

Report of Council & its Committees 2023-2024

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2023-2024

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, Allan Crosbie, 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. Council initiates workstreams directly through motions. It is normally the case that any "stand-alone" decisions of Council are passed to the appropriate Committee for processing. The 2023-24 Council has approved motions dealing with the following aspects of Institute policy: Australian Education Union's "Unions for Yes" Campaign, Edinburgh College – Compulsory Redundancy of Kevin Scally, Automatic Exemption from Jury Service, Israel and Palestine Conflict Escalation, Medical Aid for Palestinians (twice), Delivering Lessons Related to Israel and Palestine, Adult to Pupil Ratios for School Trips, LGBTQ Staff Group, Miners' Strike 1984-1985 – Moment of Quiet Reflection at 2024 AGM, Response Times to Queries Submitted to the GTCS, Donations to Medecins Sans Frontieres and Red Cross to Assist Work in Gaza and Supporting the Work of UNRWA.

1.4 Council approved six motions for submission to the AGM 2024 and an Emergency motion.

1.5 Council resolutions approved the following donations: Medical Aid for Palestinians £10,000; Médecins Sans Frontières £5,000; Red Cross £5,000 and UNRWA £5,000.

1.6 Council also approved donations decided by the Executive Committee as outlined later in this report.

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).

2.2 Since the 2023 Annual General Meeting, the Executive Committee has met six times in planned meetings, including a residential Executive meeting over two days in Stirling. The Finance Sub-Committee of the Executive Committee has also met on five planned occasions. The Emergency Sub-Committee of the Executive Committee met five* times. The Strategy Sub-Committee met on six occasions, to contribute to the Stand Up for Quality Education campaign.

Organisation

2.3 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.

2.4 The 2023 AGM adopted 72 resolutions. The Executive Committee allocated these among the five Committees with the Executive Committee leading or having a role in the implementation of 30 resolutions.

2.5 A table of AGM 2023 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. The Executive also processed the resolutions outstanding from the 2022 AGM.

2.6 The primary campaign focus of the Executive Committee was the planning and implementation of the national Stand Up for Quality Education (SU4QE) campaign.

2.7 The Executive Committee also gave early consideration to the national pay campaign for 2024-25.

2.8 The Strategy Sub-Committee of the Executive Committee considers and proposes the strategy to meet the campaign objectives set by the Executive Committee, and the major steps required within the proposed strategy.

2.9 The Strategy Sub-Committee met six times to consider the Stand up for Quality Education campaign. Building on the campaign objectives set by the Executive Committee and its decisions, the Strategy Sub-Committee further developed the campaign timelines and ever evolving campaign plan – including social media, local and national planning.

2.10 The Stand Up for Quality Education campaign was configured on the 'organising model' of seeking maximum member engagement. Resources were directed and planning carried out at national level, including an extensive communications plan which included frequent campaign email updates to members written by Officials and amplified via our social media. Local briefings and meetings were led by LA Secretaries and activists, with support from Organisers, Area Officers, national Officials and Office-Bearers.

2.11 The Committee noted a key part of the SU4QE campaign was to change members' mindset to try to remove any feelings of shame in reporting violent incidents so to increase reporting and support, setting standards and expectations on reporting for teachers individually and nationally.

2.12 The Executive approved a Wellbeing event, led by the Education Department, to push forward on elements of the SU4QE campaign.

2.13 The Executive approved the use of branded merchandise to promote the campaign.

2.14 The Executive Committee also focussed much of its work on actioning the previous AGM's resolutions, and a few outstanding resolutions from the year before. A full report of these actions is included in the Appendix Table of this report.

2.15 The Executive Committee agreed to form a 'Research Advisory Group' (RAG) to oversee the implementation of the AGM resolution that directed the Institute to carry out independent research of teachers' workloads.

2.16 The Executive Committee oversaw the facilitation of a National Branch Survey on Violence & Aggression, and approved the draft report and recommendations arising from it. There were national recommendations for national bodies, local recommendations for local associations to realise and school level recommendations for branches to realise – support was agreed for LA's and Branches. This work was complemented with an effective PR strategy that led to significant reporting of the outputs.

2.17 The Executive agreed for EIS Engage to be used in order to enable EIS members to contact SNP MSPs to call on them to implement the manifesto that they were elected on. Almost 4,000 such emails were sent.

2.18 Briefing documents were considered and approved by the Executive Committee on the SU4QE campaign that focussed on the key elements of the SU4QE campaign: Pupil Behaviour, ASN and Workload. These documents were shared with LA's and members as supporting materials, and combined to form an MSPs' briefing.

2.19 The Executive Committee also oversaw a push on encouraging the increased use of risk assessments in schools and on reporting all violent and aggressive incidents. New materials and additional training was offered in LA's on these aspects.

2.20 The Executive Committee, via the Strategy Sub-Committee, also refreshed 'Working Time Agreement' resources and bespoke workload advice to both primary and secondary sectors.

2.21 The Executive Committee also approved the plan to develop a joint ASN statement with national education stakeholders, to hold a joint Executive/Education/Equality fringe event on ASN at the AGM and then at a Parliamentary event in late 2024.

2.22 The Executive Committee had ensured that EIS Office Bearers and Officials were pushing for the implementation of a reduction from 22.5 class contact hours to 21 hours with Scottish Government Ministers and COSLA, and was kept informed of the Salaries Committee's deliberations.

2.23 The Executive also considered an EIS draft report on how Local Authorities dealt with violence and aggression incidents and how many staff absences were attributed to such incidents. The final report was shared with Local Associations for dissemination.

2.24 The Executive approved work on an EIS campaign on prostate cancer awareness, aligned with the National Cancer Awareness Week.

2.25 A report was presented to the Executive Committee on the funding for pupil counselling. The report was noted to inform future EIS campaigning in this area.

2.26 A report was presented to the Executive Committee on the taxation for investment in public services and discussed over two Executive meetings. The paper considered and recommended adopting the STUC tax-raising proposals, which was approved.

2.27 A report was presented to the Executive Committee on the Scottish Government and COSLA commitment to a 'Net Zero' carbon education infrastructure. The report was noted to inform future EIS campaigning in this area.

2.28 A report was presented on the Institute's Environmental Waste Policy. The report was noted.

2.29 A report was presented to the Executive Committee on the Pupil Equity Funding (for Pupils) Across Multiple Settings. The report was noted.

2.30 A report was presented to the Executive Committee on Procurement within schools. The report was noted, and it was agreed to share with LAs and to incorporate the findings into the SU4QE campaign.

2.31 The Committee considered a paper on the 'Consideration of Expanded Electronic Voting in the EIS' which was noted.

2.32 A report was presented to the Executive Committee on the LA Education Budgets for 2023-24. Separately, later in the year the Executive requested and noted the production of a campaign resource for Local Associations to campaign against proposed local funding cuts or cuts to local services.

2.33 The Executive noted an EIS Submission made to the UK Department for Education in the use of Minimum Service Levels across the UK, including potentially Scotland.

2.34 The Executive Committee considered a paper on the 'Four Day Working Week'.

2.35 The Executive Committee considered the EIS submission to the Scottish Covid Inquiry and made minor amendments.

2.36 The Committee approved a Draft EIS Manifesto for the next General Election, with powers given to make amendments closer to the election.

2.37 The EIS Executive Committee noted the statement on the Israel/ Palestine Conflict, and agreed a mechanism for considering requests to attend demonstrations on this conflict.

2.38 A revised Members' Code of Conduct was developed and agreed by the Executive Committee, and later approved by Council.

2.39 The Committee noted the interim findings, approved additional administrative staff appointments and noted that the General Secretary would report back to the Committee with the next stage of the Staffing Review in due course.

2.40 The Executive was kept up to date with developments around the Hayward Review (Independent Review of Qualifications and Assessment) and the Withers Report on post-school education.

2.41 The on-going dispute between BECTU and Horsecross Arts was also considered by the Executive Committee. It was agreed for the 2025 and 2027 AGM's to take place in Aviemore if possible, if the dispute is not resolved.

Other Executive Committee Business

2.42 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).

2.43 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.

2.44 The Executive Committee accepted an invitation from the Scottish Quakers to 'Peace at the Heart – Wangari's Trees of Peace' event at the Scottish Parliament.

2.45 The Executive Committee accepted an invitation from the Scottish Jewish Heritage Centre to attend a New Exhibition Launch on 29th February 2024.

2.46 The Executive Committee responded positively to a request from PCS to support work on a National Climate Change Service and a request from the FBU to work against the Strike Act (MSLs).

