

**Report of Council
& its Committees
2021-2022**



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1. Council

- 1.1 This document represents the official report of Council (and its Committees) to the Annual General Meeting of the Institute. Additional information on any part of this report can be obtained, on request, from the relevant department at EIS Headquarters.
- 1.2 This formal report on Council and its five Committees (Executive, Education, Employment Relations, Equality and Salaries) is set out in the following sections. Delegates can ask questions of Committee Conveners when they present their reports to the Annual General Meeting (Standing Orders 2(iii)). The Vice-President, Andrene Bamford, will present the report and answer previously submitted written questions on the work of the Executive Committee, its Sub-Committees (Emergency, Finance and Strategy) on those areas of activity that have been the direct responsibility of Council.
- 1.3 During the year, Council has met five times. Council has scrutinised the work of its committees and has directly considered and continued to deal with the Institute's response to the Covid-19 Pandemic. Council also initiates workstreams directly through motions and reports/papers which lie outwith the formal committee structure. It is normally the case that any "stand-alone" decisions of Council are passed to the appropriate Committee for processing. The 2021-22 Council has approved motions dealing with the following aspects of Institute policy: Campaign Against Climate Change; Climate Network; Protection for those at risk in Afghanistan; Opposition to the Resumption of HMIE Scrutiny; Industrial Action - Resumption of HMIE Scrutiny; Sudanese Trade Union Movement; Long Covid; Stand Up to Racism Trade Union Conference; Delivery of Anti-Racist education in Scottish Schools; Multi-Establishment Headteacher and Senior Management Re-Structures; Solidarity with the Teachers, Students and People of Ukraine; COSLA and Scottish Government – No Confidence to Complete Negotiations.
- 1.4 Council approved ten motions for submission to the AGM 2022.

2. Executive Committee

- 2.1 The Executive Committee has overall responsibility for Organisation, Finance, Political & External Affairs, Further & Higher Education, and has a general strategic role with regard to the processing and decision making of the four other Council Committees (Rule XIII (a) applies). Since the 2021 Annual General Meeting, the Executive Committee has met five times. The Finance Sub-Committee of the Executive Committee has also met on five occasions. The Emergency Sub-Committee of the Executive Committee met four* times. The Strategy Sub-Committee has met twice.

Organisation

- 2.2 The functions of the Executive Committee include the coordination of Institute activities at both national and local levels and the maintenance of the strategic direction of the Institute as established by the Council.
- 2.3 The 2021 AGM adopted 44 resolutions. The Executive Committee allocated these between the five Committees with the Executive Committee leading or having a role in the implementation of 17 resolutions.
- 2.4 A Table of AGM 2021 Resolutions is set out at the end of this report and it gives an overview of all the Executive Committee's work on its allocated AGM resolutions.
- 2.5 The Land Value Tax and Financial Transaction resolution led to a paper being considered by the Executive that reaffirmed the Institute's commitment to supporting a Financial Transactions Tax and a Land Value Tax and to continue to support the Robin Hood Tax Campaign which had shared aims.
- 2.6 The Resourcing of Educational Recovery from Impact of Covid-19 Resolution led to further support for LA informal supply networks, the development of a webpage to support supply teachers and the development of a national online supply teachers' network.
- 2.7 The Climate Change Campaign resolution underpinned our continued engagement with other trade unions on green issues (including through EI) and an extended Climate Change series of webinars after COP26.
- 2.8 The Combat Fake News & Disinformation Resolution was progressed by work with the STUC and an EIS paper on the topic. A Fake News Webinar was also developed for members during the year.

- 2.9 The 'Funding from Chinese Government for Provision of Mandarin' resolution was progressed by consideration of an EIS paper on the topic.
- 2.10 The 2021-22 Executive Committee continued leading the Institute's response to the Covid-19 Pandemic. The Executive Committee also considered and noted reports from the General Secretary on CERG that continued to meet weekly until March 2022.
- 2.11 Further decisions were made to establish policy and priorities for the Institute's response to the Covid-19 Pandemic. The nature of the challenges and issues faced by members shifted and evolved with events; the Omicron variant of concern emergence in late 2021 has led to a resurgence in cases within schools (which at the time of writing) continues to disrupt schools.
- 2.12 The Executive position has empowered EIS representatives and officials to continue to strive for continued mitigations in schools arguing that schools remain high-risk places that are different to the rest of society in CERG and Scottish Government meetings. Whilst the UK and Scottish Governments have relaxed Covid mitigations, testing requirements and resources (inc free LFT tests and asymptomatic testing) the EIS has campaigned for continued asymptomatic testing – including an email campaign to the Cabinet Secretary.
- 2.13 Furthermore, campaigning continues to safeguard members within Scottish Government guidance on protecting previously shielding staff who were now required to work, vulnerable staff with underlying health conditions and pregnant staff.
- 2.14 The AGM 2021 adopted a resolution 'Zero Covid Strategy' that led to an updated global review of Covid being presented to the Executive Committee.
- 2.15 The Strategy Sub-Committee has met on two occasions. In its first meeting, it considered the 2020-21 Pay Negotiations and noted the challenge presented to the SNCT national collective bargaining machinery by COSLA's "One Workforce" agenda and recommended that this be a key element of the EIS Local Government elections campaigning. Furthermore, the Sub-Committee stressed the need to use the collected and collective data to support ongoing campaigning, especially with the forthcoming local elections – at both national and local levels.
- 2.16 The Executive Committee Working Group on COP26 (Climate Change) continued and it met on five occasions in 2021-22, overseeing the Institute's preparations for COP26 and the COP26 Global Day of Action Demo. The Working Group also produced a programme of four webinars on: Climate change the challenge for society, Trade Unions and individuals; Climate Change Education; How can we support young people in the climate action movement?;

Avoiding & Tackling Ecoanxiety amongst school pupils and made recommendations regarding the Institute's future Climate Change work.

- 2.17 The Working Group also processed the Council motion on exploring the formation of a Climate Network, by considering the strengths and weaknesses of the current ways in which climate change is considered by the Institute.
- 2.18 The EIS also worked closely with the STUC and the Campaign Against Climate change leading up to COP26.
- 2.19 The Education for Peace Working Group was reconstituted, and it met three times in 2021-22. The Working Group reviewed and rewrote the Peace Policy, and three accompanying appendices considering; the curriculum areas within CfE that support the development of skills and knowledge which take forward Education for Peace; Mapping Education for Peace Professional Learning; Teaching Resources to Support Education for Peace.
- 2.20 A 175th Anniversary Working Group was formed to oversee the celebrations of the Institute's 175th Anniversary. The Working Group has currently met three times. It has sought to educate and inform the membership of past campaign successes in order to build confidence for future campaigning. The Working Group has also overseen the registration of an EIS tartan, the production of a book on the history of the EIS and the development of a series of short films. A series of regional family friendly 175th Anniversary celebration events for members from mid-August were also approved.
- 2.21 A Digital Review Working Group was formed to review EIS hardware, software, apps, social media, working practices and digital working. To date, it has met on two occasions. It has carried out a 'SWOT' analysis of the Institute's work, and its first meeting focussed on considering VC equipment to facilitate hybrid meetings. The second DRWG meeting considered "social media" and its purpose for the EIS.
- 2.22 A paper on the EIS use of social media was considered by the Executive and remitted to the Digital Review Working Group.
- 2.23 In terms of Council resolutions, a paper on the Clawback of PEF Funding was presented to the Executive and considered. A paper regarding potential industrial action options if HMIE inspections where a subject of dispute was also considered. The paper set out that the EIS could have a trade dispute regarding a matter that is technically in the power of a third party – i.e. HMIE in this case. A delegate from Council was also nominated to attend the Stand Up To Racism Trade Union Conference.

- 2.24 The Council resolution on 'Protection for those at risk in Afghanistan' was followed by letters to the UK and Scottish Governments, and further letters opposing the UK Government's Nationality & Borders Bill.
- 2.25 A paper on the reappointment of EIS Occupational Networks was approved and elections to the networks were held.
- 2.26 The nature and format of future Council and Committee meetings were discussed in many meetings as the Covid regulations still had physical distancing and sought working from home when possible, leading to all Council and Committee meetings being online until at least April 2022. It was agreed that after the pandemic such meetings would be facilitated as hybrid meetings (in-person & online), with the default being attendance in person.
- 2.27 The EIS Local Organising Action Plan was considered and approved for 2021-22, setting out the Institutes organising priorities and highlighting the importance of Local Associations in campaigning.
- 2.28 EIS Training for Reps was agreed upon for the year, including the adoption of a multi-stage EIS training pathway. A four-day EIS TUC Reps Training Course for FELA and ULA Reps was approved.
- 2.29 Several training webinars were also delivered by the Organisation Dept for student/probationer recruitment and early career teachers.
- 2.30 Four online LA Secretary Training days were delivered, carrying out training that the LA Secretaries had requested earlier in the year.
- 2.31 The Executive received a report on the Union Modernisation Fund Project that had run from March 2021 to August 2021. The Report set out the work done supporting nursery sector members and networks, digital campaigning support and the production of a Digital Review. The Executive agreed to adopt the definition of digital as "applying the culture, practices, processes and technologies of the internet era to respond to people's raised expectations."
- 2.32 A national survey of members was conducted in November/December 2021 to gauge members' current views on Covid Matters, Workload and Health & Wellbeing. This national data has informed national campaigning, and the local data breakdown was shared with each Local Association.
- 2.33 The issue of teacher numbers and the campaign to increase teacher numbers during the Pandemic and the Education Recovery to follow was another area the Committee worked on. Possibly in response to the EIS Scottish Parliamentary Elections Manifesto, the Scottish Government committed to reducing weekly contact hours from 22.5 hours to 21.0 hours. EIS Officials and Representatives have been

pressing the Scottish Government on its implementations, and this has also been raised in party political bilateral meetings.

- 2.34 The Executive Committee has the ongoing responsibility for the Time to Tackle Workload campaign that was adopted by the 2019 AGM and its two parallel workstreams – Teacher Empowerment and 20/20 campaign. School Empowerment work seems to have restarted within the Scottish Government and efforts have been expended to expedite the reduction in weekly contact hours from 22.5 hours to 21.0 hours. Smaller class sizes, fewer contact hours and other workload issues were prominent within the EIS Scottish Local Government Elections manifesto.
- 2.35 The Executive Committee agreed and approved the production of a punchy style Scottish Local Government Manifesto. A Campaign Pack was produced for Local Associations to assist in local campaigning for the Local Government Elections and illustrations as to how local data may be used and leveraged within campaigns. Local Association Secretaries also participated in training on this issue. A National Hustings was also arranged with representatives from the five parliamentary political parties.
- 2.36 There was continued engagement with the Scottish Parliament’s Education and Skills Committee and evidence was presented in person on the Coronavirus (Recovery and Reform) (Scotland) Bill following submission to the Bill’s consultation.
- 2.37 An oral report was given from the ISTP International Summit held on 19-21 October 2021, which was the 10th Anniversary of the 1st ISTP Summit. Approval was given to attend the May 2022 ISTP Conference in Valencia. A full delegation to ETUCE Special Conference, Liege, 5-6 July 2022 was approved. The General Secretary’s attendance at the Justice for Columbia’s Solidarity Mission 2022 and AFT Biennial conference were also approved.

Other Executive Committee Business

- 2.38 The EIS continues to be affiliated to the following organisations: Action for Southern Africa (ACTSA); Amnesty International; Campaign for Trade Union Freedom; Children in Scotland; Engender; Heads of Instrumental Teaching Scotland; Jubilee Scotland; Justice for Columbia; Labour Research Department (LRD); Scottish CND; Scottish Council on Deafness; Scottish Cuba Solidarity Campaign; Scottish Friends of Palestine; Scottish Pensioner’s Forum; Scottish Venezuela Solidarity Campaign; Stop the War Coalition; The Big Issue; The Disability Alliance (Rights UK); The Equality Network; International Brigade Memorial Trust; The Jimmy Reid Foundation; The Scottish Joint Committee on Religious and Moral Education (SJCRME); The Scottish Refugee Council; The Shrewsbury 24 Campaign, Stand Up to Racism, Unite Against Fascism Scotland, Unite the Resistance; WASPI and the

Workers' Educational Association (WEA Scotland) and Public Service Pensioners' Council (PSPC).

- 2.39 In addition, the Institute continues to have representatives on the governing/policy-making bodies of the following organisations: Highlands and Islands Educational Trust, Deaf Scotland (previously - Scottish Council on Deafness), Scottish Accident Prevention Council, Scottish Outdoor Education Centres and WEA Scotland.
- 2.40 A report on 'Local Authority Education Budgets 2021-22' was noted.
- 2.41 The Executive oversaw correspondence with the UK Government on the following matters; Letter to the Prime Minister, Home Secretary and Secretary of State for Scotland on the New Plan for Immigration; to the Prime Minister to report the crackdown on HKPTU and express deep concern about the erosion of democracy and freedom of association in Hong Kong; Solidarity with Afghanistan; Agreement on the Trade-Related Aspects of Intellectual Property Rights (TRIPS Agreement).
- 2.42 The Executive oversaw correspondence with the Scottish Government on the following matters; Solidarity with Afghanistan and Covid.
- 2.43 The Executive oversaw correspondence with the international Governments on the following matters; Joint Letter to Turkish Ambassador re Turkish Military Aggression in Northern Iraq; Prime Minister of Jordan regarding the Dissolution of Jordanian Teachers' Association, dismissal of teachers and obstruction of union work.
- 2.44 A sixth Organiser was appointed, and the Local Associations reallocated accordingly.
- 2.45 EIS membership and the number of EIS representatives in schools were monitored at every meeting.
- 2.46 The Dispute Between BECTU and Horsecross Arts was also considered by the Executive Committee, not only to support a sister trade union but because the dispute may have an impact on our 2023 AGM. At the time of writing, the dispute has not been resolved.
- 2.47 As part of the Institute's ongoing public policy work (including anti-austerity), the Institute has continued to cooperate closely with colleagues in other public sector unions through both the STUC and the TUC.

Finance

- 2.48 The Annual Accounts of the Institute for 2020/21 were reported to Council in March 2022. These are issued to delegates to the AGM as

a separate document and will be presented to the AGM during the private session.

- 2.49 Following changes made in 2020, the Accounts of the Institute have been presented in a format consistent with those for the prior year. The headline figures on pages 1 – 5 are consolidated to include all of the discreet funds of the Institute and also include the transactions, assets and liabilities of the Local Associations. An analysis of the consolidated assets and liabilities by fund is provided within Note 27.
- 2.50 As in prior years, due to the distortions caused by accounting adjustments in relation to the recording of pension costs (which are required under UK Accounting Standards - FRS102), a separate statement of General Fund Income & Expenditure has been produced which excludes these adjustments and reinstates the actual pension costs incurred in the year. This statement is included with the Accounts issued to delegates (Page 32) and facilitates comparison to planned expenditure. The comments in the following paragraphs regarding the General Fund relate to this statement.
- 2.51 The General Fund recorded an operating surplus of £1,185,000 in comparison to a planned surplus of £168,000 and a surplus of £1,344,000 recorded in 2020. The Planned Expenditure budget for the year was prepared on the basis that there would be a return normal working with effect from 1 September 2020, which seemed like a reasonable at the time of preparation. Clearly, however, this return to normality did not happen and therefore budgeted costs, including those for AGM, Council, Committees, Conferences etc were, substantially, not spent.
- 2.52 Staffing costs increased by only £30,000 from 2020 largely due to the unwinding of an accrual for the cost of holidays not taken by staff over the lockdown period offsetting agreed salary increases.

Legal costs for members continue to be the largest single item of expenditure after staffing. In the year to 31 August 2021 these amounted to £876,000 (2020, £559,000) thereby absorbing 12% (2020, 8%) of subscription income. This compares to 24% in the year ended 31 August 2018 and 14% in the year ended 31 August 2019. The relatively low cost in 2020 was favourably impacted by a number of successes in court which resulted in recoveries of costs incurred in prior years. In 2021, there was an increase in the level of work referred out to external solicitors while both EIS legal officers were on maternity leave, which resulted in an element of increased cost.

- 2.53 The overall General Fund surplus for the year was £7,028,000. Non-operating items contributing to this surplus included unrealised gains on the carrying value of listed investments totalling £4,971,000 and favourable movements on the assessment of the

Institute's pension liabilities of £2,390,000. Against these, there was an increase in deferred taxation provisions of £1,520,000.

