new qualifications planned in literacy and numeracy at SCQF levels 3, 4 and 5, these will need to be reviewed once the full detail is published. At present some functions carried out on behalf of SQA, such as assessment of talk, attract additional payment to staff from SQA and this principle should continue to apply. Administrative arrangements at school level should be subject to the normal school processes of determining remits.

5. Conclusion

- 5.1 In relation to the 2009 AGM resolution it is evident that there are no changes to the 'conditions of service and contractual obligations of teachers qualified in English and Maths'.
- 5.2 Whilst English and Maths teachers, by dint of their subject areas, will be central to a school's delivery of literacy and numeracy experiences and outcomes, no additional responsibilities or duties automatically fall to them with regard to whole school approaches.
- 5.3 The terms of the resolutions require the EIS to monitor the teaching and assessment requirements relating to literacy and numeracy across the curriculum in terms of the role of teachers of English and Maths within a school, as well as in relation to SQA requirements.
- 5.4 This monitoring role requires to be undertaken by both Salaries and Education Committees.
- 5.5 There is, however, a role for LNCTs in ensuring unreasonable workload demands are not made on teachers who may have a coordinating role within schools in literacy and numeracy and to ensure that any role in supporting colleagues is adequately resourced by time.

PART 2

2. MAIN DUTIES

- 2.1 The duties of staff covered by the SNCT are outlined in this section. This list is not intended to be prescriptive but should act as guidance for the development of specific duties and job remits. LNCTs are required to reach agreement on these.

Teachers/Chartered Teachers

- 2.2 Subject to the policies of the school and the council, the duties of teachers are to perform such tasks* as the headteacher shall direct. These should give reasonable regard to overall teacher workload associated with:
- (a) teaching assigned classes together with associated preparation and correction;
 - (b) developing the school curriculum;
 - (c) assessing, recording and reporting on the work of pupils;
 - (d) preparing pupils for examinations and assisting with their administration;
 - (e) providing advice and guidance to pupils on issues related to their education;
 - (f) promoting and safeguarding the health, welfare and safety of pupils;
 - (g) working in partnership with parents, support staff and other professionals;
 - (h) undertaking appropriate and agreed continuing professional development;
 - (i) participating in issues related to school planning, raising achievement and individual review; and
 - (j) contributing towards good order and the wider needs of the school.

** Such tasks should not routinely include those outlined in Appendix 2.6.*

Principal Teachers

- 2.3 Subject to the policies of the school and the council, the duties of principal teachers are to perform such tasks as the headteacher shall direct. These should give reasonable regard to overall teacher workload related to:
- (a) responsibility for the leadership, good management and strategic direction of colleagues;
 - (b) curriculum development and quality assurance;
 - (c) contributing to the development of school policy in relation to the behaviour management of pupils;
 - (d) the management and guidance of colleagues;
 - (e) reviewing the CPD needs, career development and performance of colleagues;
 - (f) the provision of advice, support and guidance to colleagues;
 - (g) responsibility for the leadership, good management and strategic direction of pastoral care within the school;
 - (h) assisting in the management, deployment and development of pastoral care staff;
 - (i) implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare; and
 - (j) working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

Depute Headteachers

- 2.4 The role of a depute headteacher is to assist and, where necessary, to deputise for the headteacher in the conduct of the schools affairs.

Headteachers

- 2.5 The role of the headteacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the council under the overall direction of the Director of Education. The headteacher shall be accountable to the council for the following list of duties, and for such other duties as can reasonably be attached to the post:

- (a) responsibility for the leadership, good management and strategic direction of the school;
- (b) responsibility for school policy regarding behaviour management of pupils;
- (c) the management of all staff, and the provision of professional advice and guidance to colleagues;
- (d) the management and development of the school curriculum;
- (e) to act as adviser to the Parent Council and to participate in the selection and appointment of the staff of the school;
- (f) to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs;
- (g) working in partnership with parents, other professionals, agencies and schools; and
- (h) to manage the health and safety of all within the school premises.

Depute Headteachers and Headteachers

- 2.6 Where a class teaching commitment is included in the remit of a headteacher or depute headteacher, its extent will be determined by the council on the basis of an assessment of the management content of the post.