2.47 The Executive Committee oversaw correspondence with the UK Government on Sudanese Asylum seekers and to stop approving export licenses to sell arms to Israel.

2.48 The EIS Executive Committee oversaw correspondence with the Jury Service in actioning a Council resolution on jury service for teachers.

2.49 The Executive Committee oversaw correspondence with the Scottish Government on AGM resolutions, the Scottish Government & COSLA on Stand Up for Quality Education campaign matters and on the Education Reform Agenda.

2.50 EIS membership and the number of EIS representatives in schools were monitored at every meeting.

The Executive Committee agreed to sign up as a Zero Hours Justice employer.

2.51 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. The EIS regularly attended public sector affiliates' meetings, including those meetings dealing with public sector pay.

Finance

2.52 The Annual Accounts of the Institute for 2022/23 were reported to Council in March 2024. These are issued to delegates to the AGM as a separate document and will be presented to the AGM during the private session.

2.53 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.

2.54 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 31) and facilitates comparison to planned expenditure. The comments in the following paragraphs regarding the General Fund relate to this statement.

2.55 The General Fund recorded an operating deficit of £57,000 in comparison to a planned surplus of £244,000 and a surplus of £514,000 recorded in 2022.

2.56 Within income, higher than planned subscription income was largely cancelled out by a lower than expected dividend returns from investments.

2.57 Staffing costs were £470,000 higher than originally planned, which was attributable to additional posts authorised by Executive Committee during the year and higher than anticipated salary increases to both Officers and Staff – inflation having increased significantly after planned expenditure for 2022/23 was approved.

2.58 Legal costs for members continue to be the largest single item of expenditure for the General Fund after staffing. In the year to 31 August 2023 these amounted to £775,000 (2022, £798,000) accounting for 10% (2022, 11%) of subscription income. This

compares to 8% in the year ended 31 August 2020, when there was an exceptional level of costs recovered from other parties, and 12% in the year ended 31 August 2021.

2.59 Other significant areas of additional spending compared to plan included £64,000 in relation to holding the AGM in Aviemore rather than in Perth as was originally planned, £60,000 attributable to the effects of inflation on the production and distribution of the SEJ and £40,000 on IT costs, largely due to improving cyber security and development costs incurred in the course of the #PayAttention campaign.

2.60 The overall General Fund surplus for the year was £1,206,000. Non-operating items contributing to this surplus included increases in the carrying value of listed investments, net of tax, totalling £365,000 and favourable movements on the assessment of the Institute's pension liabilities of £896,000.

2.61 It should be noted that the overall General Fund Surplus of £1,206,000 is identical in both the audited accounts and the supplementary statement.

2.62 The Professional Fund (including the Strike Hardship Fund), recorded an operating deficit of £2,896,000 in 2023 (2022, a deficit of £436,000). This deficit was wholly attributable to the costs of the #PayAttention campaign, including merchandise, events, strike pay and grants from the strike hardship fund.

2.63 The Political Fund recorded an operating surplus of £97,000 (2022, £94,000) as expenditure on political events remained low. The Political Fund value was, however, reduced by a decrease in investment values of £176,000 (2022, increase of £470,000). After deferred tax provisions, the overall Fund value fell by £41,000 to £3,140,000 at 31 August 2023.

2.64 Overall, the financial statements indicate that the Institute remains in sound financial health with its Consolidated Balance Sheet showing Funds of slightly over £66 million (2022 £67 million).

2.65 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

2.66 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 eight Officers (including 2 Legal Officers) attached to HQ. This National Officer establishment is complemented by the Area Officer network which has eight Officers in three locations across the country, offering by far the largest full-time support network of any teacher union in Scotland.

2.67 Since the 2023 AGM there have been a number of changes to the Institute's Officer and Organiser staffing.

2.68 In June 2023 Wendy Hearty joined as National Officer within the Organisation department.

2.69 In August 2023, David Baxter was appointed as an Area Officer.

2.70 In December 2023, following Louise Wilson's retirement, Stuart Brown was appointed as Assistant Secretary for Employment Relations.

2.71 Thereafter, Sarah Collins was appointed to Stuart Brown's previous role as National Officer (Further Education), with Garry Ross filling that role on a secondment basis for the duration of Sarah Collins' maternity leave.

2.72 John Hunter and Amy Moran were appointed as Area Officers on fixed term contracts in order to cover for maternity leave and an incidence of long term sickness within that team. Robert Henthorn accepted a secondment into the Organiser team for the period of Amy Moran's secondment into the Area Officer role and Zoe McKeown joined as a Professional Learning Coordinator on a fixed term basis.

2.73 During the year, Executive Committee approved the creation of additional posts in order to reduce pressure in certain areas of the Institute's staffing and enhance the level of service available to the membership base.

- Craig Carson, who was previously on secondment from Renfrewshire Council, accepted a permanent role within the Organiser team.

- Eireann McAuley was appointed to the newly created role of Equality Learning and Development Coordinator.

Industrial Relations

2.74 The Executive Committee also considered industrial action ballot requests and approved enhanced strike pay at Hutchesons Grammar School, City of Glasgow College and Edinburgh. All these disputes were successfully resolved.

2.75 The Emergency Sub-Committee met six times in 2022-23 to approve industrial action ballots for EIS-FELA (National), EIS-ULA (National) and EIS-FELA City of Glasgow College Branch. Associated industrial action programmes were approved for EIS-FELA and EIS-FELA City of Glasgow Branch.

2.76 EIS-FELA national pay dispute has led to ASOS and strike action, the current action based on a renewed mandate. Approval was also given to two FELA Colleges branches to respond to any deeming arising from the national dispute's ASOS.

2.77 EIS-FELA City of Glasgow College and Edinburgh College (on a mandate from last EIS year) both undertook strike action, with City of Glasgow College also undertaking ASOS.

Political & External Affairs

2.78 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.

2.79 An EIS fringe meeting was hosted at the SNP Autumn Conference, Labour Spring Conference and Autumn & Spring Scottish Green Party Conferences.

2.80 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 approved the following donation: £10,000 to the EI solidarity with teachers and students in Palestine fund.

2.81 The Executive Committee also approved the following donations: 'The Old Oak' £3,000; Scottish Pensioners Forum £3,000; Auchengeich Colliery Memorial Committee £500, Campaign for Freedom of Information in Scotland (CFoIS) £1,000; Stop the War Coalition- National Demonstration coach hire £550; Positive Action in Housing £2,000; Stand Up to Racism coach hire £500; Send My Friend to School £1,000; EI Urgent Action Appeal with Teachers and Students in Palestine £10,000 and Justice for Colombia £15,000. It was also agreed to sponsor two tables at the 'Who Cares? Scotland Gala for Love'.

2.82 The Institute also agreed to sponsor annual lectures given by Connect and the Jimmy Reid Foundation.

Relations with Other Trade Unions

2.83 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 and 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).

2.84 The EIS attended both TUAC meetings this year, with one meeting focussing on AI.

2.85 Representatives from the EIS attended the Conferences of the following Kindred Organisations during the year: UTU, NEU, TUI, ASTI and INTO (Irish National Teachers' Organisation).

2.86 The EIS continues to play an active role within the STUC. EIS representatives have also regularly attended STUC Women's, Disabled Workers', Black Workers' and LGBT+ Workers' Committee meetings and conferences.

2.87 This year the EIS has been represented on the STUC General Council by Andrea Bradley, Nicola Fisher and Susan Quinn.

STUC Congress 2024

2.88 The STUC Congress for 2024 was held in Dundee. The EIS took a larger delegation than usual.

2.89 The EIS submitted three motions to Congress on i) Public Sector Budgets/Resourcing of ASN ii) Poverty & Equality, and iii) Redistributing Wealth/Tax Raising Powers. The EIS sent a full delegation.

TUC Congress 2023

2.90 The TUC Congress for 2023 was held in Liverpool. The EIS sent a delegation. The EIS submitted two motions to the TUC Congress; 1) UK Tax Raising Measures and 2) Violence at Work (including LGBT/BAME/Gender). All members of the EIS delegation spoke at Congress.

2.91 A Special TUC Congress was held at Congress House in December 2023 to campaign against the Strike Act's Minimum Service Levels. An EIS delegation attended the Congress and spoke in favour of the TUC General Council's statement.

2.92 An EIS delegation attended a TUC rally in Cheltenham against the Strike Act (MSLs) in January 2024.

International

2.93 The EIS continues to be active in international affairs with several Office-Bearers and Officials planning to attend a range of EI/ETUCE events including the EI 10th World Congress and International Summit on the Teaching Profession during the year.