- 2.54 It should be noted that the overall General Fund Surplus of £7,028,000 is identical in both the audited accounts and the supplementary statement.
- 2.55 The Professional Fund (including the Strike Hardship Fund), recorded an operating deficit of £169,000 in 2021 (2020, a deficit of £151,000). In the year to 31 August 2021, the Professional Fund settled legal costs incurred in relation to cases where issues with relevance to the membership as a whole were being contested. The Professional Fund was bolstered by an increase in the market value of investments, which in 2021 amounted to £5,608,000 (2020 £2,914,000). After deferred tax provisions, the overall Fund value rose by £3,885,000 to £23,177,000 at 31 August 2021.
- 2.56 The Political Fund recorded an operating surplus of £138,000 (2020, £110,000) as many of the events where Institute participation is funded from the Political Fund were cancelled or moved online. The Political Fund value was further boosted by an increase in investment values of £507,000 (2020, £14,000). After deferred tax provisions, the overall Fund value rose by £530,000 to £3,450,000 at 31 August 2021.
- 2.57 Overall, the financial statements indicate that the Institute remains in sound financial health with its Consolidated Balance Sheet showing Funds of almost £61 million (2020 £49 million).
- 2.58 The Executive Committee, through its Finance Sub-Committee, oversees the Planned Expenditure process which has been instrumental in securing sound financial outcomes for the Institute. This process is a key function in the face of continued pressure on spending alongside the objective of offering teachers the most competitive subscription levels across all teachers' unions. Planned Expenditure is a vital responsibility of the Committee as it enables detailed scrutiny of the financial implications of all the Institute's activities to be undertaken. Executive Committee also uses the Planned Expenditure process to recommend to Council the membership subscriptions to be applied for the forthcoming year.

Staffing and Administration

- 2.59 The senior staffing of the Institute consists of the General Secretary supported by four posts at Assistant Secretary level. These are the Accountant, and three Assistant Secretaries covering the areas of Education & Equalities, Employment Relations, and Organisation (incorporating Further and Higher Education). There are seven Officers (including 2 Legal Officers) attached to HQ. This National Officer establishment is complemented by the Area Officer network which has seven Officers in three locations across the country,

offering by far the largest full-time support network of any teacher union in Scotland.

- 2.60 Notwithstanding the recent announcement of the General Secretary's upcoming retirement, this year has been relatively quiet in terms of staffing changes within the Officer and Organiser group. In fact there are no resignations or appointments to report.
- 2.61 The Institute's legal officers Laura Clark and Sonia Kerr returned from maternity leave and Claire Nisbet therefore returned to Dentons at the end of her agreed secondment period in July 2021.
- 2.62 Finally, during the year, a policy on Flexible Working Patterns for Institute staff was developed, agreed with the EIS Unite branch and formally introduced. This policy, which was designed to reflect evolving best practice across a wide range of organisations, allows staff significantly greater flexibility over their working arrangements, including in respect of their working hours and their day to day place of work, subject to the operational requirements of the Institute. The implementation of this policy has been supported by investment in upgraded and additional IT and communications equipment.

Industrial Relations

- 2.63 The Emergency Sub-Committee met four times in 2021-22. These meetings dealt with requests from the SRUC, ULA, FELA and Dundee Local Association for statutory ballots and industrial action. These requests were approved.

The SRUC ballot crossed the legal thresholds despite the lockdown and the subsequent industrial action was successful. The EIS-ULA statutory ballot did not cross the statutory thresholds. The EIS-FELA and Dundee issues remain outstanding, with national strike action in the college sector.

Political & External Affairs

- 2.64 EIS Office-Bearers and Officials met with representatives of all parliamentary political parties during the year, including their education teams. Regular meetings were also held with the Cabinet Secretary for Education and Lifelong Learning, as well as civil servants on a range of issues.
- 2.65 An EIS fringe meeting was hosted at the online SNP Autumn Conference and online Autumn Scottish Green Party Conference.
- 2.66 The Institute continues to set aside the equivalent of 1% of membership subscription income to form an International Aid Fund which can be devoted to either development cooperation projects suggested by Education International or to be in a position to respond to international emergencies if required. The Executive

Committee also approved the following donations: ACTSA, £1,500 and Ukraine, £50,000 (via decision at Council.) and £1,000 to Achema Trade Union Solidarity Fund.

- 2.67 The Executive Committee also approved the following donations: Stand Up to Racism, £500; Scottish Refugee Council Emergency Fund, £3,000; RMT Caledonian Sleeper fund, £1,000; Mandela Scottish Memorial Appeal, £1,000; Dundee University Strike Funds, £1,500; Send My Friend to School, £1,000; Positive Action in Housing – Winter Appeal 2021, £1,000, EI Solidarity with Afghanistan, £1,000; Tonga Volcanic Eruption and Tsunami, EI Solidarity Fund £1,000;
- 2.68 The Institute also agreed to sponsor annual lectures given by Connect and the Jimmy Reid Foundation.

Relations with Other Trade Unions

- 2.69 The EIS continues to enjoy generally good working relations with other trade unions, particularly in Britain and Ireland. The principal forum for inter-union relations involves the British Irish Group of Teacher Unions (BIGTU) which meets bi-annually to discuss issues of common interest and to promote cooperation amongst trade unions more generally. This is particularly important in the context of Education International (EI) and the European Trade Union Committee for Education (ETUCE).
- 2.70 The General Secretary serves as ETUCE President.
- 2.71 Representatives from the EIS attended the online Conferences of the following kindred organisations during the year: NEU, NASUWT and INTO (Irish National Teachers' Organisation).
- 2.72 The EIS continues to play an active role within the STUC. EIS representatives have also attended STUC Women's, and LGBT+ Committees.
- 2.73 This year the EIS has been represented on the STUC General Council by Larry Flanagan, Nicola Fisher and Susan Quinn.

STUC Congress 2022

- 2.74 The STUC Congress for 2022 was held in Aberdeen.
- 2.75 The EIS submitted three motions to Congress on i) Pay & Pensions ii) Poverty & Equality, and iii) Supporting the Workforce Post-Pandemic. The EIS sent a full delegation.

TUC Congress 2021

- 2.76 A limited TUC Congress was online in September 2021. The EIS sent a full virtual delegation. The EIS submitted two motions to the

TUC Congress; Covid; Education Recovery and Health & Safety and Public Sector Pay & Pensions.

International

- 2.77 The EIS continues to be active in international affairs with several Office-Bearers and Officials attending a range of EI/ETUCE events during the last year.

Further Education (FELA)

- 2.78 The membership of the EIS-FELA remains strong with just under five thousand members.

- 2.79 The EIS-FELA Executive Committee met twelve times in last year's cycle, between EIS-FELA Annual Conferences. Two of these meetings were Special Executives and all meetings being held virtually, due to the COVID 19 pandemic.

- 2.80 In the current cycle, the EIS-FELA Executive has met three times, with one of these meetings being convened to set the pay claim, of £5000 (flat rated), for the pay year 2022-23.

- 2.81 During last year's cycle, the EIS-FELA Executive Committee was involved in many decisions covering a wide range of issues.

- The President, Vice-President and other officials have virtually visited many Branches, increasing visibility and direct engagement with members, discussing the ongoing instructor assessor dispute, and the implementation of national terms and conditions of employment, arising from NJNC Agreements, supporting new branches and continuing to strengthen the voice of EIS-FELA in the Highlands and Islands.
- The Executive Committee processed the resolutions, passed at last year's Annual Conference, covering a wide variety of Further Education matters. Examples of these are found below:
 - Investigating the impact of the COVID 19 pandemic on staff wellbeing and absence.
 - Advertising and highlighting scope for expanding the amount of equality reps across EIS-FELA branches.
 - Lobbying for better levels of strategic planning in relation to ASN learning in FE.
 - COVID 19 related concerns such as workplace mitigation measures, mental health impact and health and safety during return to campus learning.

- In light of the review, by Professor Ken Muir, into the replacement of the SQA, a number of resolutions relating to the SQA were not processed this cycle.
- The National Negotiators have continued to meet regularly, in order to further NJNC negotiation matters.
- A number of issues have been processed via the National Joint Negotiation Committee for College Staff (NJNC).
 - The national Instructor Assessor dispute was settled in May 2021, with an agreement made at NJNC, that was subsequently ratified by the EIS-FELA membership. The agreement reached outlined, for the first time, a national role profile for lecturers and under the terms of the agreement and the associated circular, a procedure was set out for addressing concerns regarding such roles crossing into that of the lecturer, both now and in the future.
 - As with the national Instructor Assessor dispute, the local dispute at Forth Valley College was settled in May 2021. Following sustained industrial action, all lecturers who had their employment terminated, whilst being employed on the instructor assessor contract, were fully reinstated as lecturers, with the correct terms and conditions. Additionally, all other individuals in the instructor role at the college were also reemployed as lecturers.
 - The local dispute at Fife College continues, with negotiations on implementing NJNC circular continuing following several stalls.
 - The West Lothian College Dispute was referred to the NJNC Joint Secretaries, as per Circular 02/21, however, agreement on the roles in question has not been reached and discussions are still required.
 - A pay claim of £2000, flat rated, was submitted, to the NJNC Employers' Side, in August 2021. Following protracted negotiations, including a revision of the claim to £1300, and a lack of movement from the Employers' Side, a dispute was declared in January 2022. Following a members' survey and a consultative ballot, a statutory ballot for strike action and action short of strike (ASOS) was approved in early March 2022.
- COVID 19
 - A members' survey on COVID 19, focussing specifically on plans to return to campus-based learning, was undertaken in December 2021.
 - Responding to changes in Scottish Government guidance, regarding COVID 19, as the pandemic developed.

- Member guidance was developed, which related to a variety of COVID 19 issues, as developments in the pandemic required.
 - An Advanced Learning Covid Recovery Group was established, at Ministerial level, in 2021 with representation from the EIS that reports to and receives views from both the EIS-FELA and EIS-ULA Executive Committees.
 - Engagement with SQA, via the HNCQ steering and working groups. regarding impact of COVID 19 on student qualifications.
 - An FOI request, on the amount of and use of Co2 monitors, was submitted and the results considered.
- The SFC Review of Coherence & Sustainability in the Tertiary Sector was published in October 2021. Following consideration of its recommendations, a response was submitted to the Scottish Government.
 - The roll-out of GTCS registration has been ongoing, with EIS-FELA representation on the GTCS College Lecturer Registration Working Group that has oversight of the process. The group has considered matters such as; pathways to registration, school-college partnerships, registration pilot projects. A number of engagement sessions have also been conducted, in partnership with the GTCS, at Colleges across Scotland.
 - The Shetland College merger campaign concluded with the establishment of the new college in August 2021. EIS-FELA continues to oppose any further privatisation in the FE sector and work continues to this end during the consultation process regarding the merger of three separate UHI institutions. Further work has been done supporting the EIS UHI regional body.
 - The results of a FOI request, on any increase to senior management salaries for the year 2020-21, was considered.
 - College outcome agreement funding allocations for AY 2020-21.
 - The EIS-FELA Office Bearers and NJNC negotiators met with the Minister for Higher Education, Further Education, Youth Employment and Training, on a number of occasions throughout the year. At these meetings, a number of matters were raised directly with the Minister.
 - A sub-group of the Executive also met to agree proposed changes to the EIS-FELA Constitution.
 - Branch Officials seminars were held throughout the year, covering issues such as COVID 19 and industrial action / ballot strategy.

Salaries and Conditions of Service Sub-Committee

- 2.82 The Salaries and Conditions of Service Sub-Committee met five times in the last cycle. Over the course of these meetings, the sub-committee considered a number of matters, including the conclusion of the national instructor/assessor dispute and the course of pay negotiations, prior to and beyond that dispute being declared in January 2022.
- 2.83 The Sub-Committee developed a number of positions on NJNC matters that were recommended to and adopted by the Executive Committee. Examples of such matters include COVID 19 and the re-establishment of the policy working group at NJNC, alongside the establishment of the NJNC fair work working group.
- 2.84 The new Salaries Sub-Committee, for this year's cycle, has been elected and will progress matters accordingly throughout the year.

Education and Equalities Sub-Committee

- 2.85 The Education and Equalities Sub-Committee met four times in the last cycle. Over the course of these meetings, the sub-committee considered a variety of matters, including engagement with the Scottish Government on ASN provision and the processing of relevant Annual Conference resolutions.
- 2.86 The sub-committee also considered the EIS response to the SFC Review, as well as the outcomes of that review. Representation from the sub-committee was also put forward for engagement in the EIS response to the review process for the replacement of the SQA.
- 2.87 Further work was undertaken, by the sub-committee, involving the implementation of GTCS registration for college lecturers. This has included liaising with the EIS Education Department, as well as consideration of documentation relating to the roll out of GTCS registration within the FE sector.
- 2.88 The sub-committee also considered ways in which the number of EIS Equality Representatives could be expanded within EIS-FELA. Work to this end will continue in the next committee cycle.
- 2.89 The new Education and Equalities Sub-Committee, for this year's cycle, has been elected and will progress matters accordingly throughout the year.

EIS-FELA Surveys & Submissions

- 2.90 As referenced above, all EIS-FELA members were surveyed this year regarding the COVID 19 pandemic, its impact on staff wellbeing and the plans of institutions to return to campus learning. The response rate to the survey was strong and will be used, in conjunction with the EIS-ULA, in informing policy positions moving forward.

- 2.91 A further survey was conducted on the 'final' 2021/22 pay offer from the Employers' side of the NJNC, resulting in a significant rejection of the offer.
- 2.92 A number of EIS submissions were made over the course of this year. Examples include the EIS response to the SFC review, a variety of responses to Scottish Government COVID 19 guidance and input into the EIS response to the replacement of the SQA.

Industrial Relations

- 2.93 As referenced above, the national dispute regarding the replacement of lecturers with instructor/assessors, was concluded successfully in May 2021. Following 6 days of national strike action, agreement was reached, at NJNC, on a national role profile for lecturers and a process for addressing concerns relating to instructor/assessor roles encroaching on the role of the lecturer in delivering learning.
- 2.94 The Forth Valley College dispute was also concluded successfully, following 11 days of strike action by the branch. All members who had seen their contracts terminated and were employed on instructor/assessor contracts, were reinstated as lecturers, as well as all subsequent instructor/assessor roles that had been filled.
- 2.95 As part of the national dispute seeking an adequate pay award for 2021/22, and following a statutory ballot conducted in March 2022, EIS-FELA members commenced industrial action on 20th April. The industrial action consists of both strike action and action short of strike (ASOS), in the form of a resulting boycott and a further escalation to withdrawal of goodwill.

Higher Education (ULA)

ULA Executive Committee 2021/22

- 2.96 The EIS-ULA Executive Committee met 12 times virtually in 2021-2022, and included two Special Executive Meetings.
- 2.97 The 2021 Conference was held virtually on Wednesday 24th March.

New JNCHEs

- 2.98 Following the imposition of a pay offer in August 2021, while the unions were in dispute, a ballot was held for industrial action. Of those who voted, a majority were in favour of industrial action, however, the proportion of those returning ballots did not meet the 50% threshold for action. As a result, the EIS-ULA Executive Committee, reluctantly and after much debate decided to note the conclusion of the 2021/22 pay round.

- 2.99 At the time of writing, the EIS-ULA and other Higher Education trade unions are drafting the pay claim for the 2022-23 round and some trade unions are still in dispute around the 2021/22 pay round. The EIS-ULA has shared its priorities with the other trade unions, recommending a short pay claim, focusing on pay and with a headline figure set at a level to address the real terms pay cuts which the sector has endured over the past ten years and to reflect the level of dissatisfaction evident from members in the 2019/20, 2020/21, and 2021/22 pay rounds. The EIS-ULA Executive Committee has decided on an "inflation plus" approach and this will be incorporated into the final claim. The formation of a Scottish New JNCHES Sub-Committee continues to feature as a central element of the claim, but it is not likely that the employers will agree to this, as they have made clear in the last few pay rounds.
- 2.100 Representations have been made to the Scottish Government Higher Education Minister, Jamie Hepburn MSP, regarding the poor state of negotiations at New JNCHES from the Scottish perspective and also the need for a Scottish level bargaining forum to discuss pay and related issues with the employers in Scotland.

COVID 19

- 2.101 This issue has been a huge priority for the EIS-ULA in the last year, with the pandemic taking up much of the agenda.
- 2.102 The EIS-ULA have been represented at the Advanced Learning Covid Recovery Group and have been working hard to develop and maintain guidance for the sector to keep staff and students as safe as possible.
- 2.103 Bi-weekly meetings have been held with Scottish Government Officials on Covid and related issues covering the further and higher education sectors. Much work has gone into influencing guidance including evidence being submitted on ventilation, risk assessments and reporting to Scottish Government Officials where individual employers have not been keeping to either the word or spirit of the guidance.
- 2.104 As society returns to a normalised footing in 2022, and Covid-19 becomes endemic, we will continue to work with Government, sector wide bodies, sister trade unions, student representatives and individual employers to make campuses as safe as possible and ensure compliance with guidelines.

SRUC

- 2.105 Staff at SRUC have been paid less than their comparators in Further Education and Higher Education since they were formed. For many years the EIS-ULA has sought to support the branch in achieving sector normal pay. Commitments to undertake a pay review have

been missed, and so a formal agreement was sought as part of the 2020/21 pay round.

- 2.106 Following 4 days of strike action and continuous action short of strike action related to that claim, a “memorandum of understanding” was reached with the SRUC management which offers a guarantee of a sector norm pay structure, mirroring the JNCHES pay spine and underpinned by job evaluation. Critical to the deal is an implementation date which will mean any future delay will lead to backdated pay.
- 2.107 A program of work to support the implementation of the deal is scheduled for the coming year. This includes trained union job evaluators and negotiations on the details of policy which will underpin the new SRUC framework (for example the new promotions process which will be required).
- 2.108 The action at SRUC was extremely successful in securing a far better pay structure for our members at SRUC in the future. Members held fast in difficult circumstances and achieved the outcome they were looking for. In addition, SRUC management have indicated they wish to press the reset button on relations with the EIS branch and work is being undertaken to try to build a more partnership approach with genuine, respectful bargaining and negotiation at its core.

Recruitment

- 2.109 EIS-ULA continued to offer 3 months free membership to new members and offer membership to PhD students. In February 2022, EIS-ULA implemented a 6 months free deal which will run for the 6 months to July 31st 2022. This is intended to aid recruitment at a difficult financial time for potential members, as we emerge from the pandemic and are able to get back onto campuses. The expanded offer will be part funded by the EIS (in line with the 3-month free offer) and part funded from ULA’s own funds.
- 2.110 A mapping exercise of the sector has commenced and is nearing completion. Using this data, targeted emails have been sent to aid recruitment efforts. Site visits will commence this year as soon as possible with the intention of increasing our visibility on campuses as people return to offices more frequently.
- 2.111 Limited access to campuses and non-members has made recruitment a challenge in the last 2 years, and while the pandemic has been the focus of much effort, it has been more difficult to demonstrate to non-members the work which has been going on with their employer. However, despite this, membership numbers have remained relatively steady and are now beginning to increase on a month-on-month basis.

ULA Finances

- 2.112 The EIS-ULA Executive Committee has had limited costs this year in large part due to the lack of physical meetings due to the pandemic. However, it is anticipated that in 2022 more expenditure will take place. This may include some face-to-face meetings, and expenditure related to recruitment activity.

Miscellaneous

- 2.113 The EIS-ULA has also considered and contributed to other matters during the year as follows:
1. The Scottish Funding Council ('SFC') Consultation, 'SFC Review of FE/HE Coherent Provision and Sustainability'.
 2. The Finances of Scottish Universities.
 3. Covid Guidance for Further and Higher Education (several versions have been produced and updated).
 4. The SFC Announcement Outcome Agreement Funding for Universities – Indicative Allocations for AY 2021-22.
 5. Regular Newsletters have been issued to all EIS-ULA members giving up to date advice and information on all current matters, including the pay and the pandemic.
 6. A mapping exercise of all branches has been mostly completed, with remaining branches underway (delays due to lack of access to up-to-date staff lists).
 7. Development of a new organising strategy for EIS-ULA is under way.

Engagement with other HE Stakeholders

- 2.114 There was on-going engagement with UCU, Unite, Unison, GMB, NUS Scotland, STUC, SFC, UCEA and Universities Scotland.

Member Support and Casework

- 2.115 The EIS-ULA has continued to provide specialist support, representation and legal advice through Branch Officials, full time officials and the provision of legal advice to members across a large number of HEIs, including those that do not recognise the EIS for local collective bargaining.
- 2.116 There has been significant engagement at the University of the West of Scotland, SRUC, Robert Gordon University, Aberdeen University,

Glasgow School of Art, The Royal Conservatoire of Scotland and Edinburgh Napier University, in relation to local issues ranging from equality issues to local risk assessments, digitization and Voluntary Severance schemes.

- 2.117 Significant numbers of individual cases have been dealt with in the period since the last conference in March 2021. All casework for the sector that comes to HQ is now handled by the dedicated HE Official. Cases coming to HQ tend to be more serious in nature and require substantial input and support. This has included multiple settlement agreements, legal cases (including preparation of tribunal cases), serious disciplinary issues, grievances, appeal handling, equality cases, harassment and bullying cases and many others. Agreed settlements totaling hundreds of thousands of pounds have been achieved for members through the handling of this casework.
- 2.118 Collective issues have been discovered as patterns of casework issues in specific locations are identified. These issues have been progressed at local level where appropriate with support being offered to branches to make changes to policies, procedures and to tackle workplace culture.

AGM 2021 Resolutions

Summary of Action Taken/Outcomes

EXECUTIVE COMMITTEE

<u>Title of Resolution</u>	<u>Action Taken/Outcomes</u>
<p><u>Funding Strategy for Scottish Instrumental Music Services</u></p> <p>“That this AGM instructs council to engage with the Government in order to achieve a ring-fenced funding strategy for Scottish Instrumental Music Services.”</p>	<p><i>Seek agreement on implementation of Scottish Government decision.</i></p> <p><i>Raised with Scottish Government</i></p>
<p><u>Safe Working Conditions in Schools</u></p> <p>“That this AGM instruct Council to:</p> <ul style="list-style-type: none"> • Continue to campaign for safe working conditions in schools and other educational settings, with a full range of mitigations that meet and exceed the Scottish Government’s guidance re-opening schools during the pandemic, specifically including improved ventilation, wider use of face coverings and masks, and physical distancing. • Campaign to ensure that the additional resources commensurate with the risks of prioritising education provision during the pandemic are provided to schools. • Campaign to ensure that the interests and health of teachers are fairly and equitably considered with other stakeholders’ interests when decisions are made regarding education provision at national and local levels.” 	<p><i>Continue current campaigning and lobbying re safety and Education Recovery.</i></p> <p>Raised with Scottish Government, COSLA, Public Health Scotland and other stakeholders. Campaigning includes emailing the Scottish Government to maintain asymptomatic LFT testing.</p>
<p><u>Resourcing of Educational Recovery from Impact of Covid-19</u></p>	<p><i>Continue current campaigning and lobbying re safety and Education Recovery.</i></p>

<p>“That this AGM instructs Council to embark on a campaign to secure the proper resourcing of educational recovery from the impact of the COVID-19 pandemic, including but not limited to:</p> <ul style="list-style-type: none"> ▪ Utilising all supply staff who are available to work. ▪ Reducing class sizes. ▪ Providing targeted support for those pupils who have been most affected.” 	<p><i>Raise directly with Cabinet Secretary around funding.</i></p> <p><i>Coordinate LA work on LNCT.</i></p> <p><i>New EIS webpage created to support supply members.</i></p> <p><i>Form national online Supply Teachers network.</i></p>
<p><u>Climate Change: Campaign</u></p> <p>“That this AGM instruct Council to campaign, with other Trade Unions and affiliated organisations when possible, in favour of policies which aim to:</p> <ol style="list-style-type: none"> a) halt biodiversity loss; b) reduce greenhouse gas emissions to net zero by 2030; c) educate the public on the science behind the climate and ecological emergency; d) create a Citizens’ Assembly to steer decisions on tackling that emergency.” 	<p><i>Continue to work with other trade unions and stakeholders to advance green agenda.</i></p> <p><i>COP26 Webinar Series online for viewing by public.</i></p>
<p><u>Sovereign Right of People of Scotland</u></p> <p>“That this AGM acknowledges the sovereign right of the people of Scotland to determine the form of government best suited to their needs.”</p>	<p><i>Noted as policy.</i></p>
<p><u>Occupational Network for Neurodivergent Members</u></p> <p>“That this AGM instruct Council to establish an occupational network for</p>	<p><i>It was <u>agreed</u> to await a lead from the Equality Committee before progressing this resolution.</i></p>

<p>neurodivergent members of the EIS and to call upon Local Authorities to ensure the provision of training in working with neurodivergent adults to all school staff."</p>	<p><i>Agreed with the Equality Committee decision to explore whether there is a need for a separate forum for neurodivergent members, and if so whether meetings could be scheduled to take place just before or after the Disabled Members' Network.</i></p>
<p><u>Bullying and Harassment of Teachers</u></p> <p>"That this AGM instruct Council to investigate the extent of bullying and harassment of teacher employees by other employees, parent/carers and pupils by commissioning a survey. The results of which will be used to develop EIS policy in improving the culture required to ensure a safe, empowered and collegiate working environment."</p>	<p><i>Incorporated EIS Members Survey. Data obtained has informed policy making and campaigning.</i></p>
<p><u>Education Programme to Combat Fake News & Disinformation</u></p> <p>"That this AGM instructs Council to campaign for the creation of an education programme designed to help Scottish citizens combat fake news and disinformation.</p>	<p><i>Paper discussed at Executive Committee and [insert any additional decisions].</i></p> <p><i>Fake News Webinar to be delivered with access to public on Facebook.</i></p>
<p><u>Council and its Committees: Attendance Figures</u></p> <p>"That this AGM instructs Council to cease the practice of publishing attendance figures for Council and its Committees in the course of Institute elections."</p>	<p><i>Processed administratively.</i></p>
<p><u>Funding from Chinese Government for Provision of Mandarin</u></p> <p>That this AGM is concerned at the use of funding from the Chinese</p>	<p><i>Update previous report on this matter for a future Executive Committee meeting. [Insert any additional decisions]</i></p>

<p>government for the provision of Mandarin to be taught in Scottish schools and sees such funding as inappropriate given the human rights record of the Chinese government.</p> <p>We call upon the EIS to investigate and report back on the sourcing and delivery relationship of this funding.”</p>	
<p><u>Land Value Tax/Financial Transactions Tax</u></p> <p>“That this AGM instructs Council to campaign, with other Trade Unions and affiliated organisations when possible, in favour of the following taxes as means of increasing spending on education and other public services:</p> <p>a) Land Value Tax; b) Financial Transactions Tax.”</p>	<p><i>Engage with other TUs through STUC.</i></p> <p><i>Report presented at Executive. Support for Land Value & Financial Transactions Taxes reaffirmed.</i></p>
<p><u>Zero Covid’ Strategy</u></p> <p>“That this AGM note:</p> <ul style="list-style-type: none"> • ‘Zero Covid’ strategy is a full UK-wide lockdown to bring community transmissions down to close to zero; an effective and publicly run find, test, track, trace, isolate and support (FTTIS) system to quickly prevent the escalation of any further outbreaks; covid screening at all points of entry into the UK; and guaranteeing the livelihood of everyone who loses money as a result of the pandemic. <p>AGM resolves to:</p> <ul style="list-style-type: none"> • To campaign for the implementation of the ‘Zero Covid’ strategy described above. 	<p>This motion was remitted to Council by AGM.</p> <p><i>To note that existing policy covers key points, with the exception of a “full UK lockdown”.</i></p> <p><i>Further briefing report that gave a review global developments around tackling Covid was presented to Executive. [Insert any additional decisions].</i></p>

AGM Report 2022

Education Committee

3. Education Committee

Introduction

- 3.1 The Education Committee is responsible for the development of the education policies of the EIS and the pursuit of these policies in educational establishments in Scotland. The Committee is also responsible for the formulation of EIS responses to educational initiatives from government, local authorities and other stakeholders in Scottish education. The CPD Sub-Committee is responsible for the development of policy on the EIS learning agenda, including professional learning for members, and also the development of and support to, the EIS Learning Representatives' Network.
- 3.2 There have been 5 meetings of the Committee since the last AGM.
- 3.3 The processing of AGM resolutions is a large part of the work of the Committee. The actions and outcomes of the work arising from the AGM 2021 resolutions follow this report. Alongside this work, the Committee responds to the many developments in education that arise in the course of the year. For example, at the time of writing, the Committee had responded in writing to the Scottish Parliament's Education Children and Young People Committee inquiry in relation to the Impact of Covid on Children and Young People with Additional Support Needs and who are in care; the impact of the Scottish Attainment Challenge; and on the Committee's Report on the Impact on Children and Young People and the impact of Covid on their Education. The Committee also contributed to the EIS's work around COP26, organising and staging a vibrant online exhibition of pupil work on climate-themed issues.

C-19 recovery

Guidance

- 3.4 In relation to C-19 education recovery the Education Department continued to refresh the suite of sectoral Curriculum and Pedagogy Guidance which had been developed to provide practical support for members, taking account of health and safety imperatives and the principles of Recovery as agreed by the COVID-19 Education Recovery Group. The suite of Guidance documents incorporating Early Years, Primary, Secondary, Special Primary and Special Secondary, was continually updated to keep abreast of Scottish Government changes to its guidance. Bespoke Risk Assessment Guidance was also updated to reflect the distinct nature of provision in Early Years settings and

for Instrumental Music Teachers.

- 3.5 The Education Department also developed and updated advice for members on transition visits to support children moving from Early Learning and Childcare ('ELC') settings to Primary and from Primary to Secondary settings. Given the importance of planning and supporting children and young people through transition periods, particularly in the context of Special Education, bespoke transition advice was developed to support the transition process for children and young people with additional support needs.
- 3.6 In recognition of the ongoing potential for the delivery of alternative models of educational provision in the event of school closure, the original teaching resources which had been created and compiled to support teachers continued to be accessible on the EIS website, divided into Primary and Secondary contexts with some new resources being added and with scope for adaptation by teachers to suit the needs of their learners.

National E-learning Board

- 3.7 The Convener has continued to represent the EIS in the work of the National E-learning Offer Working Group. The group continues to compile data to develop a national picture of the e-learning offer and to inform consideration of how stakeholders in Scotland can work together to deliver a fair and equitable education provision to all learners, recognising that collaboration and partnership are key mechanisms for ensuring the appropriate resourcing and accessing of this offer.

OECD Review & Muir Review

- 3.8 Education Reform has continued as a major focus of the Committee this session.
- 3.9 Further to the publication of the OECD Report, a summary of the key findings and commentary from an EIS perspective was compiled.
- 3.10 Thereafter, the Committee, alongside members of the Executive Committee and HT & DHT Network, formed a Standing Panel which engaged closely with Professor Ken Muir's Review in respect of the future of the SQA and Education Scotland, but encompassing many other aspects of Education, also.
- 3.11 The Education Committee considered draft Terms of Reference for the Review's Expert Panel and Advisory Group on the Reform of the SQA and Education Scotland, and thereafter submitted a comprehensive response.

- 3.12 Paula McEwan and Assistant Secretary Bradley represented the EIS on the Muir Review Stakeholder Advisory Group, and were involved in a series of meetings on different aspects of reform.
- 3.13 In-house focus groups were hosted involving ELC and Primary, Secondary and FE Council members, with ASN colleagues also providing input to deliberations on the EIS drafting of our submission to the Review, which in its final version was a strong, comprehensive articulation of EIS policy on a raft of Education matters.
- 3.14 Consideration was also given to the Qualifications and Assessment Independent Review Group draft remit and a written response submitted. Professor Louise Hayward, supported by a review group, is leading the work to consult on the purpose and principles which should underpin the reform of national qualifications and assessment, and will provide advice to Ministers on such reforms. Similar approaches to those adopted with the Muir Review are being undertaken by the Committee in its engagement with this stage of the reform process, with a particular emphasis on gathering a range of views from members.

Curriculum for Excellence

- 3.15 The work of the Committee since the last AGM has focused on issues related to the curriculum, for example, national qualifications and alternative certification, and developments around Scottish National Standardised Assessments.
- 3.16 Campaigning on SNSAs has continued through engagement with the Cabinet Secretary, MSPs and civil servants on the issue, as well as through articles in the Children in Scotland magazine and the Scottish Educational Journal.
- 3.17 The Committee continued engagement with the Languages Strategic Implementation Group, which had been set up to oversee the implementation of 1+2 Languages policy. Adam Sutcliffe represents the EIS on the main group and one of its sub-groups; Gary Laird on the other sub-group. The groups have considered a number of recommendations arising from a research report which had been compiled on the implementation of 1+2, focusing on ITE and Professional Learning and on BGE. Work continues in these areas.

Curriculum and Assessment Board

- 3.18 The Curriculum and Assessment Board (CAB) handles matters related to assessment, national qualifications and the curriculum more generally. Through EIS representation on the Board by the Assistant Secretary, the Committee has continued to influence discussions,

most specifically this session around the OECD Implementation Framework and actions, and exploring the role of the curriculum's four capacities. Through the CAB, the Committee has also engaged with the findings of the OECD Review and the Muir Review, and the early preparation for Professor Louise Hayward's Review of Qualifications and Assessment.

Strategic Board for Teacher Education

- 3.19 The Convener continues to represent the EIS on the Strategic Board for Teacher Education (SBTE), which was established to take forward work in all areas of teacher education from ITE through to CLPL and Leadership Learning activity. The SBTE also advises the Scottish Education Council of which the General Secretary is a member, thus enabling the Committee to influence high level discussions pertaining to all aspects of Scottish education.