Further Education (FELA) Section

Executive Committee

2.94 An Annual EIS FELA Conference is convened by the National Executive Committee of the EIS Further Education Lecturers' Association, to which it shall submit a report of its proceedings. The Annual Conference will consider policies to be followed by the Association and its resolutions shall be binding on all concerned until altered.

2.95 The membership of the EIS-FELA currently stands at just over 4100 members. The recent drop in numbers is mainly due to a contraction in the lecturer workforce.

2.96 The Executive Committee has met thirteen times in this cycle, three of these being Special Executive meetings and all, with the exception of one meeting, being held virtually.

2.97 During the year the Executive Committee was involved in many decisions covering a wide range of issues.

2.98 The President, Vice-President and other officials have both virtually and physically visited many Branches, increasing visibility and direct engagement with members, discussing the 2022-23 pay dispute, discussing the current Fighting for the Future of Further Education Campaign and the implementation of national terms and conditions of employment, arising from NJNC Agreements, supporting new branches and working to strengthen the voice of EIS-FELA among colleges affiliated to the University of the Highlands and Islands (UHI).

2.99 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:

- A request for the EIS to employ an EIS-FELA Organiser;
- Undertaking work to implement a reasonable adjustment passport across the sector; and

- Opposing Cuts to college funding / noting the impact of austerity.

2.100 The multi-faceted *Fighting for the Future of Further Education* campaign, was launched in October of 2022.

- Continued progressing the Fighting for the Future of Further Education campaign which was implemented following the results of EIS-FELA member survey, and factored directly into strategic planning for the campaign which formed the basis of the six key demands contained in the campaign pledge.

2.101 In light of the review, by Professor Ken Muir, into the replacement of the SQA, a number of resolutions relating to the SQA continue to remain outstanding since Annual Conference 2021. These will be processed when the process of replacing the SQA becomes clear.

2.102 The National representatives have continued to meet regularly, in order to further NJNC negotiation matters.

2.103 A number of issues have been processed via the National Joint Negotiation Committee for College Staff (NJNC):

- The 2022/23 claim, for a £5000 consolidated salary increase, was lodged with management side of the NJNC in August 2022. A 2% offer from the employers' side was rejected during the course of negotiations. Without any further improvement on the rejected 2%, a formal dispute was declared in January 2023. A revised pay claim for a 3 year deal was submitted in October 2023.
- Following a successful Statutory Ballot members of EIS-FELA undertook Industrial Action consisting of one day of national strike action, rolling strike action consisting of two colleges on strike a day for twelve days and three days of targeted strike action in the constituencies of key Scottish Government politicians. During this period members undertook Action Short of Strike Action from May 2023 to October 2023.
- A National Rally was held outside the Scottish Parliament on 1st June and again on the first day of strike action Thursday 7th September.
- No resolution to the dispute was forthcoming and so members undertook another Statutory Ballot to renew the mandate for Industrial Action, this Statutory Ballot narrowly missed the Anti Trade Union legislation threshold and a further Statutory Ballot was opened, at the time of writing this ballot successfully reached the threshold giving members a mandate to take Industrial Action from February to July 2024 in pursuit of a resolution to the ongoing pay dispute.

- Ongoing work via the NJNC in relation to publishing further advice on the implementation of the Transfer to Permanency Agreement for lecturing staff (c.04/18).
- Attempts to address ongoing issues relating to the implementation of c.01/18 (instructor/assessor) type roles have continued at NJNC. Work in relation to this, will continue into the next cycle as full implementation of the circular is sought by the EIS-FELA negotiators.
- Ongoing work streams of the NJNC Fair Work Working Group and the NJNC Policy Working Group.
- Working with Unison Colleagues to address ongoing issues around C.02/21.
- Meetings of the UHI Network and the EIS regarding the implications of UCU recognition.
- Discussions with the Scottish Funding Council on various matters and to re-instate regular meetings.
- Progressing matters to get Trade Union Representatives on College Boards.

2.104 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;

- Getting the remaining college lecturers on to the GTCS register via a process of Provisional Conditional Registration, which has now been approved by GTCS Council and will be open as from the beginning of April 2023.
- Direct lobbying for more funding for TQFE.
- Training and awareness raising sessions in partnership with GTCS and College Employers Scotland.
- The Professionalism sub group has reflected on the types pf CPD organised by each of the members of the group with a view to identifying gaps and opportunities to develop CPD.

2.105 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, including the 2022-2023 Pay Dispute, *Fighting for the Future of Further Education Campaign* and wider sectoral issues.

2.106 Correspondence with Government Ministers and MSPs in relation to the Fighting for the Future of Further Education Campaign and the 2022-23 Pay Dispute.

2.107 Branch officials seminars were held throughout the year, covering issues such as Industrial Action, the 'Fighting for the Future of Further Education' campaign and the use of EIS-Engage for workplace organising, training for new branch officials and guidance on writing annual conference motions.

2.108 With the Scottish Government embarking on a reform programme that is apparently focused on closer ties between further and higher education, in a 'tertiary' system, work began on engaging with government consultation on the purpose and principles of the reform agenda.

2.109 Ongoing work to prevent redundancies in the College Sector.

Salaries and Conditions of Service Sub-Committee

2.110 The Salaries and Conditions of Service Sub-Committee has met five times in the last year, one of these meetings being a special meeting to consider the annual conference motions relevant to the sub-committee. Over the course of these meetings, the sub-committee considered a number of NJNC matters, including the 2022-23 Pay Round.

Education and Equalities Sub-Committee

2.111 The Education and Equalities Sub-Committee has met five times in the last year, one of these meetings being a special meeting to consider the annual conference motions relevant to the Sub-Committee. Over the course of these meetings, the sub-committee considered a variety of matters, including continuing engagement with the Scottish Government on ASN provision and the processing of relevant Annual Conference resolutions.

2.112 The sub-committee also engaged in work such as;

- Meetings of the ASN Network.
- An all member ASN Survey which has been finalised and will be issued in 2024.
- Considering ways in which the number of EIS Equality Representatives could be expanded within the EIS-FELA.

EIS-FELA Surveys & Submissions

2.113 A number of surveys, submissions and papers were endorsed by the EIS-FELA Executive during this cycle;

- A Freedom of Information request was made to UHI Colleges in relation to the types of Contracts issued to members in the UHI.
- Submission in response to the Scottish Parliament's Education, Children and Young People Committee's investigation into college governance / the impact of college regionalisation.
- Zero Hours Contracts Freedom of Information request.

- Supported employment opportunities for students with Additional Support Needs Information request from College Principals.
- EIS Response to the UHI Merger Consultation.
- Work ongoing to form a response to the Independent Review of the Skills Delivery Landscape (James Withers Report).
- EIS-FELA response to lessons learned report.
- EIS-FELA response to purpose and principles report.
- EIS FELA Parliamentary Briefing on The Fighting For The Future Of Further Education Campaign and College Lecturer Pay Dispute 2022-23. (A further update of this briefing was sent to MSPs in April 2024)

Industrial Relations

2.114 The national dispute regarding the 2022-23 Pay Round is ongoing; a six month industrial action mandate was used, a ballot to renew the mandate failed to cross the statutory turnout threshold despite a majority in favour of action but an industrial action mandate was obtained in a further ballot that closed on 16 January for ASOS and strike action.

2.115 National industrial action resumed with a new mandate on February 12th 2024 (ASOS) with further strike dates starting on 29th February and escalating to targeted, rolling and all out strike action planned for mid-May and June.

2.116 The threat of deeming as a result of ASOS action in the national dispute has led to some colleges lodging disputes and pursuing a mandate for industrial action.

2.117 City of Glasgow College took part in sustained industrial action in 2023 in defence of jobs, after a lengthy dispute a successful resolution was reached.

2.118 Edinburgh College took part in sustained industrial action in 2023 in defence of jobs, after a lengthy dispute a successful resolution was reached.

2.119 A rally was held at the Scottish Parliament to coincide with the first day of the renewed national industrial action (29th February) which was well attended by EIS-FELA members, MSPs and EIS office bearers and officials.

Higher Education (ULA Section)

ULA Executive Committee 2023/24

2.120 The EIS-ULA Executive Committee met 12 times virtually in 2023-2024, this includes one Special Executive Meeting with one meeting cancelled in August 2023.

New JNCHES

2.121 Following the imposition of a pay offer in August 2022, while the unions were in dispute, a ballot was held for industrial action. A mandate for industrial action was achieved in three branches, Edinburgh Napier University, Glasgow Caledonian University and the University of the West of Scotland. As a result, the EIS-ULA Executive Committee decided to call strike action at all three institutions totalling 6 days of strike action.