National Improvement Framework

- 3.20 There were proposals to update the NIF, in light of the impact of the pandemic and the recent reviews of Scottish Education providing comments on the draft NIF 2022. Scottish National Standardised Assessments, the Health and Wellbeing and Parental Engagement Survey and the ICEA Report were also raised within discussions.
- 3.21 Consultation on planned changes to the National Improvement Framework is scheduled to conclude in September 2022.

Scottish Attainment Challenge

- 3.22 The Committee has contributed to EIS input to discussions around the reframing of the Scottish Attainment Challenge, which was relaunched at the end of March. In a variety of discussions with civil servants, the EIS has shared its view that SAC and PEF funding are insufficient substitutes for proper core funding of Education in the interests of equity, and that cuts to the budgets of some of the original Attainment Challenge Authorities are unacceptable to the EIS, albeit that we welcome the Scottish Government's recognition in the new funding arrangements that poverty exists in all parts of Scotland. The EIS has also been consistently clear that new reporting mechanisms within the reframed Scottish Attainment Challenge must be bureaucracy-light and that teacher voice must be more universally at the heart of decision-making as to how money is spent.

Nursery Education

- 3.23 The Committee provided representation at meetings between ELC Policy Leads, wider stakeholders and Unions. In particular, it made extensive contributions to the work of the COVID Reference Group, focussing on the Scottish Government guidance on managing the risks

of COVID-19 in ELC settings.

- 3.24 The Committee also continued its participation in the ELC Leadership Working Group. Paula McEwan has represented the EIS on the group, contributing to discussions around building leadership capacity within ELC and the implementation of ELC expansion in the context of the pandemic.
- 3.25 The Committee has also nominated Paula McEwan to represent the EIS on the Childcare Workforce Strategy Steering Group, which is being formed to provide advice on the development of a new Childcare Workforce Strategy for 2022-26. Early input has been provided in relation to the draft Terms of Reference.
- 3.26 The Department continued to provide Professional Learning opportunities for Early Years practitioners through its series of webinars which focused on the role of professional noticing, reflexive practice and outdoor learning. The webinars, led by Early Years practitioners, provided an opportunity for members to network and share good practice in a supportive and collegiate environment.
- 3.27 A national occupational network for Nursery Teachers was established. The Network provides a formal mechanism to continue to develop the campaign for greater targeted investment in teaching and learning in this sector; and through the work of the Education Committee, influence Scottish Government policy in Early Years. Early engagement has been positive, with members of the Network participating in a facilitated workshop, designed to build cohesion and a joint understanding of professional identity across the group.
- 3.28 The Department developed an EIS Early Years Publication, 'Playing for a Brighter Future' with the launch of the publication in advance of the local elections in May, building on the EIS Manifesto and capitalising on recommendations from the Muir Review with regards to Early Years.
- 3.29 Following the announcement in March 2022 of the Care Inspectorate's intention to extend its inspection programme, the Department developed advice for Early Years members in relation to this scrutiny activity. The advice highlighted the importance of recovery principles being the clear focus of discussions, with collegiate dialogue and health and safety considerations underpinning the process. Members were encouraged to complete the EIS Monitoring Forms after an inspection has taken place.

ASN

- 3.30 The ASN Network provides support to the Education Committee by providing reflection and comment on key matters related to ASN provision. The on-going work in this area predominantly relates to resourcing the implementation of the Education (Additional Support for Learning)(Scotland) Act 2004 and GIRFEC, and the

implementation of the outcomes of the Morgan Review of ASL.

- 3.31 The Institute continues to be represented on various groups exploring ASN policy, including the Additional Support for Learning Implementation Group by the Assistant Secretary, and the Co-ordinated Support Plan Short Life Working Group by the National Officer. Over the course of the year, extensive submissions have been made to influence the work of both groups, reflecting EIS policy, particularly around the need for additional investment in ASN in the context of Recovery. This input has helped to inform and shape the outputs of these groups.
- 3.32 The EIS will continue to be represented in discussions around the ASL Review and implementation of the Action Plan and wider ASN matters, following the disbandment of ASLIG within the soon-to-be formed ASL Programme board to be co-chaired by Scottish Government and COSLA.
- 3.33 As reported earlier the Committee submitted a written response to the Scottish Parliament's Education Children and Young People Committee in relation to the Impact of Covid on Children and Young People with Additional Support Needs and who are in care, with the Convener of the ASN Network also providing oral evidence at the parliamentary session.
- 3.34 The Committee submitted a detailed response to Scottish Government consultation papers on the GIRFEC Refresh Practice Guidance and on the Assessment of Wellbeing Draft Statutory Guidance. The responses highlighted the lack of clarity and overly-legalistic content of both sets of guidance, particularly in relation to key information sharing provisions. They also reiterated existing EIS policy in relation to the urgent need for the Scottish Government to commit to the allocation of sufficient staffing, time, and resources to allow agencies to work together effectively in line with GIRFEC principles and to support the wellbeing needs of children and young people, which cannot be met by the school alone.

Education Scotland

- 3.35 A meeting with Education Scotland covered a range of topics, including the Muir review and resumption of scrutiny activity. Other topics included UNCRC adoption and mutual concerns in relation to the governance and remit of the Music for Scotland Steering Group.
- 3.36 The EIS continued to be represented on the Learning Together National Network. The group continued to focus on parental engagement during the pandemic and shared examples of good practice. The EIS provided input to the refresh of the Parental Engagement Action Plan, emphasising the importance of building on the work previously undertaken through the Empowerment agenda;

of investment to support effective parental engagement, both in terms of time and resources; and of promoting engagement through inclusive practice, underpinned by principles of equity and equality. Specific reference was made to the barriers to parental engagement highlighted in the EIS Briefing on Digital Poverty and of the importance of setting the new engagement plan in the context of Recovery.

- 3.37 The Scottish Learning Festival 2021 was held virtually with a theme of Refresh, Renew and Reimagine. EIS sponsorship of the event included a virtual stall; a sponsored conference Seminar "Teacher Wellbeing Matters", and Fringe session showcasing 2020-21 Action Research Grants recipient's work, delivered by the Assistant Secretary and PL Co-ordinators.
- 3.38 The Committee continues to be represented by the Assistant Secretary on the SLF Management Board. Preparations are underway for a digital Learning Festival for 2022.
- 3.39 In response to Education Scotland's announcement the Department prepared advice on the resumption of Education Scotland Scrutiny Activity in September 2021. Following EIS lobbying, updated plans confirmed that HM Inspectors would focus on 'recovery' visits as a means of supporting schools as they concentrated on education recovery for young people and that the 'scrutiny' inspection of schools would not resume. The Department produced a further set of advice for members covering Recovery visits.

SQA

NQ22 Steering Group and Working Group

- 3.40 The EIS has engaged with the SQA through the NQ Working Group and Steering Groups, being represented on the NQ22 Working and Steering Groups by the General Secretary and the Assistant Secretary, as a continuation of considerations around contingency measures to take account of Covid disruption for those undertaking SQA exams.
- 3.41 Over the course of this year, there have been many meetings, particularly of the Working Group, and into which there has been detailed input into discussions relating to contingency options in the event that an exam diet could not go ahead.
- 3.42 In the early part of the session, following the Scottish Government decision to proceed with an exam diet, the EIS pushed hard against attempts by the SQA to build a replica of the previous year's alternative certification model as quality assurance of teacher

judgement in the event that this was required. The EIS was clear that this, given the huge workload demands, was a red line for the EIS and if pushed, would look to ballot members on the issue.

- 3.43 Other main items of discussion have been the package of support for learners compiled by the SQA and upon which the EIS has provided detailed feedback- almost all negative; Exceptional Circumstances arrangements; and Appeals, around which the EIS has been advocating strongly for additional inset time in anticipation of increased numbers of appeals this session.

GTCS

- 3.44 The Committee continues to play a part in briefing EIS-supported GTCS Council members ahead of Council meetings to ensure that the EIS view in relation to all matters is articulated strongly at GTCS Council and within its committees.
- 3.45 The Committee was successful in recruiting members to stand in the 2022 GTCS elections. Challenges had been faced arising from a discrepancy in GTCS communications resulting in a reduced complement of 7, rather than 8, EIS members being successful in the election to GTCS Council, with a further EIS member later being successfully co-opted to a Headteacher vacancy.
- 3.46 EIS representation is provided at various GTCS meetings, giving consideration to matters around the Registration categories and employment of Headteachers; Consultation on COPAC; GTCS Council elections; Fitness to teach; College Lecturer Professionalism and Registration; and the registration of Instrumental Music Teachers ('IMTs'). The Committee has also continued to make representations to the Scottish Government about the importance of early implementation of its manifesto commitment to GTCS registration for IMTs and is working with relevant stakeholders, such as, GTCS, HITS and MEPG, to advance this policy objective.
- 3.47 The Education Committee submitted a detailed response to the GTCS Consultation on Registration Rules. Following publication of the consultation responses, the GTCS has indicated that further consultation will follow. The EIS is continuing to engage in this process and will continue to reiterate the EIS position, emphasising the importance of current registration rules.
- 3.48 Representation continues to be provided by Sonia Kordiak on the GTCS panel to consider applications in relation to the SCEL Legacy Bursary Fund.
- 3.49 The Committee has continued to engage with GTCS around the review of the Code of Professionalism and Conduct, with attendance at the GTCS Annual Lecture 2022 which focused on the role of ethics in the teaching profession and in subsequent roundtable provocations considering the link between ethics and professional codes. The EIS

continues to emphasise the distinction between Professional Standards and the Code, particularly in the context of regulation.

- 3.50 An application was submitted for GTCS Professional Learning Awards for Organisations, a non-competitive award that can be obtained by any organisation which can demonstrate its PL programme meets the criteria. Following a surprisingly and disappointingly unsuccessful application given the feedback that EIS had received from GTCS in preparing the application, the Committee decided to explore opportunities to incorporate explicit consideration of the Standards and National Model of Professional Learning into development and delivery of research-based EIS PL programmes, to support a future application. Adaptations have been made to the application criteria and delivery model for the 2022-23 EIS Action Research Grants scheme to reflect this.

Professional Learning

- 3.51 Professional learning continues to be a significant area of work for the Committee. Learning Representatives have continued to play a key role in supporting Professional Learning for members, including provision of guidance and information for members, and facilitating events supported by the Education Department which have attracted member participation. National events held during the session have included Resources and Practice for Anti-Racist Education in collaboration with WOSDEC, and an EIS Wellbeing PL Seminar at the Scottish Learning Festival. Learning Reps have continued to offer local professional learning opportunities across topics including coaching and mentoring, learning for sustainability and professional identity for NQTs. Learning Reps and the Education Department have further supported the delivery of PACT professional learning through the creation and rollout of the Train the Trainer and 3-module Online PACT PL Course this session.
- 3.52 The Learning Reps Network continues to meet 3 times a year to consider matters related to the learning agenda. Focus topics this year have included the role of Learning Reps in supporting Education Recovery, and professional learning issues in the context of GTCS registration for FE lecturers.
- 3.53 An e-bulletin dedicated to professional learning continues to be issued regularly to Learning Reps and Local Association Secretaries.
- 3.54 The EIS has been successful over recent years in securing funding from Scottish Union Learning (SUL) to offer professional learning across Scotland, and secure a SUL Project Worker post. Further bids for funding for 2021-23 were submitted to the Lowlands Development and Learning Fund, and Highlands and Islands Learning Fund, aimed

at building on the successes of previous SUL funding. Confirmation of funding was received in April 2021. The project, supported by the SUL Project Worker, now a permanent member of EIS staff, will take a three-strand approach: targeted and relevant professional learning, embedding learning into professional practice for the whole school community, and building collective learning through professional networks and shaping teacher identity.

- 3.55 The SUL funded project has successfully delivered over 60 courses online from April 21 - March 22, in topics such as: Teacher Health and Wellbeing; Leadership and Professional Identity, ASN Provision, Whole School Approaches; Leadership Toward Management for Under-represented Groups; and Young People's Mental Health Needs.
- 3.56 The Education Committee and CPD Sub-Committee continue to consider professional learning opportunities for members. Partnerships with external organisations have allowed access for EIS members to both accredited and non-accredited learning.
- 3.57 The EIS Action Research Grants initiative continues with the next tranche of applications being sought by the extended closing date of 31 May 2021. The 2022-23 edition of this scheme will include additional content to enhance members' research-based learning through engagement with the Professional Standards for Teachers.
- 3.58 Following the Committee's exploration of collaborative research PL, a pilot programme of related professional learning was launched this session in collaboration with the Robert Owen Centre (University of Glasgow). This ongoing pilot commenced with the training of members as research facilitators, and will continue into the next session.
- 3.59 This session has seen progression of the Our Wellbeing Matters programme, with workshops, resources and webinars focussing on the health and wellbeing of teachers, including input from members.
- 3.60 Partnership with Policy Hub Scotland, a training provider across the public, private and third sector, supported 50 members in accessing an online self-study course on Mental Health in Schools.

Sponsorship of the Arts

- 3.61 The Committee supported a large number of Arts projects which involve schools and young people, and which covered a wide range of art forms and geographical areas across Scotland.

Headteachers' and Depute Headteachers' Network

- 3.62 The work of the Network is supported by the Education and Equality Department and reports to the Executive Committee. Regular meetings continue in line with the Constitution.
- 3.63 The Network has had some success this session in highlighting the challenges facing schools and school leaders with regards to Education Scotland and the resumption of scrutiny activity. The Network also provided support on AGM resolutions as appropriate.

IMT Network

- 3.64 The work of the Network is supported by the Education and Equality Department and reports to the Executive Committee. Regular meetings continue in line with the Constitution.
- 3.65 The Institute on behalf of the Network continues to campaign for free Instrumental Music Services and the retention of instrumental teachers. Following the SNP manifesto commitment to abolish fees for instrumental music tuition in schools and to mainstream music as a core element of the curriculum, the Institute has provided detailed input into the Scottish Government Future of Instrumental Music Group. This group is considering how these policy commitments will be implemented in practice. The Institute also contributed to the Music for Scotland Steering Group, prior to its dissolution and continues to be represented on MEPG Working Groups considering professional learning for IMTs and the We Make Music Programme.
- 3.66 As highlighted above, the Network continues its work to advance the professional registration of IMTs with the GTCS.

Vote of Thanks

- 3.67 It has been another busy year for those involved with the work of the Committee in continuing challenging circumstances. Thanks are due to the members of the Education Committee, particularly those who have volunteered to represent the EIS on working groups and in consultations. Thanks also go to Nicola Dasgupta for her support as Committee Vice-convener.
- 3.68 Thanks are also due to the Servicing Official-Assistant Secretary Bradley, to National Officer Anne Keenan, to the Professional Learning Co-ordinators, Rob Henthorn and Pauline McColgan, and to the administrative staff of the Education Department, for all of their support and hard work throughout the year.
- 3.69 Thanks to those Education Committee members who are standing down after the AGM.

**AGM 2021 Resolutions
Summary of Action Taken/Outcomes**

EDUCATION COMMITTEE

<u>Title of Resolution</u>	<u>Action Taken/Outcomes</u>
<p>1. <u>Direction of Education Recovery</u></p> <p>“That this AGM instruct Council to seek to influence the direction of Education Recovery in the interests of equity and sound learning, and of the health and wellbeing of pupils and staff, by lobbying for sustainable investment in quality education for equity and appropriate prioritisation of resources to enable:</p> <ul style="list-style-type: none"> a) minimum guaranteed access to a teacher for all 3-5 year olds; b) support for the further development of play-based approaches in early Primary; c) sufficient and transparent funding of Additional Support Needs provision to include increased specialist support in relation to such areas as speech and language therapy, mental health, EAL and home-school links; d) full utilisation of supply teachers in contributing to the Recovery effort; e) resourcing of a national mentorship programme for young people who have been disproportionately disadvantaged by Covid disruption; f) re-design of the Senior Phase such that 2-year 	<p>Recommendation: Education (Lead)/Salaries</p> <ul style="list-style-type: none"> • Continued lobbying through the undernoted groups, to keep Education Recovery to the forefront of policy development and resource allocation: <ul style="list-style-type: none"> ➢ COVID Education Recovery Group ('CERG') and associated Working Groups ➢ COVID Reference Group (Early Years) ➢ Curriculum and Assessment Board ➢ Additional Support for Learning Implementation Group ('ASLIG') ➢ Co-ordinated Support Plan Short-Life Working Group ➢ Engagement with SQA and Education Scotland ➢ National Qualification Groups • Raised in meetings with the Cabinet Secretary and political parties. • Used opportunities to contribute to the outcomes of the OECD Review and to the Muir Review. • Gave written and oral evidence to the Education, Children and Young People Committee on the impact of Covid on young people with additional support needs, including those who are care experienced. • Gave written feedback to the Education, Children and Young People Committee report on the impact of Covid on young people. • Continued to comment within consultations and press/media

<p>qualifications become the norm; and</p> <p>g) thorough exploration of the wellbeing needs of teachers and appropriate response to these.</p>	<p>responses, to advance these policy initiatives and influence the direction of Education Recovery.</p> <ul style="list-style-type: none"> • Included key elements in the local government elections manifesto.
<p>2. <u>Increase in the Number of Permanently Employed Teachers</u></p> <p>“That this AGM believes that the number of permanently employed teachers must increase across Scotland to reduce excessive workload, to address pupils needs particularly in relation to ASN, to facilitate education recovery and to achieve a sustainable workforce. AGM calls for:</p> <ul style="list-style-type: none"> • legislation to immediately move to cut class sizes in P1-3 to a maximum of 20 to support pupil health, well-being and recovery. • a national minimum staffing standard – with ringfenced funding to local authorities - to be developed and adopted to ensure sustainable, fair and consistent teacher staffing levels throughout the country, capable of addressing issues of deprivation, additional support needs, EAL, rurality, and guaranteed time for promoted members of staff. • probationer placements to be centrally funded by the Scottish Government and to be 	<p>Recommendation: Salaries (Lead)/Education</p> <ul style="list-style-type: none"> • Continuing to pursue the relevant elements of this resolution through representations at the Strategic Board for Teacher Education • Reflected policy aims within contributions to relevant discussions within CERG and associated Working Groups and ASLIG • Reflected policy aims in all relevant consultation and press/media responses, including the local government elections manifesto.