2.122 Due to the ongoing strike action, a proposal was received from UCEA to pull forward the 2023-2024 pay round. EIS-ULA reluctantly agreed to this on the basis that any offer should address the 2022-23 pay dispute. The unions agreed that the pay element of the negotiations should be brought forward, in part reflecting the disappointing 2019/20, 2020/21,2021/22 and 22/23 pay rounds, which in effect cut pay in real terms and were all subject to dispute and imposition. The formation of a Scottish New JNCHES Sub-Committee continues to feature in claims, but we have yet to make progress in the setting up of this JNCHES committee.

2.123 Three negotiating meetings led to a very slightly improved claim for academic staff totalling 5% for most EIS-ULA members to be paid in two instalments (February and August 2023). The offer still fell well short of inflation and did nothing to resolve the 2022-23 dispute therefore the EIS-ULA, as well as all the other New JNCHES unions, declared a dispute encompassing both rounds.

2.124 An agreement was reached to try and make some progress for the 2023-24 pay round, that we should forgo the usual New JNCHES dispute process and enter into discussions facilitated by ACAS. Those talks did not lead to an improved pay offer and therefore did not resolve the 2022-23/ 2023-24 disputes. There were however 4 sets of terms of reference (TORs) produced through the ACAS talks, which have been agreed in principle by EIS-ULA. These have not yet been submitted due to a delay in all unions agreeing the wording. It is anticipated that the full discussions on these TORs will continue through the 2024-25 pay round which commenced on 26th March 2024.

2.125 As a result of this failure to improve the pay offer, the EIS-ULA Executive Committee decided to re-ballot our members to seek to extend the industrial action mandate for a further six months in relation to the 2023-24 pay dispute, this time for both strike action and action short of strike. This closed in April 2023 and though a majority of those who voted did vote to continue action, we did not reach the legal threshold for turnout to continue the action and so industrial action related to these disputes ceased.

2.126 The 2024 pay round has now begun. The joint union claim submitted included pay related matters (the above mentions TORs on workload, equality pay gaps, casualisation, and review of the pay spine), the formation of the Scottish Sub Committee and an uplift on all pay point of £2500 or RPI+2% (whatever is the greater). At the time of writing negotiations are ongoing and expected to conclude before the end of May 2024.

Engagement with Government

2.127 EIS-ULA has been represented at regular catch-up meetings with civil servants. Issues have been raised regarding particular employers where necessary, as well as pay, funding, pensions, and capital resources.

2.128 These meetings allow EIS-ULA, alongside EIS-FELA, to place matters before the government and make it aware of upcoming issues in good time.

2.129 Representations have been made to the HE Minister regarding the poor state of negotiations at New JNCHES from the Scottish perspective and the need for a Scottish level bargaining forum to discuss pay and related issues with the employers in Scotland.

SRUC

2.130 SRUC staff have been offered 4% for the pay round 2023-24, which is less than that offered to staff covered by New JNCHES bargaining. A consultative ballot of SRUC members has been opened and will conclude on 31st May 2025.

2.131 During this period SRUC are also looking at a re-structuring of the organisation to cut costs across multiple sites. This includes reducing the campus footprint at Elmwood, as well as savings to be achieved by re-examining the courses on offer at SRUC more widely.

2.132 The SRUC branch, supported by HQ staff and the local student organisation have launched a campaign aimed to achieve future investment for the Elmwood site and the retention of a full course offering at Elmwood including horticulture, golf, gamekeeping, and animal care. At the time of writing this the campaign is ongoing.

2.133 A discussion with ACAS has also been held regarding the harmonisation of holiday terms and conditions across the SRUC. This is ongoing but unlikely to reach a conclusion unless the employer's position shifts.

Royal Conservatoire of Scotland

2.134 While the EIS is recognised for academic staff at RCS, there has never been a procedural agreement related to collective bargaining until this year. A proposed agreement on the setting up of a joint negotiating committee at RCS has been drafted with further discussions ongoing. It is expected these will conclude with a new procedural agreement signed off in May/June 2025.

Recruitment

2.135 EIS-ULA offered three months free membership to new members and offered free membership to PhD students. The expanded offer is partly funded by the main body (in line with the 3-month free offer) and partly funded by the ULA's funds.

2.136 A mapping exercise of the sector for recognised branches is complete and targeted recruitment mailshots have been sent to non-members at Glasgow Caledonian, Queen Margaret University, Glasgow School of Art, University of the West of Scotland, Edinburgh Napier University and Robert Gordon University. Further mailshots are planned to include SRUC and RCS. Using this data, targeted emails have been sent to aid recruitment efforts. Recruitment events have taken place at Robert Gordon University and the University of the West of Scotland in recent months.

2.137 Social media advertising targeted at our branches has also been effective in driving some recruitment, as well assisting in campaigns as required.

2.138 Limited access to campuses and non-members has made recruitment a challenge in the last few years, but membership levels at EIS-ULA have increased and now sit at 1516 members (up from 1,462 in March 2021 and 1,329 before the pandemic).

Robert Gordon University

2.139 Significant numbers of staff are at risk of redundancy at Robert Gordon University. A VS scheme has been opened and closed with 174 applicants. The institution is looking for a reduction of 180-220 staff. It has currently refused to rule out the possibility of compulsory redundancy to reach its target. The RGU ULA branch has received significant support from the National Official and Regional Organiser to combat the threat, and this is an ongoing campaign.

ULA Finances

2.140 The EIS-ULA Executive Committee has had limited costs this year in large part due to the lack of physical meetings after the pandemic, which is planned to be a permanent move for ULA Executive meetings.

2.141 A £5k budget has been set aside by ULA Executive for recruitment merchandise specific to ULA to boost on-site activity and visibility in the coming year.

2.142 An additional sum was agreed to fund the purchase of travel mugs to encourage participation in our member survey which has now closed. We had 280 respondents to the survey.

2.143 There was a significant expenditure approved by ULA Executive Committee for the running of the annual conference in 2024, due to this conference being an all-day event, with meals. While this is an unusual expenditure, it is reflective of trying to build value for our members in offering CPD and learning opportunities as part of the conference, which this year focused on Generative AI in Higher Education. The conference was successful and feedback from attendees was positive.

Miscellaneous

2.144 The EIS-ULA has also considered and contributed to other matters during the year as follows:

1. The Finances of Scottish Universities.

2. The SFC Announcement Outcome Agreement Funding for Universities – Indicative Allocations for AY 2023-24

3. Regular Newsletters have been issued to all EIS-ULA members giving up-to-date advice and information on all current matters, including pay.

4. A complete mapping exercise has been undertaken. We can now identify all members of staff in every Scottish HE institution.

5. The development of a new organising strategy for EIS-ULA has been agreed and implemented.

6. The EIS-ULA webpages are to be updated in the coming 12 months, with increased functionality as the goal of this revamp. FOIs will be used where necessary to build complete employment policy libraries for each HE institution so these can then be accessed on the new ULA portion of the website, thus giving each HE Branch a specific space on the website.

7. EIS-ULA has launched a survey of all ULA members to assess their views on what issues are most important to them to inform future industrial strategy. To date 280 members have completed the survey and branded travel mugs have been posted to all participants.

Engagement with other HE Stakeholders

2.145 There was ongoing engagement with UCU, Unite, Unison, GMB, NUS Scotland, STUC, SFC, UCEA and Universities Scotland.

Member Support and Casework

2.146 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.

2.147 There has been significant engagement at the University of the West of Scotland, SRUC, Robert Gordon University, Aberdeen University, Glasgow School of Art, Strathclyde University, Glasgow University, Edinburgh University, The Royal Conservatoire of Scotland and Edinburgh Napier University, in relation to local issues and cases.

2.148 Significant numbers of individual cases have been dealt with in the period since the last conference in March 2022.

2.149 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 and require substantial input and support. This has included multiple settlement agreements, legal cases, serious disciplinary issues, grievances, appeal handling, equality cases, harassment and bullying cases, contract disputes, ill health retirements and many others. Agreed settlements have been achieved for members through the handling of this casework.

2.150 Collective issues have been discovered as patterns of casework issues in specific locations are identified. These issues have been progressed at the local level where appropriate with support being offered to branches to make changes to policies, procedures and to tackle workplace culture.