<p>super numerary in terms of school staffing.</p> <ul style="list-style-type: none"> • A campaign for the Induction Year Placements to be funded by Scottish Government to allow them to sit beyond the core staffing of the school 	
<p>3. <u>Practitioners' Experiences of Remote Learning</u></p> <p>"That this AGM resolves to instruct Council to:</p> <ul style="list-style-type: none"> a) investigate and report on practitioners' experiences of remote learning across the Early Years, Primary, Secondary and ASN sectors, to include focus on digital access, workload, health and wellbeing, training in the use of digital devices and platforms, and professional learning in remote learning pedagogies; and b) to use the findings to lobby the Scottish Government, Education Scotland and Local Authorities with the aim of improving support for practitioners in the delivery of future remote learning provision. c) to investigate the provision of ICT for teachers and lecturers working from home and share findings with Council to inform subsequent campaigns." 	<p>Recommendation: Education</p> <ul style="list-style-type: none"> • Explored the possibility of including questions relating to this resolution in the broader member survey. Concluded that it would be best dealt with through a standalone sample survey. • Created survey and distributed to 7000 members, evenly split across Primary and Secondary, and among all 32 Local Associations, receiving 648 responses. • Evaluated the findings of the research to inform any further correspondence to the Scottish Government, Education Scotland and Local Authorities • Shared outcomes of all research with Council. <p>A summary report is included in the AGM 2022 Policy Papers Booklet.</p>

<p>4. <u>High Quality Early Years Provision</u></p> <p>“That this AGM instructs Council to reinvigorate its campaign in defence of high quality early years provision, and the particular role and value of GTCS-registered teachers. This campaign to include, but not limited to:</p> <ul style="list-style-type: none"> a) working with parent groups and others to make the case for an early years workforce which is fit for purpose in terms of size and quality across all providers; b) monitoring the implementation of the 1140 hours provision, and mapping emerging issues across local authorities; (Check impact on class sizes in Primary) c) mapping the different models of provision within local authorities as regards “providing access to a nursery teacher” and sharing findings; d) supporting local associations in developing local campaigns where provision is seen to be falling short of best practice.” 	<p>Recommendation: Education</p> <ul style="list-style-type: none"> • To inform the direction of a future campaign, compiled data from engagement with Local Association Secretaries and information published by the Scottish Government to assess the current numbers of teachers in Early Years and what ‘access’ children have to them. • Compiled a report for the Education Committee, reporting on the outcome of the mapping process and the extent to which meaningful access to a nursery teacher is being delivered across local authorities. • Liaised with Local Associations involved in local campaigning. • Outlined potential strategies to reinvigorate local and national campaigning in defence of high quality Early Years provision involving parents’ groups, STUC where appropriate and others. • Established the EY Informal Network, with the first meeting having taken place on 22 February. • Held an Early Years Network Development Workshop on 31st March to build cohesion and support the group in working collaboratively and in representing their individual views and those of colleagues. • Held three Professional Learning webinars to allow Early Years practitioners to share practice on professional noticing, reflexive practice and outdoor learning.

	<ul style="list-style-type: none"> • Developed an Early Years Publication, 'Playing for a Brighter Future', with the launch of the publication in advance of the local elections in May, building on the EIS Manifesto. • BA Early Childhood Practice members – included in PL events and to be included in EY Network in future. • Continued to lobby through national ELC groups. • Reflected policy aims in all relevant consultation and press/media responses, including the local government elections manifesto.
<p>5. <u>Alternatives to Current Model of School Inspections</u></p> <p>“That this AGM instruct Council to investigate and report on alternatives to the current model of school inspections, as undertaken by Education Scotland.</p>	<p>Recommendation: Education</p> <ul style="list-style-type: none"> • Articulated views on current inspection regime within the Muir Review consultation. • Initial planning of the research approach is complete. • Report to follow.
<p>6. <u>Flexible Route Probationers</u></p> <p>“That this AGM calls on Council to investigate and report on the proportion of Flexible Route probationers (across all sectors) who successfully complete probation using this route. Use this to:</p> <p>a) identify issues and potential barriers affecting members choosing the flexible route option, and</p>	<p>Recommendation: Education</p> <ul style="list-style-type: none"> • Contacted GTCS to obtain information about the numbers of probationers completing probation through the flexible route. Gathered data in relation to the numbers who fail to complete probation through this route and the reasons recorded for this. Also gathered information on the duration of probationer periods. • Gathered information on equality and diversity and analysed this for the purposes of the report.

<p>b) inform guidance to members and local associations.”</p>	<ul style="list-style-type: none"> • Gathered information from the EIS database and mapped numbers of FR Probationers in each LA. • Held a focus group on 16 March with flexible route probationers to gain insight into the challenges, barriers and opportunities arising from the flexible route approach variability across LAs. • Used the information gathered to report on and inform guidance on this issue. <p>A summary report is included in the AGM 2022 Policy Papers Booklet.</p>
<p>7. <u>Children and Adolescent Mental Health Services (CAMHS)</u></p> <p>“That this AGM instruct Council to lobby the Scottish Government to take action to reduce waiting times to Children and Adolescent Mental Health Services (CAMHS).</p> <p>Furthermore, that this AGM instructs council to investigate and report on the provision and access to children’s services e.g. CAMHS, Speech & Language therapy across all local authorities.”</p>	<p>Recommendation: Education</p> <ul style="list-style-type: none"> • Agreed to identify an appropriate hook upon which to raise this issue in a relevant context with the Scottish Government and link this with work around Recovery and trauma informed practice to highlight the importance of responding to rising need in children and young people’s mental health. • Gathered information from members of the HT & DHT Network. • Information gathered from members of the ASN Network and discussed at the meeting on 23 February. • Wrote to Local Authorities about the range of support services they provide and the waiting times for these support services. (Awaiting responses and will move to FoI if no responses are forthcoming) <p>Draft report will be for consideration at a future meeting of the Education</p>

	Committee thereafter submitted for approval by Council.
<p>8. <u>ASN Pupils Within the Mainstream Setting</u></p> <p>“That this AGM agrees to campaign for:</p> <ul style="list-style-type: none"> i. Training for all mainstream teachers to meet needs of pupils with ASNs within the mainstream setting; ii. Additional funding to provide more trained staff to support pupils with specific needs including SFL/ASN teachers and assistants. 	<p>Recommendation: Education</p> <ul style="list-style-type: none"> • Delivered PL for mainstream teachers on ASN – ‘Implementing Trauma Informed Practice in the Classroom’ (before the October break) and ‘Trauma Informed Practice – measuring impacts’ (after the October break). • Publicised through social media and press/media comments that the EIS is providing this such training to address significant member need. • Continued lobbying for additional funding through liaison with the Scottish Government; engagement with the Children and Young People Committee of the Scottish Parliament- both written and oral evidence; engagement with other stakeholders in Recovery related work; inclusion within the local government elections manifesto; and representation at groups such as the Additional Support for Learning Implementation Group (‘ASLIG’), the Co-ordinated Support Plan Short-Life Working Group and the Strategic Board for Teacher Education.
<p>9. <u>The Use/Impact of Mobile Devices</u></p> <p>“That this AGM instructs Council to investigate and report on:</p> <ul style="list-style-type: none"> a) Use of mobile devices to support learning, teaching and attainment. 	<p>Recommendation: Education</p> <ul style="list-style-type: none"> • Explored the possibility of including questions relating to this resolution in the broader member survey or a bespoke questionnaire; and then, draft questions as appropriate. <p>Concluded that it would be best dealt with through a standalone sample survey.</p>

<p>b) The impact of mobile phones on low level disruption to the learning environment.</p>	<ul style="list-style-type: none"> • Created survey and distributed to 7000 members, evenly split across Primary and Secondary, and among all 32 Local Associations receiving 974 responses. • Analysed and wrote a report based on, member responses. • The Campaigns, Policy and Research Officer conducted an associated literature review of research in this area to inform the drafting of a report. <p>Summary reports are included in the AGM 2022 Policy Papers Booklet.</p>
<p>10. <u>Physical Education Physical Activity Sport (PEPAS)</u></p> <p>“That this AGM campaign to persuade all Councils to adopt the Physical Education Physical Activity Sport (PEPAS) model to ensure the provision and maintenance of quality physical education in every school.”</p>	<p>Recommendation: Education</p> <ul style="list-style-type: none"> • Conducted initial desk-based research about the PEPAS model and the qualitative findings in relation to its implementation. • Met with Dominic Tollan (Renfrewshire), who proposed the motion, to discuss the issues around implementation of the model. • Reviewed the findings and proposed focus groups to consider a draft programme of professional learning about PEPAS for P.E. specialists and a separate programme for Primary teachers, to support and promote the provision and maintenance of quality P.E.
<p>11. <u>SQA Updates Relating to National Qualifications</u></p>	<p>Recommendation: Education</p> <ul style="list-style-type: none"> • Continued lobbying through engagement with NQ Working

<p>“That this AGM instructs Council to campaign for the issuance by the SQA of updates contemporaneous with Scottish Government announcements relating to national qualifications.”</p>	<p>and Steering 20/21 Groups and liaison with SQA.</p>
<p>12. <u>The Role of Trade Unions in Society</u></p> <p>“That this AGM resolves that education on "the role of trade unions in society" should be a compulsory element in social education in secondary schools and should feature in all FE vocational courses. The EIS should campaign both through STUC and directly through the Scottish government to bring this about.”</p>	<p>Recommendation: Education (Lead)/Executive</p> <ul style="list-style-type: none"> • Consulted representatives on STUC General Council to explore the possibility of raising this matter directly with the STUC. • For FE – liaised with colleagues and the National Officer (FE) to ascertain progress made in relation to a similar motion previously passed at the FELA Annual Conference. • Wrote to the STUC General secretary on the matter. • Lobby/Raise these issues through the Social Education Working Group.
<p>13. <u>Trauma Informed Practice in Schools</u></p> <p>“That this AGM instructs Council to campaign for all Local Authorities to adopt the principles of Trauma Informed Practice in schools, offer training for school staff, increase staffing to aid implementation and request that Trauma informed principles are embedded in local authority policy and procedure.”</p>	<p>Recommendation: Education (Lead)/Employment Relations</p> <ul style="list-style-type: none"> • Gathered information from members of the ASN Network and discussed at the ASN network on 23 February 2022. • Continued to lobby through engagement in the undernoted groups, to promote Trauma Informed Practice as an integral aspect of Recovery policy, planning and resource allocation: <ul style="list-style-type: none"> ➢ COVID Education Recovery Group (‘CERG’) ➢ COVID Reference Group (Early Years) ➢ Curriculum and Assessment Board ➢ Additional Support for Learning Implementation Group (‘ASLIG’) ➢ Co-ordinated Support Plan Short-Life Working Group

	<ul style="list-style-type: none"> ➤ Engagement with Education Scotland • Continuing to raise directly with local authorities through liaison with COSLA and ADES.
<p>14. <u>Disabled Teachers in Initial Teacher Education</u></p> <p>“That this AGM instruct Council to support disabled teachers in initial teacher education and the following probation period by asking EIS to:</p> <ol style="list-style-type: none"> a) work with ITE providers to be more accessible for disabled students and provide better reasonable adjustments; b) work with local authorities to improve awareness of the difficulties of disabled student teachers and provision of reasonable adjustments; c) campaign for a greater uptake of EIS union membership by disabled student teachers; and d) advise and back-up disabled teachers in ITE and probationary periods. 	<p>Recommendation: Equality (Lead)/Education</p> <ul style="list-style-type: none"> • Ongoing liaison with Equality Committee to advance any education related elements arising from this resolution.
<p>15. <u>Impact of ‘Tech Poverty’ on Education & Attainment</u></p> <p>“That this AGM instruct Council to embark on a campaign to highlight the causes and features of “tech poverty”, the impact of the lack of connectivity and lack of access to ICT devices on many young people.</p> <p>This Campaign should also highlight the impact of “tech poverty” on the educational</p>	<p>Recommendation: Equality (Lead)/Education</p> <ul style="list-style-type: none"> • Included relevant questions in the sample surveys of members on remote learning and use of digital/mobile devices. • Continued to raise with Scottish Government through CERG and associated Working Groups.

<p>experience and attainment of learners in schools, colleges and universities.</p> <p>AGM calls on the Scottish Government then to ensure that all young people, irrespective of socioeconomic background have access, as a human right, to the connectivity and the relevant ICT devices for free.</p> <p>AGM instructs Council to ensure that “tech poverty” is embedded into the “Poverty on Education” campaign.”</p>	<ul style="list-style-type: none">• Wrote and launched a new briefing for EIS members on Digital Poverty- the first in a series that will culminate in the publication later this year, of refreshed advice on how EIS members might seek to mitigate the impact of poverty in the classroom and the wider school.
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4. Employment Relations Committee

Introduction

- 4.1 The Employment Relations Committee met on 6 occasions over the course of the year.

The Committee has responsibility for the administration of the Benevolent Fund, legal affairs and for health and safety matters.

Benevolence

- 4.2 On 26 August 2020, the EIS Benevolent Funds adopted a new set of Rules, drafted to enhance compliance with Scottish Charity Law and Regulations and, in particular, to document the independence of the Benevolent Funds, as a standalone charitable entity, from the Institute.
- 4.3 The Committee, acting in the capacity of Board of Trustees of the Benevolent Fund, receives requests for benevolent support from individual members through local correspondents. The administration of the Fund is undertaken on a day-to-day basis by Clare Clark, Admin. Assistant Grade A in the Employment Relations Department. Cases are then considered against a set of criteria on eligibility for benevolent support. The contribution of benevolent correspondents is vital in ensuring the successful operation of benevolent support and, in many cases, for supporting members who face the most difficult circumstances.
- 4.4 The Benevolent Fund Accounts for the year to 31 August 2021 show that the overall value of the Fund stands at £4,453,487. The Committee met on 7 occasions via Webex and awarded 80 grants totalling £224,900. The Committee decided to increase the maximum grant from £2,500 to £3,000 at the meeting held in June 2021. The Fund's income in the year to 31 August 2021 arose from four main sources - investment income, a donation from the EIS General Fund based on 1.5% of subscription income, donations from EIS Financial Services and donations from local associations. The 2021 Benevolent Fund Accounts will be circulated, for information only, to delegates attending the 2022 Institute AGM.
- 4.5 The Trustees will often recommend that beneficiaries accept a referral to Payplan for a review of their outstanding debt as part of the Fund's overall package of support.

Legal Affairs

- 4.6 Throughout the year the Committee considered 108 cases and secured £132,585 for 14 members.
- 4.7 Legal representation is provided to members in a number of circumstances relating to their employment. Members who are subject to police investigation and reports to the Procurators Fiscal arising from workplace incidents are also provided with legal representation. The Case Handling

Protocol was updated by the Committee and provides the foundation upon which cases are managed. It sets out both rights and responsibilities of representatives and members and makes clear the role of the Employment Relations Committee in decisions on legal advice and representation.

- 4.8 Legal representation may also be provided to members on employment matters including unfair dismissal and discrimination cases. Members are also be supported following workplace accidents which cover both physical injuries and psychiatric injuries. Such claims are normally pursued through the civil courts.
- 4.9 While, to date, there have been no successful stress cases in Scotland, the Committee secured some settlements for members during this year. It is important to note that the test to produce a claim is to demonstrate a psychiatric injury.
- 4.10 Members who appear before the Fitness to Teach Panel of GTCS are normally provided with legal support. Such members who face being struck off the GTCS Register are supported by our Legal Officers and receive external legal representation at GTCS hearings.

Health and Safety at Work

- 4.11 The Committee considers health and safety issues relating to stress, violence, workplace conditions, environmental hazards and accidents in the workplace. The Committee maintains an overview of any proposed legislative changes. The Committee, through the Convener and the servicing Officials, co-ordinates the response of the EIS to changes to Health and Safety Regulations and ACoPs (Approved Codes of Practice) through the STUC and the TUC.
- 4.12 The Health and Safety Executive (HSE) aims to have three Keeping in Touch (KIT) days each year (one per term) with the teaching trade unions in Great Britain. The purpose is to establish a forum for discussing H&S-related issues in the schools' sector with the teaching TUs. During the past year the following issues have been discussed and raised with HSE by the EIS:
- Mental Health in the Workplace
 - Mental Health First Aid
 - The management of asbestos in educational establishments including asbestos management visits to schools in Scotland
 - The management of COVID in educational establishments including COVID inspections and visits to schools in Scotland
 - The adoption of the HSE Management Standards approach to tackle work-related stress
 - Managing the risks associated with violence and aggression in schools
 - The control of transport risks in and around schools
 - Maximum temperature in schools
 - COVID-19
- 4.13 The COVID-19 crisis generated a significant number of health and safety enquiries from members seeking advice, support and information. EIS Officials have been involved in the work of the COSLA Workforce Issues Advisory Group (WIG). This group involves COSLA officials, HR advisers and the SNCT and SJC trade unions. The purpose of this group is to discuss and

agree appropriate and consistent approaches across Councils on workforce issues arising as a consequence of the spread of coronavirus COVID-19. EIS Officials have also worked with COSLA, Health Protection Scotland, Public Health Scotland and Scottish Government to improve guidance on physical distancing, improved ventilation, CO2 monitors and personal protective equipment (PPE) in education and childcare settings.

- 4.14 Since the last AGM, the Scottish Government has issued non-statutory guidance on COVID-19. The aim of the guidance is to reduce the risks from COVID-19 in schools and early learning centres. This non-statutory guidance was developed following revisions to Scotland's Strategic Framework which was also published by the Scottish Government. In response to the ever-changing nature of the guidance and advice, Officials have provided update guidance and checklists for Local Association Secretaries, establishment EIS representatives and EIS members.
- 4.15 A major change to the guidance was introduced in February 2022. This guidance was influenced by the Advisory Sub-group on Education and Children's Issues ('the sub-group') as well as senior clinicians have provided advice on these changes based upon the latest clinical and public health assessment of the situation. This revised guidance reflected the view of the Advisory Sub-group that mitigations in schools should be retained for no longer than is necessary and that there should be a presumption against placing a greater restriction on children and young people than on the rest of society as the vaccination programme progresses. The EIS disputed that position since schools and their populations are entirely different from the rest of society. Given the current risks, the EIS argued that there should continue to have greater mitigations than the rest of society. In response to this guidance and the publication of further revised guidance by the Scottish Government to be implemented during the week commencing 18 April 2022, the EIS published and distributed updated advice on safety in schools for EIS Representatives and EIS members in March 2022.
- 4.16 EIS representatives and members were asked to note this revised school guidance does not absolve employers of their responsibilities, duties and legal obligations with regard to health and safety, public health and their responsibilities under:
- the Health and Safety at Work etc Act 1974
 - the Workplace (Health, Safety and Welfare) Regulations 1992 (as amended)
 - the Personal Protective Equipment at Work Regulations 1992
 - the requirements to undertake risk assessment under the Management of Health and Safety at Work Regulations 1999
 - the Equality Act 2010.

Personal Injury Claims

- 4.17 Claims from EIS members with a potential value above £100,000 continue to be litigated in the Court of Session. However, most EIS personal injury claims are likely to have a value below £100,000 and will be pursued either in the All Scotland Personal Injury Court (ASPIC) or in the local sheriff court. There is no automatic right to instruct Counsel in sheriff courts. It will now

be for the sheriff to decide whether it was appropriate for Counsel to be employed in the case and, accordingly, for any fees to be recoverable.

- 4.18 The Committee sought advice from our advising solicitors and agreed that all future personal injuries cases with a value of up to £100,000 should normally be litigated through the new All-Scotland Personal Injury Court in Edinburgh. The Committee continues to monitor the use of Counsel in personal injuries cases with a value of less than £100,000, as the courts will decide whether or not to authorise Counsel's fees. To date, this has not proved to be an issue of concern for the EIS or its members.
- 4.19 Court Rules introduced in 2017 provide a mechanism by which a pursuer (the injured person) can put forward a formal offer in settlement of a personal injury claim. The Rules will apply in the Court of Session and the ASPIC. Under the new Rules, a defender (the employer or insurance company) who delays unnecessarily in accepting a pursuer's offer, or who fails to accept an offer to settle at a sum no greater than what is ultimately awarded, incurs a financial penalty over and above the normal consequence of continued liability for expenses. These new rules have speeded up settlements for EIS members and have avoided unnecessary evidential hearings in the Courts.

AGM 2021 Resolutions

Summary of Action Taken/Outcomes

Employment Relations Committee

RESOLUTION	ACTION
<p>1. Levels of Stress and Mental Health</p> <p><i>"This AGM instructs Council to investigate and report on levels of stress and mental health concerns amongst members and the level of support being accessed."</i></p> <p>Action: Employment Relations (Lead)/Executive</p>	<p>The Committee decided to seek assistance from Lesley Warren (Campaigns, Policy and Research Co-ordinator) with regard to this resolution. In addition, the EIS requested specific information from councils under the Freedom of Information (Scotland) Act 2002. The information requested has been slow to arrive with many councils not providing the information requested within the specified time periods. This is despite additional requests for information being made. In addition, some councils have not even contacted the EIS with a "late notification" advice. As a result of these unacceptable delays, work in this area will have to continue into the next committee cycle with the possible assistance of the Scottish Information Commissioner.</p>
<p>2. Trauma Informed Practice in Schools</p> <p><i>"This AGM instructs Council to campaign for all Local Authorities to adopt the principles of Trauma Informed Practice in schools, offer training for school staff, increase staffing to aid implementation and request that Trauma informed principles are embedded in local authority policy and procedure."</i></p> <p>Action: Education (lead) / Employment Relations Committee</p>	<p>The Committee <u>noted</u> the terms of the resolution and would provide support to the Education Committee, when requested.</p>

AGM Report 2022

Equality Committee

5. Equality Committee

Introduction

- 5.1 The Equality Committee is responsible for the development of the Equality policies of the EIS and the promotion of these policies in educational establishments in Scotland. The Committee is also responsible for the formulation of EIS responses to Equality initiatives from a wide range of stakeholders including national and local government, third sector organisations, and educational bodies. Further, the Committee oversees and supports the development of the Equality Representatives' Network and oversees EIS participation in a series of STUC Equality Conferences throughout the year.
- 5.2 The Committee is advised and assisted by two sub-committees and two working groups. These are the Anti-Racist Sub Committee, the LGBT Sub Committee, the Gender Issues Working Group and the Poverty Campaign Working Group. These sub-committees and groups are intended to meet regularly throughout the year, with the exception of the Poverty Campaign Working Group, as this serves as a 'virtual working group' with email communications between meetings, as needed.
- 5.3 There have been five meetings of the Equality Committee since the 2021 AGM. In addition to the work outlined above, normally the processing of AGM resolutions is a large part of the work of the Committee alongside responding to the many developments that arise in the course of the year.

Cross-cutting Issues

- 5.4 In June 2021, the Equality Department held its annual AGM Fringe Meeting entitled 'Equality Matters in Recovery'. Speakers included: Emma Ritch, Executive Director of Engender; Neil Cowan, Poverty Alliance Policy and Campaigns Manager; Jordan Daly, Director of Time for Inclusive Education; Heather Fiskin, Interim Director/Head of Policy and Research Team at Inclusion Scotland and Dilraj Watson, CEO of Amina Muslim Women's Resource Centre.
- 5.5 At its first meeting of the new cycle, the Committee approved the Department's draft EIS Equality Strategy and Activities Calendar for session 2021/2022, noting the extensive workload taken on by the Department and extending its thanks and appreciation to staff members for their continued and invaluable contribution to this work.
- 5.6 The Committee launched the EIS's expansive Equality Related Learning Programme for 2021-22, which intends to increase the confidence of EIS

members in relation to equality matters, equipping them with practical tools to push forward on equality in their workplaces. All information relating to this programme was made available on the main EIS website. The EIS secured funding through Scottish Union Learning to deliver an Equality in Focus series as part of this learning programme, with topics including: Understanding and addressing racial trauma at work; Mobilising for anti-racism at work; Understanding the dynamics of gender at work; Furthering disability equality in the workplace; Autism appropriate workplaces; Challenging anti-Muslim prejudice; and two sessions on using intersectionality as a lens in advancing workplace equality. The workshops were practically focused and included a creative performance by poets with lived experience of the subject matters, and guest speakers specialising in these areas. The sessions were facilitated by expert trainers Ellie Muniandy and Leo Hamilton from Tripod training.

- 5.7 Ongoing work continued to encourage, support and mobilise members of the EIS BAME, Disabled and LGBT Networks - and other members holding those protected characteristics. An informational flyer was developed promoting opportunities available in terms of becoming active in the union, and presentations were delivered to Network meetings on submitting motions for local debate, the nomination and election process to Council, and what happens at AGM, in an effort to make this information more accessible to underrepresented groups. The newly established Disabled and BAME Member Networks also received tailored workshops from EIS Legal Officer Sonia Kerr on their workplace rights and the EIS case handling protocol.
- 5.8 To mark the 175th Anniversary of the EIS, with equality at our core, the Department has begun work on the production of a series of short films commemorating key equality dates that are scheduled throughout the year, including Mental Health Awareness Week, Refugee Week in which the journey of the EIS Welcome Pack will be depicted, Equal Pay Day, Black History Month, Child Poverty Week, and Disability History Month, in order to spotlight the EIS's equality legacy and to inspire future activism. The films are being developed in collaboration with filmmaker Brian Sweeney, and the EIS Organisation Department. The EIS previously worked with Sweeney on the powerful International Women's Day film 2021, which illustrated the findings from our One Thousand Women's Voices survey project by giving insight into the daily lives of 7 EIS women members during the pandemic. The series of films to be developed for the Anniversary will include animated elements, and can be used for training, recruitment, promotion and awareness raising, well beyond the Anniversary year.
- 5.9 The Equality Committee has continued to oversee the development and growth of the Institute's cadre of Equality Representatives.

Stage 2 training took place on 1 October and 5 November 2021, after which a further 9 members became fully accredited Equality Reps. A further ten members are due to be trained before the end of the session, taking the total number of Equality Reps to 77.

Following the issue of an Equality Reps' Newsletter in January to re-establish engagement that has been somewhat hampered due to the pandemic, an Equality Reps' Network meeting took place on 24 February, with discussion at the meeting involving the consideration of future meetings of the Network, communication in between meetings and learning opportunities for Reps. Reps indicated a preference for asynchronous learning and information to be provided online.

STUC Equality Activity

- 5.10 As is customary, the Committee oversaw EIS engagement with the four STUC Equality Committees, which seek to promote equality for Women, Black Workers, LGBT+ Workers and Disabled Workers. Where representatives are from outwith the Equality Committee/ Department, the Committee invited video or written updates as a way of reporting.

Impact of Poverty on Education

- 5.11 Campaigning for an end to child poverty, and highlighting the impact of poverty on education continues to be a core part of the work of the EIS.
- 5.12 Continuing the successful legacy and continued relevance of the Face up to Child Poverty booklet, the new EIS Briefing on Digital Poverty was published to coincide with Challenge Poverty Week. This briefing is the first in a series, which will culminate in the publication later this year, of refreshed advice on how EIS members might seek to mitigate the impact of poverty in the classroom and the wider school. The briefing is available to view on the EIS website.

The second briefing, pertaining to Hunger and Food Insecurity, was launched in March 2022, to coincide with International School Meals Day, and is also available to view on the EIS website. At the time of writing, the third bespoke briefing, focusing on school trips, proms and school residential, is in train, with a view to this being launched during the summer term when much of this kind of activity occurs.

- 5.13 The Committee continues to engage with work on the Scottish Attainment Challenge. During a meeting with the Attainment Challenge Team attended by the Convener and Vice Convener, the EIS raised a range of issues, including revisiting concerns over the funding approach and the greater potential efficacy of reducing class sizes and employing more teachers as a means of limiting the educational disadvantage arising from poverty. The Committee noted that the Department also submitted a response to the call for views from the Scottish Parliament Children and Young People Committee on the impact of the Scottish Attainment Challenge.
- 5.14 Despite the ongoing challenges of the pandemic, the Department designed and delivered a Train the Trainer module series which was undertaken by a

cohort of Equality Reps, Learning Reps and other interested activists, committed to the anti-poverty agenda and who are now offering and delivering PACT PL within the RIC areas.

- 5.15 The EIS, represented by Assistant Secretary Bradley, is now a member of the Cross-Party Group on Poverty. The CPG has launched an inquiry into the issues of poverty and stigma, which the Committee responded to with a detailed written submission.
- 5.16 Campaigning on Free School Meals continues. Having supported the STUC Women's Committee campaigning, also, the Committee was supportive of the EIS writing to Shirley Anne Sommerville, Cabinet Secretary for Education, Children and Young People, requesting that full consideration be given to the urgent expansion of universal free school meals provision to all children and young people who are currently excluded from the offer. At the time of writing, the EIS was yet to receive a response to the letter that was originally sent on 22 December 2021, in spite of follow-ups on the original correspondence. The EIS continues to campaign in this area, having included FSM as a demand in the local government elections manifesto.

Gender Equality Issues

- 5.17 Assistant Secretary Bradley continues to represent the EIS on the STUC Women's Committee which is currently focusing efforts on their anti-poverty work, particularly their campaign for universal free school meals; and on their sexual harassment campaigning, in addition to a raft of other priorities as set by conference, related to women's safety, security and being valued at work.

As part of 16 Days of Activism against Gender-Based Violence and their wider work on tackling GBV and Sexual Harassment at Work, the STUC Women's Committee launched a survey to gather women in Scotland's views on their experiences of Sexual Harassment at Work. The survey was shared through various EIS networks.

- 5.18 The EIS motion to the 2021 STUC Women's Conference, focused on the subject of protecting and prioritising women's mental and physical health, and included findings from the One Thousand Women's Voices project.

The STUC Women's Conference took place in October, with the EIS sending a delegation of fourteen members, comprising a mixture of first time and returning attendees. Assistant Secretary Bradley served as Co-Vice-Chair of the Conference and has been re-elected to represent the EIS on the STUC Women's Committee. The EIS delegation engaged strongly in debate throughout Conference, speaking in support of a range of motions, including those on women's mental and physical health, gender-based violence and the pandemic, domestic abuse, economic parity for women, the climate crisis and women and also on the Emergency Motion on Afghanistan.

- 5.19 National Officer Augestad, Vice President Andrene Bamford and EIS member and EIS Representative on the STUC Disabled Workers Committee,

Julie Ferguson, contributed towards the STUC 'Mon the Workers' podcast for International Women's Day 2022. The podcast discussed the status of women's equality at work, provided examples from EIS history, and outlined what needs to change for women, noting also the launch of the STUC report from its survey on sexual harassment.

- 5.20 Aligning with the 175th Anniversary of the EIS, for International Women's Day 2022, illustrator Camilla Ru was commissioned to produce a series of posters highlighting the notable achievements and contributions of women throughout the history of the Institute, since its establishment in 1847 in the context of a wider societal struggle for equality. The four posters, which are both attractive and informative, detail the journey of the Institute from representing a male dominated profession to becoming a trade union whose majority membership is women. The posters are available on the EIS website and hard copies were issued as part of the EIS Reps-bulletin.
- 5.21 The Committee continued to be represented by National Officer Augestad on the Gender Based Violence in Schools Working Group, and the EIS will contribute to the development of a national framework to address incidents of harmful behaviour and gender-based violence in schools. The EIS has previously provided feedback to the Equally Safe at School whole school approach model developed by Rape Crisis, and continues to be a strong voice for gender equality and against violence against women and girls, in all spheres of society.