AGM 2022 and AGM 2023 Resolutions

Summary of Executive Committee Actions Taken/Outcomes for outstanding AGM 2022 Resolutions and AGM 2023 Resolutions

AGM 2023 Resolutions

Title of Resolution	Action Taken/Outcomes
<u>Underfunding of ASN Pupil Support</u> "That this AGM condemns underfunding of ASN pupil support in all of our schools by the Scottish Government and COSLA, resulting in the unacceptable levels of violence which our teachers suffer, and instructs Council to: (a) continue to gather evidence to support a campaign to rid our schools of violence including the number of staff days lost due to violence incidents; and (b) gather evidence on the methods of reporting violent incidents in each Local Authority with a view to publishing the information to encourage best practice in pursuit of a zero tolerance to violence in schools."	*Liaise with Employment Relations.* *FOI completed and Violence & Aggression in Schools report presented to February 2024 Executive meeting.* *Incorporated into SU4QE campaign.*
<u>Children with Social, Emotional & Behavioural Needs (SEBN)</u> "This AGM calls for the EIS to investigate and report upon the experiences of members currently employed in the provision within school-based units stand-alone local authority services' that support children with SEBN across all authorities. The investigation to include but not be limited to:- a. The referral process for identifying children suitable for the provision. b. The recruitment, training, and retention of staff. c. Availability of access to mainstream provision during transition periods."	*Liaise with Education/ASN Network.* *Survey questions developed and shared with ASN network.*

Survey of Members: Teacher Workload and Wellbeing "That this AGM calls on the EIS to investigate and report on the impact of multi-level teaching on teacher workload and wellbeing in ASL schools by surveying members."	*Liaise with ASN Network.* *Survey questions developed and shared with ASN network.*
Incident Reporting Forms: Review "AGM resolves to request local association secretaries review incident reporting forms and ensure that this explicitly include incidents motivated through homo/bi phobia and through transphobia."	*Equality lead.* *Liaise with Employment Relations.*
Extension of 'Annual' School Clothing Grant "This AGM instruct Council to call for the extension of the 'annual' school clothing grant awarded to families in receipt of eligible benefits to be awarded 'bi-annually'."	*Equality lead.*
Reporting and Recording of Equality-Based Incidents in Schools "AGM resolves to investigate and report on arrangements for the reporting and recording of equality-based incidents (including potential hate crimes) in schools in order to identify best practice and gaps in current reporting mechanisms."	*Equality lead.* *Liaise with Employment Relations.*
Reserved Space(s) on Council for BAME, LGBT+ and Disabled Members "AGM instructs the EIS Council to investigate and report on a constitutional amendment to provide reserved space(s) on Council for BAME, LGBT+ and Disabled members."	*To be completed.*

<u>Impact of Pupils Behaviour on Teacher Wellbeing</u> "That this AGM instruct Council to conduct a member survey to investigate the impact that pupils' dysregulated behaviour is having on teacher wellbeing, and also to look at the current supports and strategies in place in Local Authorities."	*Employment Relations lead.*
<u>Reporting Incidents of Abuse</u> "This AGM instructs Council to advise members to report any incident of abuse, including verbal, physical and/or emotional, to the police as well as utilising any local reporting procedures."	*Employment Relations lead.*
<u>Workload Crisis: Campaign of Industrial Action</u> "That this AGM instructs Council to develop a campaign of industrial action to address the workload crisis facing teachers. This campaign to draw on lessons learned in the recent Pay Attention campaign, and to include, though not be limited to, actions to achieve commitments by SNCT to: a) begin the rollout of the implement of the reduction of class contact time to 21 hours as soon as is practicable; b) wholly devote the proposed increase in non-contact time to personal preparation and correction time; c) begin planning for a phased reduction in class sizes, with the ultimate aim of all classes being limited to a maximum of 20 pupils."	*Incorporate in SU4QE Campaign.* *<u>Stand Up for Quality Education Campaign</u>: The General Secretary introduced the extract from the Campaign Plan re Workload outlining the work that has either been overtaken or is in train. The General Secretary also outlined workstreams that are about to begin on Working Time Agreements, workload audits, the workload diary and wider research activity, and other advice around teacher empowerment, ahead of the Easter break. It was further <u>agreed</u> to memo both the Salaries and Education Committees asking them to start considering potential ASOS actions in support of the Stand Up for Quality Education Campaign.*

Legislation to Reduce Class Sizes "This AGM call upon Council to campaign for legislation to reduce class sizes in primary and secondary establishments."	*Incorporated into SU4QE Briefing for MSPs and EIS LA.* *Target key Education-linked MSPs (former teachers etc) and parent groups.*
Strikes (Minimum Service Level) Bill 2023 "This AGM believes the Strikes (Minimum Service Level) Bill 2023 is a violation of the right to strike and agrees to campaign for its repeal if enacted."	*Work with TUC, STUC, Megaphone and other affiliates.* *Delegation attended Special TUC Congress in December 2023 and agreed to joint union approach to oppose implementation of MSLs. This approach was approved by the Executive Committee.*
Scottish Government and Local Authorities Education Budgets "That this AGM instructs Council to campaign for greater transparency in the Scottish Government and Local Authorities' Education budgets and reporting, in order to facilitate improved accountability. Furthermore, AGM instructs Council to enhance the EIS's capacity for analysis of Education spending by the Scottish Government and Local Authorities, by commissioning external expertise as necessary."	*Have promoted the case for greater transparency in budgets in political meetings.* *Started to scope out research work to gain a better understanding of education funding in Scotland.*
Options for Increasing Taxes in Scotland to Fund Investment in Public Services "That this AGM instruct Council to investigate and report on the findings of the STUC's recently published independent research: 'Options for increasing taxes in Scotland to fund investment in public services' and any other relevant research on raising public revenues in Scotland for public investment. The report should include recommended policy positions to consider for adoption by the EIS.	*Report on taxation for investment shared at February 2024 Executive. Remitted to April Executive Committee meeting for further consideration.* *'Taxation for Investment in Public Services' policy paper agreed by Council.* *Work with TUC & STUC.* *Incorporated into 2023 TUC motion.*

That this AGM further instruct Council to seek similar investigations and reports from the TUC into increasing taxes and closing tax loopholes at UK level."	
<u>Organising and Campaigning Skills of EIS Representatives and Members</u> "That this AGM instructs Council to develop a suite of training and materials that will support and progress the organising and campaigning skills of EIS reps, Health and Safety Reps' and members. To include, but not be limited to: a) local and national campaigning; b) lobbying; c) broader political/trade union education."	*Produced new materials for campaigning and training.* *LA Secretaries training resumed in session 2023-24.* *LA Secretaries sent SU4QE campaigning information and advice.*
<u>Translation of the History of the EIS and its Current Role</u> "That this AGM instruct the EIS to draft and translate into common community languages a piece of text for the EIS website, explaining the history of the EIS and its current role.	*In progress.*
<u>Early Diagnosis of Prostate Cancer</u> "That this AGM notes the wide disparity in early diagnosis of prostate cancer in Scotland in comparison to the rest of the UK. This AGM instructs Council to embark upon a campaign among our members to raise awareness of the importance of early diagnosis, the benefits of PSA testing, and the fact that early prostate cancer tends to be asymptomatic. This campaign to include the following: o Informing members of the benefits of early diagnosis of prostate cancer.	*An EIS campaign on Prostate Cancer Awareness was initiated and aligned with National Cancer Awareness Week.*

o Informing members of how they can be tested for prostate cancer. o Producing materials for distribution to members, including flyers, videos and social media posts, encouraging them to complete the Prostate Cancer UK online risk checker."	
Additional Support Needs Network "This AGM instructs council to initiate a campaign to promote membership of, and attendance at, the EIS Additional Support Needs Network to ensure there is a breadth of representation from across Scotland."	*In progress*
Working with Non-Teaching Unions "That this AGM calls on the EIS to work more closely with non-teaching unions to support school staff and to collaborate and campaign together on educational issues."	*Reached out to non-teaching unions. Ongoing contact re joint-statement.*
Pupil Equity Funding "This AGM instructs Council to investigate and report on how Local Authorities distribute Pupil Equity Funding for pupils attending more than one setting."	*Report presented to Executive and agreed by Council*
Specialist Subjects: Recruitment Shortfall "That this AGM instructs Council to develop a campaign to put pressure on Scottish Government to address the recruitment shortfall in a range of specialist subjects."	*Liaise with Education.* *Reach out to National Workforce Planning Group for support (via Dave McGinty, who is on group).*
Centralised Procurement Systems "That this AGM calls on the EIS to investigate and report on the implications for school budgets and associated workload arising from centralised procurement systems, including PECOS, in light of cuts in school and departmental budgets."	*Report presented to Executive and agreed by Council .* *Agreed for report to be shared with LAs, and incorporated into the SU4QE campaign.*

Exemption from Strike Action: Pregnant Members "That this AGM instructs Council to develop a ready reckoner to be added to the EIS website in future industrial action campaigns that would allow those seeking exemption from strike action for pregnancy to enter their personal EWC and self-determine their eligibility for exemption and thereafter apply for exemptions in the normal way."	*Ready reckoner and calculations published on website.*
Sudanese Asylum Seekers "That this AGM notes that as part of its hostile environment towards refugees the Home Office is redesignating post-military coup Sudan as a safe destination to which asylum seekers can return. This AGM calls on the Home Office to take cognisance of the situation in Sudan and not subject the lives and security of Sudanese asylum seekers to risk by forcible return."	*Letter to Home Office sent in December 2023. Response received January 2024.*
Non-gender Bias Wording in EIS Rules "This AGM calls on Council to investigate and report on the gender bias in the wording of the EIS Political Fund Rules and other relevant rules and policies as and when they are updated."	*Remove gender bias when rules reviewed.*
Net Zero "That this AGM call on the Scottish Government and Local Authorities to honour their commitments to Net Zero. This should include:- i. A radical and coherent programme of retrofitting of outdated public building stock with non-fossil fuel heating and appropriate insulation and ventilation. ii. A ban of single use plastics in schools, including through vending machines iii. That recycling of waste by cleaning staff be included as part of the regular cleansing of school buildings.	*Write to LA Secretaries with briefing for them to write to Councils re new builds.* *Report presented to Executive and agreed by Council .* *Agreed for report to be shared with LAs.*

Furthermore, that this AGM instruct council to campaign that all new school buildings in Scotland be constructed with sustainability of environmentally friendly practices in mind, including but not limited to, solar panels to help reduce power costs and charging points for EV to encourage those teachers who to need to drive, in order to move away from ICE vehicles."	
<u>Environmental Waste Policy</u> "That this AGM instruct Council to develop an environmental waste policy to apply to the preparation and distribution of materials relating to routine operational business and to campaign-associated materials."	*Campaign materials are now made of products that can be practically recycled.* *Recycling instructions/guidance are included with materials.* *Report presented to Executive and agreed by Council .* *Agreed for report to be shared with LAs.*
<u>Public Ownership of Fossil Fuel Corporations</u> "This AGM instructs Council to support and campaign for public ownership of the fossil fuel corporations and the privatised gas and electricity companies."	*Current policy.* *Ongoing workstream.* *Work with others.*
<u>Continued Trade Union Activism</u> "That this AGM notes that the structures of some STUC affiliates allow their members, who are no longer employed in the workplaces where these affiliates organise, to continue to participate in some of the work and some of the campaigns that these affiliates support. Consequently, this AGM instructs Council to investigate and report on the feasibility of affording the same opportunities to EIS members in similar categories. 1. On how some other STUC affiliates, particularly in relation to their structures and governance arrangements, facilitates continued trade union activity by what might be described as retired members in aspects of the work and campaigns	*Check previous minutes (scheme in Officials Constitution) re lifetime members.* *In progress to investigate and report to Executive on possible roles for retired members in Union.*

supported by them specifically and the STUC in generally. This often takes place through Trade Union Council activity. 2. If necessary, map out any changes that might be required to the category of life member to afford EIS activists the same opportunities for continued trade union activism as is afforded retired members in some other STUC affiliates."	
<u>Training for Members on Preparing Motions</u> "This AGM calls for training to be offered to support members when preparing motions. This training to include but not be limited to:- i. Writing a motion with a focus on the language used. ii. Creating an argument to support the motion. iii. Presenting the motion with a focus on public speaking skills."	*LA Secretaries given training in writing motions at session in November 2023.*

Outstanding Resolutions from AGM 2022

Title of Resolution	Action Taken/Outcomes
Independent Research: Workload of Teachers "That this AGM instruct Council to commission, as soon as is practicable, independent research that considers the workload of teachers, the extra hours they work beyond their contractual hours as a consequence of their workload, and the main reasons for the failure to achieve a 35-hour working week for teachers."	*Research Advisory Group constituted and obtained bids for research tender. Successful bid initiated research in February 2024.*
Additional Counselling Services in Educational Establishments "That this AGM call on Council to campaign for additional funding to support additional counselling services in educational establishments to support young people in the aftermath of the Covid pandemic."	*Noted as policy.* *Investigated current counselling service levels and funding across Local Authorities by production of report.* *Raised by letter with Cabinet Secretary.* *To produce campaign briefing for councillors and MSPs.* *The Education Committee has produced two reports in relation to mental health provision across Scotland and has used the findings of those reports to argue for additional funding in support services, not solely counselling services, for children and young people. We highlighted the impact of the lack of provision in our response to the National Discussion and in the Scottish Government's 'Consultation - a Mental Health and Wellbeing Strategy for Scotland'. Reflect as appropriate in press and media comments.*
4-Day Working Week "That this AGM call on Council to campaign, alongside other Trade Unions and STUC, for a 4-day working week."	*Noted as policy.* *Report given to Executive Committee* *Raise at STUC General Council and TUC with a view to contributing as appropriate to campaigning actions.* *Raised the matter by letter with Cabinet Secretary.*

<u>'Campaign Against Climate Change': Affiliation</u> "That this AGM instruct Council to affiliate the EIS to the 'Campaign Against Climate Change'."	*Affiliate to the 'Campaign Against Climate Change'. This is in progress.*
<u>Renewable Energy Systems</u> "That this AGM campaign for all schools, colleges and Early Learning establishments in Scotland to have appropriate renewable energy systems installed in order to harness sustainable energy for school buildings."	

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 6 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 2023 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 Government's consultations on Prescribing the Minimum Annual Number of Learning Hours and on the Draft Statutory Guidance on Relationships, Sexual health and Parenthood Education in Schools. The Committee has also contributed to the EIS's work on the Stand Up for Quality Education Campaign, contributing detailed papers and an analysis of current statistics in relation to additional support needs in Scotland's schools.

Education Reform

3.4 Education Reform has continued as a major focus of the Committee this session.

3.5 The Committee welcomed the publication of two major reports: 'All Learners in Scotland Matter', the final report following the National Discussion and 'It's Our Future: Report of the Independent Review of Qualifications and Assessment'. Having contributed extensively to the consultation and engagement phases of both reviews, the Committee was pleased to note the cohesion between many of the recommendations for reform and existing EIS policy.

3.6 The visions and values, outlined in 'All Learners in Scotland Matter', resonated strongly with those articulated by the EIS throughout the National Discussion, reflecting the importance of responding to the

holistic needs of all learners, underpinned by principles of social justice, inclusion, equity, equality and diversity. The report sent a strong message to the Scottish Government about the imperative and urgency of additional funding for Additional Support for Learning (ASL), with the need for more teachers, pupil support workers, and smaller class sizes all featuring as recurring themes. The Committee welcomed the recognition in the report that cultural change would be key to driving reform and endorsed the proposed 'human-centred approach' to educational improvement, which envisaged professional judgement and teacher voice informing decisions and actions.

3.7 The recommendations in the final report of the Independent Review of Qualifications and Assessment also aligned with well-established EIS policy on assessment, seeking changes to reduce the emphasis on high-stakes exams, placing greater emphasis on continuous assessment, and providing space for greater breadth, depth, and enjoyment of learning across all areas of the curriculum. In welcoming the recommendations, the Committee was clear that to deliver effective reform, the Scottish Government would have to set realistic timescales for implementation, listening to the voice of the profession and commit sufficient resources for additional staff and reduced class sizes to meet the rising level and complexity of additional support needs (ASN) and to provide parity of esteem across all learner pathways. Reform would also be dependent on cultural change, founded on key principles of trust in teacher professionalism and Empowerment.

3.8 Whilst the Scottish Government considered the recommendations in these reports, work continued at pace on the Programme Delivery Boards which had been established to inform the creation of the three new national bodies: a national agency for Scottish Education: a new independent Inspectorate; and a new qualification body. Representing the EIS on these Boards, the General Secretary and National Officer Harvey provided extensive feedback to advance the development of Target Operating Models (TOMs) for each of the new agencies, highlighting the centrality of teacher voice in decision-making and governance processes.

3.9 Despite the drive to finalise the TOMs within strict timescales, the work of the Programme Delivery Boards was paused following the announcement of the Cabinet Secretary for Education and Skills on 22 June 2023, that she required a period of reflection to consider Education Reform holistically, in light of the outputs from the National Discussion, the Hayward Review and the Review into the Skills Delivery Landscape led by James Withers. In making this announcement, the Cabinet Secretary also made it clear that the planned reform of the SQA and Education Scotland would be delayed, with the SQA continuing to operate until 2025.