Race Equality Issues

- 5.22 The third mass distribution of Refugee Welcome Packs was completed at the start of the academic session.
- 5.23 Following the takeover of power by the Taliban in Afghanistan and the displacement of many Afghan citizens as a result, the Committee agreed for the relevant sections of the Welcome Packs and the Parents' Guide to be translated into Dari and Pashto in anticipation of the arrival of Afghan refugee families in Scotland. Audio versions of the Parents' handbooks were also created, with translated versions available in English, French, Polish, Arabic, Dari and Pashto. All versions can now be accessed via the EIS website.
- 5.24 Plans to distribute newly translated hard copies of the packs throughout Scotland are underway and communication remains open between EIS HQ and local authorities to finalise numbers. All EIS Local Secretaries have also been sent a hard copy of the Refugee Welcome Packs. Going forward, the Department will look to inform Local Association Secretaries and local Equality Reps when Welcome Packs are distributed to their local authority, so they might offer their support. The Committee formally extended its thanks to the Department for its continued efforts in effectively organising the distribution of the Welcome Packs, as circumstances and need change.
- 5.25 Most recently, the Committee agreed that following the recent Russian invasion of Ukraine and the corresponding refugee crisis, to arrange for the

translation of the Packs into Ukrainian and Russian, to respond to the needs of families from Ukraine arriving into school communities in Scotland.

- 5.26 Throughout the year, the Committee received reports from the meetings of the Anti-Racist Sub Committee, accepting recommendations for action as appropriate. The Sub-Committee includes 4 co-opted members from the EIS's BAME membership, to ensure that knowledge from lived experience is represented in this forum.
- 5.27 As is customary, the EIS publicised and attended the STUC St Andrew's Day Anti-Racist Rally. The situation of the pandemic, perhaps combined with poor weather conditions, meant that turnout was lower than usual; the Committee is keen to ensure that this does not become the norm.
- 5.28 The STUC Black Workers' Conference took place in October, with several first-time EIS speakers choosing to either move or support motions. Khadija Mohammed has been re-elected to serve as the EIS representative on the STUC Black Workers' Committee. Khadija Mohammed continues to update the Committee on the ongoing work of the STUC Black Workers' Committee.
- 5.29 The EIS continues to be represented on the Scottish Government's Race Equality and Anti-Racism in Education Programme and the Committee received reports on the meetings of both the Stakeholder Network Group and the Diversity in the Teaching Profession Sub-Group.
- 5.30 An online anti-racist professional learning event supporting the campaign by West of Scotland Development Education Centre for continuing funding from Scottish Government, was held on 27 April 2022, which featured input from EIS members on their experiences of delivering anti-racist education.

LGBT Equality Issues

- 5.31 The EIS's first national online Pride event 'School's Almost Out! Celebrate Pride!' was held on 17 June 2021, as local Pride events were largely not taking place due to the pandemic. In appreciation of the diversity of our membership in terms of demographic and interest, a balance of performance had been sought, in terms of content and style, with care being taken to ensure an appropriate tone. Part of the aim of the event was to support local LGBT performers who had lost income due to the pandemic – performances included drag acts, play excerpts, poetry and live music. It was noted that during the promotion of EIS Pride, some negative feedback had been received both via email and social media, primarily from non-members, in particular on the inclusion of a play dealing with topics related to trans inclusion and religion, the Union's decision to include drag, and to host a Pride event at all. Despite this negative attention, the uplifting event was incredibly well-received by those who attended and also by the performers. Reflecting on the event afterwards, the Committee agreed not to include content of a religious nature in future events unless specifically in the interests of the EIS to do so.

Local Pride events are likely to take place in person this year, with each Local Association being encouraged to support their own local Pride activity, taking the lead organisationally, and HQ promoting and providing support wherever requested and possible.

- 5.32 Joan Lennon, in her capacity as the EIS representative on the LGBTI Inclusive Education Implementation Group, continues to update the Committee on the work of the TIE campaign in developing a comprehensive suite of LGBT teaching resources, which have now been launched and are free to use and accessible to all. The resources have been in place since August 2021, and the Department will soon embark on a limited sample survey of members to monitor delivery and extent of LGBT+ education in their workplaces, with a view to highlighting best practice, which will help inform a future EIS booklet on LGBT inclusive education. The survey will coincide with planned activity for Pride.
- 5.33 The EIS developed a briefing including Q&A advice from one of the EIS's Legal Officers, on the updated Guidance on Supporting Transgender Pupils in Schools released by the Scottish Government. The guidance replaces previous guidance and links to the technical guidance for schools on the Equality Act 2010. The EIS briefing is a 'live' document and can be updated as required. The briefing will contribute to a suite of online guidance on LGBT inclusive education, culminating in the production of a booklet.
- 5.34 The Committee developed a briefing for members on the Gender Recognition Act Reform Bill. The Briefing intends to serve as a clarificatory piece, with its purpose to give an overview of the Gender Recognition Act (GRA), the proposed reforms, and the EIS position. It is available on the EIS website.
- 5.35 The Department held an online screening and discussion of the film "50 Years Legal" via Filmbank's Virtual Screening Room on 13 January 2022. The event was well received by those in attendance.
- 5.36 David Dick continues to represent the EIS on the STUC LGBT Workers' Committee and to be actively involved in the work of the STUC, including writing a blog post reflecting on the experiences of trans people in 2021, published on the STUC's website to commemorate Trans Awareness Week.
- 5.37 The STUC LGBT+ Workers' Conference took place on the 21 and 22 May 2022 with the Committee submitting two motions, on intersectionality and on conference as a learning and networking forum; and sending a delegation as is customary.
- 5.38 The EIS marked LGBT History Month by calling for members to share what they were doing locally to commemorate this event. It was agreed to develop this content further for the forthcoming LGBT Inclusive Education booklet.

Disability Equality Issues

- 5.39 The Committee continued to support EIS engagement with the STUC Disabled Workers' Conference, submitting an EIS motion on the subject of equality in recovery for Disabled people within the context of the COVID-19 pandemic and sending a delegation.
- 5.40 Julie Ferguson, who continues as the EIS representative on the STUC Disabled Workers' Committee, has regularly sent video updates for the Committee, viewed at each meeting to an extremely positive reception, to better inform discussion on disability matters.
- 5.41 The Department continues to support the work of the EIS Disabled Members' Network, which was set up in response to an AGM motion brought by the Equality Committee in 2021. Network activity has got off to a very positive start.
- 5.42 Work in conjunction with Media Education was completed on the Disability Film Project, a participatory film project working with a steering group of Disabled members and including self-recorded footage of a selection of members from a range of sectors and localities. The film includes member-selected themes such as: reasonable adjustments, stigma, inclusion and celebrating the contributions Disabled people make to the profession. The film is available to watch on the EIS website and has been used as part of equality related learning activity.

Conclusion

- 5.43 Thanks to the members of the Equality Committee and to the staff of the Equality Department for all their work in the course of the year and especially to those members of the Equality Committee who are standing down at the AGM.
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**2021 Resolutions
Summary of Action Taken/Outcomes**

EQUALITY COMMITTEE

<u>Title of Resolution</u>	<u>Proposed Actions/Outcomes</u>
<p>1. <u>Recruitment Practices: BAME Teaching Staff</u></p> <p>“That this AGM calls on Council to:</p> <ul style="list-style-type: none"> a) Investigate and report on recruitment practices nationally, as they relate to BAME teaching staff. This to focus on, but not be confined to: <ul style="list-style-type: none"> i. whether equality impact assessments of recruitment practices, including specific focus on race, are carried out at Local Authority level, and the quality of any such assessments; ii. the selection process and equality training for recruitment panel members; iii. custom and practice around how references, and similar documentation are used in different Local Authorities to support selection 	<p>Contacted local authorities via letter and then by Freedom of Information request requesting relevant information – 26 responses</p> <p>Discussed at Equality Rep Network meeting in relation to creating learning on how to use the findings locally</p> <p>Responses analysed and a report compiled.</p> <p>Advice for Local Associations based on findings, to follow.</p>

<p>process to fulfil teaching/promoted posts;</p> <p>iv. particular issues related to recruitment, highlighting any non-compliance with the terms of the Equality Act 2010.</p> <p>b) Draw up a template action plan for Local Associations to use in seeking to remedy any such detriments identified by the report and to improve the race equality and diversity outcomes of local recruitment practices.”</p>	
<p>2. <u>Provision of Anti-Racist Education</u></p> <p>“That this AGM repeats the EIS call for the provision of good quality Anti-Racist Education and instructs Council to continue to lobby the Scottish Government, Education Scotland and Local Authorities to commit sufficient resources to:</p> <p>(a) enable the decolonisation and diversification of the curriculum at national and local authority/establishment levels;</p>	<p>The EIS Education and Equality Department will write to the Learning Directorate, Education Scotland and Local Authorities, to amplify this message following the conclusion of the work of relevant national groups.</p> <p>Continued to echo these calls through various forums and opportunities, including with the Scottish Government Race Equality and Anti-racism in Education Stakeholder Group, the Diversity in the Teaching Profession Sub-Group, with the</p>

<p>(b) development of advice for educational establishments on decolonising the curriculum;</p>	<p>Curriculum and Assessment Board, and relevant recovery groups, as well as through our liaising with Education Scotland, COSLA and ADES.</p>
<p>(c) the development and distribution of quality learning and teaching resources to support this process in schools;</p>	<p>Engaging ongoingly with the EIS BAME Network as a forum for consultation with BAME educators on the matter of anti-racist education, and involving this network of members in EIS anti-racist development work.</p>
<p>(d) tackle racial injustice by committing to an anti-racism agenda;</p>	<p>Have continued to highlight the importance of the provision of anti-racist education at relevant events, and to build into the social media for these, and other relevant equality events.</p>
<p>(e) quality professional learning for teachers on delivering Anti-Racist Education;</p>	<p>Have continued to raise through relevant press/media and consultation responses.</p>
<p>(f) the provision of ongoing advisory support to schools on Anti-Racist Education in order to sustain progress; and</p>	<p>All booklets within the EIS Refugee Welcome Packs have been updated to include Dari, Pashto, Ukrainian and Russian, and online versions can now be accessed via the EIS website. Hard copies of the packs have been distributed to children throughout Scotland and a hard copy of each booklet has also been sent to EIS Local Association Secretaries.</p>
<p>(g) ongoing evaluation of the impact of these actions on the experiences of learners and teachers, including those who identify as BAME.”</p>	<p>Parents’ Booklets have been translated into all seven different languages, and are accompanied by audio translations, as well as a version in English, and are</p>

	available to download from the EIS website
<p>3. <u>Informal Network of Disabled Members</u></p> <p>“That this AGM resolves to build on recent successes in bringing together EIS members online who identify as disabled or as experiencing difficulties with access and communication, by establishing an informal network of disabled members.”</p>	<p>First meeting of the network took place featuring a film showcase from the project with EIS members who identify as disabled. The film is now available on the EIS website and has been circulated widely amongst colleagues and professional Networks, including the EIS HT & DHT Network.</p> <p>Second meeting of the Network is taking place in May.</p>
<p>4. <u>Disabled Teachers in Initial Teacher Education</u></p> <p>“That this AGM instruct Council to support disabled teachers in initial teacher education and the following probation period by asking EIS to:</p> <ul style="list-style-type: none"> a) work with ITE providers to be more accessible for disabled students and provide better reasonable adjustments; b) work with local authorities to improve awareness of the difficulties of disabled student 	<p>Equality (Lead)/Education</p> <p>Included as an agenda item for the first meeting of the Disabled Members’ Network- discussion of: their experiences of ITE, and any reasonable adjustments they received/requested at that time and within subsequent teaching roles; and what might be done to improve self-disclosure of disability in EIS membership details.</p> <p>Produced the ‘Your Union, Your Voice’ flyer to encourage members of the EIS BAME, Disabled and LGBT Networks to consider standing for election to EIS Council. This was</p>

<p>teachers and provision of reasonable adjustments;</p> <p>c) campaign for a greater uptake of EIS union membership by disabled student teachers; and</p> <p>d) advise and back-up disabled teachers in ITE and probationary periods.</p>	<p>distributed via the ebulletin and made available on the EIS website. A presentation was delivered to Disabled members on how to join EIS council and local committees.</p> <p>ITE experiences will be the focus of discussion at May meeting of Disabled Members' Network</p> <p>Thereafter, we will:</p> <ul style="list-style-type: none"> • use the EIS Disability film to improve awareness of entitlement to reasonable adjustments within ITE and employment. • meet with Council of Deans in the first instance to inquire around existing provision of reasonable adjustments and highlight EIS members' experiences • highlight the experiences of disabled students to Local Authorities either through ADES/COSLA liaison meetings or letter • develop advice for Reps on supporting Disabled members, signposting to existing guidance on reasonable adjustments • emphasise the work of EIS on disability equality in any new recruitment materials distributed within universities, as well as consider an Equality Network pamphlet to be
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	<p>developed, giving information to new and present members about the existing informal equality networks and upcoming activity.</p>
<p>5. <u>Impact of 'Tech Poverty' on Education & Attainment</u></p> <p>"That this AGM instruct Council to embark on a campaign to highlight the causes and features of "tech poverty", the impact of the lack of connectivity and lack of access to ICT devices on many young people.</p> <p>This Campaign should also highlight the impact of "tech poverty" on the educational experience and attainment of learners in schools, colleges and universities.</p> <p>AGM calls on the Scottish Government then to ensure that all young people, irrespective of socioeconomic background have access, as a human right, to the connectivity and the relevant ICT devices for free.</p> <p>AGM instructs Council to ensure that "tech poverty" is embedded into the "Poverty on Education" campaign."</p>	<p>Equality (lead) / Education</p> <p>Continued to highlight the issues around tech poverty within CERG and associated Working Groups, and within the SQA NQ Groups.</p> <p>Produced a standalone briefing pertaining to the effects of digital poverty, which was released in October 2021 to coincide with Challenge Poverty Week.</p> <p>Sent a Memo to EIS FELA and EIS ULA, enclosing the Briefing on Tech Poverty, seeking their support in campaigning within relevant further and higher education.</p> <p>Continued to make the case that related to tech poverty is access to electricity at home, a place to study, etc.,</p> <p>New anti-poverty guidance and associated projects and events will include a focus on tech poverty as per the release of the standalone briefing.</p> <p>Reflected the issue in the submission of evidence to the Cross-Party Group on Poverty</p>

	inquiry into poverty-related stigma.
<p>6. <u>'Face Up to Child Poverty'</u></p> <p>"That this AGM instructs Council to arrange for the revision of the 2015 'Face Up to Child Poverty' publication, taking account of the findings of the EIS PACT Project to date, and of relevant societal changes, policy developments and new data."</p>	<p>Review and update of the guidance has begun, including the current context of the pandemic and recent relevant developments, including the cost of living crisis and the soaring price of fuel, and new data and understanding, including in relation to poverty and intersectionality: standalone briefings pertaining to the effects of digital poverty and the effects of hunger and food insecurity have been produced, and the equity impacts of school activities will feature in a new publication to be launched in the next academic session.</p>
<p>7. <u>West of Scotland Development Education Centre: Campaign</u></p> <p>"That this this AGM should support the campaign by West of Scotland Development Education Centre for continuing funding from Scottish Government, in order to continue its provision of global citizenship education for teachers, and schools and future development of antiracist resources."</p>	<p>Equality (Lead)/Executive</p> <p>Inquired with WOSDEC as to what would be helpful in terms of EIS support for their funding campaign.</p> <p>Audited previous collaborative work with WOSDEC to assert the ways in which members have benefited from WOSDEC provision previously.</p> <p>Shared relevant information with the Executive Committee.</p> <p>WOSDEC online Anti-Racist Education Event scheduled for 27 April 2022, including the</p>

	<p>contribution of EIS members' practice.</p> <p>WOSDEC has secured 12 months funding extension from Scottish Government.</p> <p>As appropriate, will raise any issues related to the future of WOSDEC in discussions with the Scottish Government when discussion matters relate to LfS and anti- racist education.</p>
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Resolution on creating a Network of Professional Members

The Disabled Members' Network has only recently been created and includes a number of neurodivergent members. To avoid duplication of similar discussions and to ensure a strong start for the network, it was agreed to assess within this forum whether there is a need for a separate forum for neurodivergent members, and if so whether meetings could be scheduled to take place just before or after the Disabled Members Network meetings.

A memo was sent a Memo to the EIS Executive Committee to this effect and the Disabled Members' Network consulted, with email feedback overwhelmingly reflecting the view that to create separate forums based on specific disabilities would be counterproductive. Among those members, there was little appetite to seek to establish a separate network for neurodivergent members at this time.

The matter will be discussed as an agenda item at the next meeting of the EIS Disabled Members' Network in May.

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6. Salaries Committee

Introduction

- 6.1 The Salaries Committee met on 8 occasions during the course of the year. The Committee has responsibility for national negotiations on salaries and conditions of service for teachers and associated professionals through the Scottish Negotiating Committee for Teachers (SNCT) and for pensions.