3.10 Recognising that this pause provided an opportunity for teachers and

lecturers to be properly consulted on all aspects of Education Reform, not only as individuals but as communities of professionals, as long advocated by the EIS, the Institute called for a reassessment of workload priorities and for protected time to be given, beyond the first Inset day, to support such engagement. In responding to the Cabinet Secretary's announcement, the Institute also clearly articulated the profession's lack of confidence and trust in the SQA and the desire to move forward expeditiously with positive change in establishing a new qualifications body.

3.11 Despite the extensive public consultation which had already taken place on proposals for reform as part of the National Discussion and the Hayward Review, the Scottish Government invited final comments on the recommendations to reform qualifications and assessment, including those made as part of the Withers' review. The Committee submitted a further detailed written response, reiterating its support of the Hayward recommendations but commenting for the first time on both the process adopted in Withers and the recommendations made. Given the lack of consultation which that review body had had with key educational stakeholders, including education trade unions, the Committee questioned the basis upon which recommendations within the Withers report were founded. The Committee also raised significant concerns about its proposal to assign oversight of the post-school educational landscape to the new qualifications agency, exacerbating the concerns about conflict of interest, raised in the Muir Review. The Committee was clear that the Withers' recommendations, if adopted, would add to the complexity of the task facing the wider Education Reform programme, specifically the creation of a new qualifications agency and reiterated that the need to expedite reform in this area.

3.12 In October 2023, the Cabinet Secretary announced that she intended to co-create a Centre for Teacher Excellence, with teachers and the professional associations. Having not been consulted about these plans prior to the announcement, the EIS questioned how they would interface with the recommendations for reform already under consideration and specifically, the proposed national support agency. Responding to the Cabinet Secretary's request for views on the Centre, the Committee urged caution in framing the narrative to ensure that a deficit approach to teacher professionalism was not adopted and highlighted the importance of Empowerment and teacher voice in governance arrangements, influencing the role and function of the Centre and in determining priorities. With the Centre apparently focusing on the link between academic research and practice, the Committee questioned the origin of the proposal and referenced the importance of dedicated additional time for teachers to engage with professional learning as well as time for reflection to build collective agency. In March 2024, the Scottish Government established the Centre for Teaching Excellence Co-Production Group and Sandie Gordon is representing the Institute on this Group.

3.13 The Committee considered the Scottish Government's Consultation on the Education Bill at its December meeting and thereafter submitted a detailed response. In responding to proposed governance models for the new qualifications agency and the new Inspectorate, the EIS emphasised the importance of governance arrangements being independent of Scottish Government and having a majority representation of teachers, calling for greater clarity about the interface between the Board of the new qualifications agency and its Advisory Committees and reiterated concerns about the accreditation, regulation and awarding functions remaining within the same body, highlighting the potential for conflict of interest and the lack of transparency. In referencing its disappointment that the proposals for reform in relation to the new Inspectorate were not more ambitious, the Institute continued to advocate for a more progressive quality assurance model, with the removal of gradings and a departure from the current top-down performative approach to one rooted in peer review and collegiate dialogue. At two meetings focusing specifically on the Education Bill, the General Secretary and Assistant Secretary Keenan highlighted these concerns in more detail to representatives of the Scottish Government.

3.14 Throughout the year, the Committee has argued strongly in a range of fora for action to end the delays to the stalled Education Reform process and to drive forward the meaningful change to qualifications and assessment in the Senior Phase set out in the Hayward Review. Following a debate in the Scottish Parliament on 28th February 2024, the Institute issued a further call to action, highlighting that reform, through the introduction of the Scottish Diploma of Achievement, has the potential to make a bold statement that in Scotland, we value much more in education than attainment measured by exam passes. Acknowledging that implementation must prioritise change in a measured and balanced way, with ongoing collaborative decision-making processes, inclusive of all, the Institute called on the Scottish Government to move forward positively, building on the strong sense of purpose underpinning the Hayward Review to make education in the Senior Phase better for students, teachers and society as a whole.

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 developments around Scottish National Standardised Assessments.

3.16 Campaigning on SNSAs has continued through engagement with the Scottish Government and civil servants. Following the launch of phase two of the programme, a survey of members was conducted to obtain feedback on members' experience of using the new iteration of these assessments. The results demonstrated that members continue to have concerns about the time and resource taken to conduct SNSAs,

with members referencing that ASN and support staff are routinely removed from their scheduled duties to support delivery of these assessments. Members continued to be sceptical about the usefulness of the assessments, highlighting that they detracted from valuable time for teaching and learning and provide no additional information to advance teachers' professional judgement. Members also questioned their suitability for young pupils and those with ASN. The results of this survey were used in meetings with the Scottish Government and other education stakeholders to challenge the validity of data gathered by the Scottish Government, which suggested that users had commented favourably on the usefulness of the reports in informing teaching and learning. The information gathered from the EIS member survey will continue to be used to inform future campaigning in this area, with Scottish Government, local authorities, parents' organisations and relevant national agencies.

3.17 Adam Sutcliffe continued to represent the EIS on the Languages Strategic Implementation Group, which had been set up to oversee the implementation of the 1+2 Languages policy. With the implementation period complete, the work of the Group was brought to an end in March 2024. The Committee thank Adam for his contribution to this Group and will continue to keep engagement in this area of the curriculum under review.

3.18 The Committee is represented on the PSE Delivery and Implementation Group by the EIS President, Paula McEwan and the Education Convener. Having not met for some time, the Group reconvened in December 2023, with work initially focusing on the action plan which had been prepared in response to recommendations made in 2017. Recognising that the importance of considering next steps in the current context, discussions are ongoing to ensure that outputs from this Group are relevant. EIS representatives continue to press for the delivery of practical support and high-quality resources for members in this area.

3.19 Jacqui Church represents the EIS on the LfS Leadership Group. This Group was established to update the Scottish Government's action plan to embed Learning for Sustainability in schools and ELC settings by 2030. With the launch of the new LfS Action Plan in August 2023, discussions within the Gorup have focused on the importance of culture change, of a departure from a narrow focus on attainment and of engaging leadership if implementation is to be sustainable. Detailed submissions have been made over the course of the year, highlighting the need for dedicated time to be given to teachers to facilitate practice sharing and provide opportunities to approach LfS from a creative, interdisciplinary perspective. Jacqui is also representing the EIS on an Education International group which is developing an online course on LfS, as part of the 'Teach 4 the Planet' series.

Curriculum and Assessment Board

3.20 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 General Secretary, the Committee has continued to influence discussions, most specifically this session around the reform programme, the imperative for action and the importance of teacher voice as a key component of the process, the draft National Improvement Framework ('NIF') Statutory Review, the importance of greater cohesion across education policy, and the ongoing consideration of the development of a systemic approach to curriculum review in line with OECD recommendations. The Institute has questioned the rationale for work being led by ADES on timetabling and has also challenged proposals to develop a digital profile to capture lifelong learning from the age of three, highlighting that this approach is based on assumptions about the digital literacy of pupils and about the infrastructural capacity of schools to support such a development given the current levels of funding and internet connectivity.

National Improvement Framework

3.21 The Convener represents the Institute on the National Improvement Framework Statutory Guidance Working Group. Over the course of the year, the EIS has questioned the timing of the review in the context of Education Reform. Following written and oral submissions to this effect, the Group concluded in November 2023 that there would be little merit in engaging with a substantial review of the statutory guidance at this stage and agreed to return to this, when the outcomes of Education Reform are known.

3.22 The Committee submitted a detailed response to a consultation on planned changes as part of the National Improvement Framework Statutory Review. This response highlighted the Committee's concern that focus of the NIF remains principally on attainment, rather than achievement and continues to place an over-reliance on big data gathered from assessment tools which have been criticised by the OECD. The Committee also expressed concern that the language of the draft NIF continues to be driven by accountability, rather than recognising the flexibility which teachers should have locally to respond to the needs of learners, in accordance with their professional judgement.

3.23 Assistant Secretary Keenan and National Officer Harvey attended meetings of the National Improvement Framework Professional Associations Group, at which they continued to urge a change in focus in the NIF from the narrow attainment data currently gathered, to evoke the necessary culture change and ensure that the achievements of all learners are equally valued. They also challenged the validity of

SNSAs and contributed to discussion on local authority stretch aims as part of the Attainment Challenge and the Scottish Government's Health and Wellbeing Survey.