SNCT

- 6.2 The SNCT has met on twice since June 2021. The Joint Chairs are Andy Drought (Scottish Government), Councillor Gail Macgregor (COSLA) and Des Morris (Teachers' Side).
- 6.3 The pay claim for 2021/22 was lodged on 18 December 2020, and progress to settlement was slow. Final settlement was at the end of March 2022 and SNCT Circular SNCT/22/88 was issued on 4 April 2022.
- 6.4 It was agreed that the pay claim for 2022 for teachers and associated professionals should be 10% across all SNCT pay points. The Teachers' Panel pay claim was lodged on 4 February 2022.

Teachers' Panel

- 6.5 There have been 4 meetings of the Teachers' Panel. These meetings have been focused on SNCT agenda items and pay. Covid related issues and in particular Covid-19 absences and Long-Covid have been prioritised. The Panel has also considered the proposed reduction in class contact time which is being first considered and progressed by the SNCT Support Group.

SNCT Support Group

- 6.6 The Support Group has met on 4 occasions and has taken forward the pre-pandemic work of the SNCT as well as the Covid related issues. The reduction in class contact commitment from Scottish Government has been discussed and a scoping paper produced by Scottish Government and COSLA.
- 6.7 A special meeting of the Support Group was held on 28 April 2022 with the reduction in class contact time as the single agenda item. EIS representatives put forward the position that a phased reduction would be preferred, with full implementation by August 2024 at latest, and to seek additional mitigations should such phased reduction not take place, for example, by the provision of additional in-service days. The position that the reduction in class contact time should be allocated to teachers' preparation and correction time was also made clear.

- 6.8 The National Pay and Leave Specification and the pay problems related to its application, the list of practical class subjects, management time and ASN class size definitions continue to be discussed by the Support Group.
- 6.9 The Teachers' Side continues to pursue the objective of reductions in class size maxima and class contact time, to 20 pupils and 20 hours respectively. Discussions on this continue and will be supported by the EIS 20/20 Campaign.
- 6.10 Lead Teacher – Agreement was reached on Lead Teacher, SNCT/21/82, and changes were incorporated into the SNCT Handbook to ensure that Lead Teacher posts could be created from August 2021 onwards. Unfortunately, few, if any, Lead Teacher posts have been created by Councils and our concerns on this have been raised at the SNCT Support Group. The Support Group will monitor implementation of Lead Teacher and the Teachers' Side will be seeking progress to be made within the next session.
- 6.11 National Model for Sabbaticals Working Group – This group has now concluded its work and the SNCT has now established a scheme for Self-Funded Sabbaticals as set out in SNCT/21/83. The longer-term goal of fully funded sabbatical provisions is still being pursued by the Teachers' Side of the SNCT and remains on the SNCT agenda.

Job-Sizing Review Group

- 6.12 The SNCT established its Job-Sizing Review Group and initial meetings have taken place. COSLA has taken much time to gather data for the Working Group to be able to make informed decisions and the work of this group will continue in the new session.

SNCT Circulars and Joint Secretaries Letters

- 6.13 During this year the following were agreed by the SNCT:

SNCT/21/79 COVID-19 Self Isolation During Annual Leave and Compensatory Days

SNCT/21/80 Code of Practice Secondments

SNCT/21/81 Remote Schools Allowance

SNCT/21/82 Establishment of Lead Teacher Posts

SNCT/21/83 Sabbaticals

SNCT/21/84 COVID-19 and Long COVID Temporary Additions to SNCT Handbook

SNCT/21/85 Distant Islands Allowance

SNCT/21/86 Temporary Changes to fit notes and self-

certification for illness

SNCT/22/87 Addendum to SNCT Circular SNCT/21/84 COVID-19 and Long COVID Temporary Additions to SNCT Handbook

SNCT/22/88 Pay Agreement 2021 – 2022

SNCT/22/89 COVID-19 Related Absences

Pensions

- 6.1 The EIS is represented on the Scottish Teachers' Pension Board by David McGinty (National Officer), Drew Morrice (Retired Assistant Secretary) and Leah Franchetti (Area Officer).
- 6.2 The Scottish Teachers' Pension Scheme Advisory Board (SAB) representatives are Des Morris (Salaries Convener), Mick Dolan (Salaries Vice Convener), Stephen Stuart (Pensions and Payroll Specialist) and Louise Wilson (Assistant Secretary).
- 6.3 Following the McCloud Judgement that declared the 2015 reforms to public sector pension schemes unlawful due to age discrimination the Government has implemented a remedy. This remedy does not address the unfairness of members being moved from the original (final salary) scheme to the CARE scheme, with increase to Normal Retirement Age, but provides a partial redress in that for the period of service between 1 April 2015 to 22 March 2022 members can select, on approaching retirement, which scheme benefits they wish to receive.
- 6.4 All members will be in the CARE scheme only from 1 April 2022. However, seeking further redress for the loss suffered by members from the 2015 changes remains an objective of the Salaries Committee and the motion to this AGM from the Salaries Committee supports this.

AGM 2021 Resolutions

Summary of Action Taken/Outcomes

Salaries Committee 31 March 2022

RESOLUTION	PROPOSED ACTION
<p>1. Direction of Education Recovery</p> <p><i>"This AGM instructs Council to seek to influence the direction of Education Recovery in the interests of equity and sound learning, and of the health and wellbeing of pupils and staff, by lobbying for sustainable investment in quality education for equity and appropriate prioritisation of resources to enable:</i></p> <p><i>a) minimum guaranteed access to a teacher for all 3-5 year olds;</i></p> <p><i>b) support for the further development of play-based approaches in early Primary;</i></p> <p><i>c) sufficient and transparent funding of Additional Support Needs provision to include increased specialist support in relation to such areas as speech and language therapy, mental health, EAL and home-school links;</i></p> <p><i>d) full utilisation of supply teachers in contributing to the Recovery effort;</i></p> <p><i>e) resourcing of a national mentorship programme for young people who have been disproportionately disadvantaged by Covid disruption;</i></p> <p><i>f) re-design of the Senior Phase such that 2-year qualifications become the norm;</i></p> <p><i>g) thorough exploration of the wellbeing needs of teachers and appropriate response to these."</i></p> <p>Recommendation: Education (Lead)/Salaries</p>	<p>Await developments from the Education Committee and provide assistance if required.</p> <p>Items c, d, and g were referred to EIS representatives on the SNCT for consideration. Following discussion, the terms of the resolution were noted as policy by the Teachers' Panel of the SNCT at its meeting on 30 September 2021.</p>

<p>2. Increase in the Number of Permanently Employed Teachers</p> <p><i>AGM believes that the number of permanently employed teachers must increase across Scotland to reduce excessive workload, to address pupils needs particularly in relation to ASN, to facilitate education recovery and to achieve a sustainable workforce. AGM calls for:</i></p> <ul style="list-style-type: none"> • <i>legislation to immediately move to cut class sizes in P1-3 to a maximum of 20 to support pupil health, well-being and recovery.</i> • <i>a national minimum staffing standard – with ringfenced funding to local authorities - to be developed and adopted to ensure sustainable, fair and consistent teacher staffing levels throughout the country, capable of addressing issues of deprivation, additional support needs, EAL, rurality, and guaranteed time for promoted members of staff.</i> • <i>probationer placements to be centrally funded by the Scottish Government and to be super numerary in terms of school staffing.</i> • <i>A campaign for the Induction Year Placements to be funded by Scottish Government to allow them to sit beyond the core staffing of the school”</i> <p>Recommendation: Salaries (Lead)/Education</p>	<p>Noted as policy.</p> <p>The terms of the resolution were referred to the EIS representatives on the SNCT and to EIS representatives on the Teacher Workforce Planning Advisory Group.</p> <p>Briefing papers containing options on national minimum staffing standards and another on the funding of probationer places will be considered at future meetings of the Salaries Committee.</p> <p>Further information is being sought from Scottish Government and COSLA to inform the papers and work on this will be progressed as quickly as possible following receipt.</p>
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<p>3. Incremental Reductions to Class Sizes & Class Contact Time</p> <p><i>"This AGM instructs Council to:</i></p> <p><i>(a) seek agreement at the SNCT for a nine-year plan for phased, incremental reductions to class sizes and class contact time with the goal of achieving the aims of the 20:20 Campaign by August of 2030;</i></p> <p><i>(b) ballot members on industrial action, up to and including strike action, if there is no agreement at the SNCT by the end of September of 2022 for such a plan."</i></p> <p>Recommendation: Salaries</p>	<p>Noted as policy.</p> <p>The terms of the resolution were approved by the Teachers' Panel of the SNCT at its meeting on 30 September 2021. The resolution was presented to the meeting of the SNCT Support Group on 23 November 2021.</p> <p>At this meeting, the Scottish Government representatives indicated that they could not commit to any proposals or initiatives which took place over a longer period than the term of the current Scottish Parliament. Scottish Government also stated that much work, funding and resource was required to achieve the manifesto commitment of a maximum 21 hours class contact time per week by August 2025.</p> <p>COSLA representatives stated that additional work required to be undertaken in terms of the school estate and future demographic projections. The meeting noted that the situation would vary across Councils and between the primary and secondary sectors.</p> <p>The SNCT Support Group negotiations on this continue with the EIS seeking implementation as soon as possible and at latest by August 2024.</p>
<p>4. Supply Teachers: Zero Hours Contracts</p> <p><i>"This AGM demands that Local Authorities and the Scottish Government end the abuse of supply teachers and lecturers through precarious employment and "zero hours" arrangements and instructs Council to campaign for an end to zero hours contracts and precarious employment</i></p>	<p>The terms of the resolution were noted as policy and referred to Local Association Secretaries with a view to this being raised at LNCTs which have responsibility for appointment procedures, particulars of employment and the transfer of temporary teachers to the permanent staff.</p>

<p><i>practices for teachers and lecturers. This campaign should include calling on SNCT to introduce minimum periods of engagement for temporary teachers and pools of supply teachers employed on permanent contracts with progression routes to placement in designated posts."</i></p> <p>Recommendation: Salaries</p>	<p>This view was reinforced at the meeting of the SNCT Support Group on 23 November 2021. At that meeting, both the Scottish Government and COSLA representatives indicated that minimum periods of engagement "were not in the gift of the SNCT". In addition, they argued that it was not within the remit of the SNCT to direct Councils on how they should recruit their employees.</p> <p>The terms of the resolution dealing with "lecturers" were referred to EIS-FELA and EIS-ULA.</p>
<p>5. Scottish Teachers' Pension Scheme: NPA 67/68</p> <p><i>"This AGM calls on the Scottish Government to redress the detriment suffered by members conscripted to the Scottish Teachers' Pension Scheme ("the Scheme") in 2015 whereby such members cannot access pension benefits accrued under the Scheme before NPA 67/68 without actuarial reduction. Such redress should allow access to pension benefits before NPA 67/68 without actuarial reduction or alternative but equally as beneficial measures".</i></p> <p>Recommendation: Salaries</p>	<p>Improvements to retirement age and early access to pensions without detriment will be pursued by members on the Scheme Advisory Board.</p> <p>In addition, the terms of the resolution will underpin future negotiations and campaigns. These will be influenced by the outcomes of the internal EIS research into the comparison of occupational early retirement schemes.</p>
<p>6. SNCT Handbook: Section 2, Part 1.6</p> <p><i>"This AGM instructs Council to seek agreement with the SNCT on a standardised interpretation of what is meant by a full or half day in Section 2, Part 1.6 of the SNCT handbook."</i></p>	<p>The terms of the resolution were referred to the EIS representatives on the SNCT.</p> <p>The terms of the resolution were approved by the Teachers' Panel of the SNCT at its meeting on 30 September 2021. The resolution was discussed in the first instance at a meeting of the SNCT Joint Secretaries.</p>

<p>Recommendation: Salaries</p>	<p>The views of the Joint Secretaries from the Employers' Side and the Scottish Government Side were that no further definition was required to be made to the SNCT Handbook. Issues arising from the implementation of this in the context of the asymmetric week should take place locally at LNCTs.</p>
<p>7. Additional Annual In-Service Days</p> <p><i>"This AGM instructs Council to work with partner agencies to seek agreement from the Scottish Government for the granting for schools in all sectors of two additional annual in-service days from the academic session 2021-22 onwards."</i></p> <p>Recommendation: Salaries</p>	<p>Noted as policy.</p> <p>The terms of the resolution were referred to the EIS representatives on the SNCT and were approved by the Teachers' Panel of the SNCT at its meeting on 30 September 2021.</p> <p>They were presented to the SNCT Support Group on 23 November 2021. The meeting was informed that any permanent reduction in the pupil year would require a legislative change. In addition, this change would have to be balanced within the current context of education recovery which would make the change more challenging. For both of these reasons, neither COSLA nor the Scottish Government could agree to this proposal at this time.</p>
<p>8. Standardised Approach for References for Teachers</p> <p><i>"This AGM calls on Council to investigate and report on the feasibility of an agreed standardised approach across all local authorities being adopted for references for teachers to enable agreed common formats to be provided for every level of post."</i></p> <p>Recommendation: Salaries</p>	<p>A paper has been agreed.</p>

<p>9. Long Covid</p> <p><i>"This AGM calls on the EIS to investigate and report on ways in which it can provide support to and campaign on behalf of members suffering from Long COVID and to ensure recommendations are processed and implemented through the appropriate committees of the Institute.</i></p> <p><i>Furthermore, that this AGM calls on the SNCT to consider the sickness absence entitlement of teachers in Scottish schools in relation to Long COVID."</i></p> <p>Recommendation: Salaries</p>	<p>At its October meeting, the Committee noted the contents of a draft paper which had been prepared by Lesley Warren (Campaigns, Policy and Research Co-ordinator) who also provided an oral report. It was agreed that this report would be converted to an article for the SEJ.</p> <p>The second part of the resolution has been overtaken.</p> <p>On 30 September 2021, the SNCT agreed Circular SNCT/21/84 COVID-19 and Long COVID. This provides for up to 12 weeks of special leave for absences due to acute COVID-19 and/or Ongoing symptomatic COVID-19</p> <p>This agreement was approved by the SNCT on 30 September 2021 and will be applied retrospectively to all relevant absences from 8 July 2021.</p> <p>Work on sickness absence entitlement and long COVID is currently being processed through the SNCT, the SNCT Support Group and by the SNCT Joint Secretaries who will discuss this matter early in the New Year in advance of the potential extension on 1 March 2022.</p> <p>An extension to the 19 April 2022 was agreed and the Teachers' Side of the SNCT is currently seeking a further extension to the end of the school session.</p> <p>Agreement was not reached on extending the provisions further. SNCT/22/89 does not include special leave for those suffering with Long-Covid and this issue will continue to be pursued by the EIS within the SNCT and through campaigning.</p>
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<p>10. Management Time for PTs</p> <p><i>"This AGM instructs Council to investigate and report on how management time for PTs and above is allocated in each of the 32 Local Authorities."</i></p> <p>Recommendation: Salaries</p>	<p>A paper was considered that provided information that will advise discussion on this within the SNCT Support Group. The paper has been sent to Council for information.</p>
<p>11. National Paternity Leave Provision for Expectant Fathers</p> <p><i>"This AGM instructs the Salaries Committee to seek an improvement in the national paternity leave provision for expectant fathers."</i></p> <p>Recommendation: Salaries</p>	<p>Noted as policy.</p> <p>The terms of the resolution were referred to the EIS representatives on the SNCT.</p> <p>They requested that the EIS writes to the mover of the motion requesting details on the improvements sought since the revised arrangements as outlined in Circular SNCT/18/66 were introduced.</p> <p>No specific requests have been identified by the mover of the motion. All that is sought is improvement in the duration and pay beyond existing provisions.</p> <p>At its meeting on 9 December 2021, the Salaries Committee agreed to seek improvements to the existing provisions through the Teachers' Panel of the SNCT. In addition, the EIS would explore longer terms improvements in the overall Family Leave Arrangements outlined in the SNCT Handbook.</p>

<p>12. Extension to the School Day / Reduction in School Holidays</p> <p><i>"This AGM instructs Council to reject calls for an extension to the school day or reduction in school holidays as a means of achieving educational recovery from the impact of the COVID-19 pandemic."</i></p> <p>Recommendation: Salaries (Lead)/Executive</p>	<p>The terms of the resolution were noted as policy by the Teachers' Panel of the SNCT at its meeting on 30 September 2021.</p>
<p>13. Remuneration for Delivering Alternative Certification Model</p> <p>"In light of the Government's plan to remunerate teachers for delivering the alternative certification model, this AGM calls upon EIS Council to support the full one-off payment for every secondary school teacher, irrespective of whether they work part-time or are presenting NQ classes."</p> <p>Recommendation: Salaries (Lead)/Executive</p>	<p>At its August 2021 meeting, the Salaries Committee resolved that the terms of this resolution had been overtaken.</p>