3.24 National Officer Harvey is representing the Institute on the Benchmarking Tools Advisory Group. This Group had been formed to consider proposed changes to Insight, in light of recommendations made in the Muir Review to expand its use to capture achievement more generally. The Group considered the results of a national Insight users survey and noted the inconsistencies across local authorities in how the tool is being used. The EIS highlighted that current use contributes to the performativity culture and argued that schools and teachers should be data-informed, rather than data-driven. Consideration continues to be given as to how Insight can include an increased volume of awards and achievements recognised by SCQF to give parity of esteem to all learners' achievements. Engagement in this forum is ongoing.

Strategic Board for Teacher Education

3.25 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.

3.26 The work of the Board has centred on three workstreams: Workforce Planning and Increasing the Diversity of the Profession; Improving the Promotion of Teaching as a Valued Career; and the Continuum of Teacher Education. The first workstream is in its early stages, with a workplan currently being developed by COSLA. In discussions around promoting teaching as an attractive career choice as part of Workstream 2, the EIS has been clear that promotional materials cannot mask the current barriers to teacher recruitment and retention, referencing excessive workload, violence and aggression, precarity and poor teacher wellbeing. EIS representatives, both at the Board and during Workstream 2 discussions, have highlighted the recommendations from the United Nations Secretary-General's High-Level Panel on the Teaching Profession, which outline the importance of investing in the teaching profession to address the challenges being experienced globally. Workstream 3 is focusing on the collaborative creation of a Framework for Career-Long Teacher Education. With the initial draft being based on principles of teacher agency and empowerment and reflecting the importance of time and space for teachers to engage meaningfully with professional learning, there is much to be commended about the work being advanced in this area.

Early Years

3.27 The Committee is represented on the ELC Childcare Sector Working Group by EIS President, Paula McEwan. Discussions within this Group focused on the draft Joint Inspection Framework between Education Scotland and the Care Inspectorate, with the EIS President highlighting concerns about the length of the consultation period proposed and the importance of meaningful engagement with the profession to inform next steps.

3.28 The Committee considered the Education Scotland and Care Inspectorate Consultation on the draft Quality Framework for Early Learning and Childcare, School-Aged Childcare and Childminding Services. The consultation response, informed by contributions from the Early Years Network, made it clear that the proposals would not address the workload issues arising from the dual inspection process and would not alleviate the anxiety and stress felt by members in these settings. In addition to providing comprehensive written feedback, Assistant Secretary Keenan also highlighted areas of concern about the dual inspection model in a meeting with the Care Inspectorate in December 2023.

3.29 The EIS Early Years Network has met twice since the 2023 AGM. Engagement has focused on opportunities to share good practice and develop professional learning as well as on the impact of SNSAs on play pedagogy in the Early Level. The Network continued to support the development of EIS Welcome Packs for Early Years settings in response to an AGM Resolution in 2022.

3.30 The Committee continues through engagement with Scottish Government and other education stakeholders to emphasise the importance of GTCS registered teachers in ELC settings and the need to reverse the decline in their number.

ASN

3.31 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, GIRFEC, and the implementation of the outcomes of the Morgan Review of ASL.

3.32 Steven Gilmour-Jack represents the Institute on the ASL Project Board. The Board is co-chaired by the Scottish Government and COSLA and has been tasked with the implementation of the ASL Action Plan. The Project Board has three sub-groups: the Training and Resources Sub-Group; the ASL Operational and Communication Sub-Group and the

Monitoring and Analysis Sub-Group. The EIS is represented on these sub-groups by Steven Gilmour-Jack, the Education Convenor and National Officer Harvey respectively. Through contributions to the Project Board and these sub-groups, the Institute continues to emphasise the importance of increased resources, including staff, additional time and dedicated core funding being provided to implement the action plan and bridge the gap between ASN policy and practice.

3.33 The Committee submitted a detailed response to the Education, Children and Young People Committee's Additional Support for Learning in Scotland: Call for Views. The Education Convener supplemented this submission by providing oral evidence to the Parliamentary Committee on 21 February 2024, highlighting the imperative for a long-term resourcing strategy and significant investment in Education to meet the rising level and complexity of ASN in Scotland's schools. Members of the Committee and ASN Network also met with MSPs from the Education, Children and Young People's Committee on 4th March to further inform the work of the Inquiry.

3.34 The Committee considered the consultation on the Proposed Restraint and Seclusion (Prevention in Schools)(Scotland) Bill, noting its opposition to proposals to create statutory guidance on restraint and seclusion. A response, outlining the reasons for this opposition and highlighting the need for additional resources to promote positive relationships, prevention and early intervention, was submitted.

3.35 Jacqui Church and Education Vice Convener, Colin Finlay represented the EIS in the three Behaviour Summits which the Scottish Government held on relationships and behaviour in schools; on recording and monitoring; and on the Behaviour in Scottish Schools Survey Research (BISSR), published on 28 November 2023. The Committee considered in detail the recommendations of the BISSR report, which aligned closely with the findings of the EIS national branch survey report; specifically, in relation to calls for the Scottish Government to make a public statement that violence and aggression is not acceptable in Scottish schools; the importance of consequences for disruptive behaviours when all other strategies and approaches have been exhausted; the imperative for additional resources for Additional Support for Learning, in terms of staffing, funding and for wider support services; more dedicated time for staff to engage in professional learning; and greater engagement with parents and families to allow for the adoption of early intervention strategies, where appropriate. Through representation at these summits and in engagement with the media, the Committee emphasised the importance of time and resourcing to implement restorative approaches in schools and the need for clear direction from the Scottish Government about the importance of consequences and boundaries for young people in the context of wider societal issues.

3.36 The Committee continues to be represented by Vice Convener, Colin Finlay on the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) and the Anti-bullying in Schools Respect for All Review Working Group. SAGRABIS has been charged with drafting the national Joint Behaviour Action Plan, to take forward the recommendations from the BISSR report. The Institute has provided extensive commentary on the draft action plan and continues to advocate for additional resourcing to address the issues which give rise to violent, distressed and aggressive behaviour in schools. Work in this area continues.

Education Scotland

3.37 The Convener and Assistant Secretary Keenan have continued to represent the EIS on the National E-learning Offer Working Group. The Institute has continued to seek clarity around the function, role and remit of the group and of the NeLO Programme Board. The Institute has been clear in its assertion that e-learning should provide additionality and should never be considered as an alternative to, or a replacement for, in-person learning. The Committee is maintaining a close watching brief on developments in this area and continues to challenge any suggestion of policy drift, particularly in relation to any potential interface with proposals to create a national digital academy.

3.38 In June 2023 and March 2024, Assistant Secretary Keenan and National Officer Harvey met with representatives from Education Scotland regarding school inspections to highlight the feedback received from members through the EIS Monitoring Forms. Themes considered included: additional workload arising from inspections; the impact of inspections on teachers' health and wellbeing; issues around the ethos of the inspection process and scoring; and concerns about notification of inspections being given before a holiday period. Education Scotland officials agreed to reflect on the issues highlighted and to consider them further within their teams. The EIS also highlighted at the March meeting its concern that the Education Scotland Advice Note on Relationships and Behaviour in Schools and Settings had not been shared with the Institute at the time of publication. The EIS was clear that this enhanced focus on behaviour and relationships must be aimed at supporting schools tackle behaviour issues, and must not be about blaming schools and teachers, who are often working in very challenging contexts with insufficient resources. Assistant Secretary Keenan advised that EIS advice to this effect would be published in early course. Given the importance of this matter, it was agreed to keep this item on the agenda for forthcoming meetings.

3.39 Sandie Gordon has continued in her role as the EIS representative on the Supporting Workforce Wellbeing Stakeholder Reference Group.

Although the work planned for development by this Group has not progressed as a result of a lack of funding from Scottish Government, the Group has had sight of a mapping exercise, underway to track the different support offerings available to education staff across the country and to identify where good practice can be shared. The final report, arising from this work, has yet to be published.

3.40 The EIS Vice-President, Allan Crosbie has represented the Committee on work led by Education Scotland to review the 2013 Political Literacy Framework. Recognising the importance of reflecting cross-curricular themes and of developing critical thinking skills in children and young people, the Group has considered both the content of the Framework and how it can be effectively implemented. The EIS has been clear that for implementation to be effective, there must be dedicated time and resources given, to allow teachers to engage in quality professional learning in this area.

SQA

3.41 EIS/SQA Liaison meetings have taken place over the last year, with discussion focusing on the processing of appeals and the 'sensitive' approach to marking, adopted by the SQA in 2023 diet; the work underway in preparation for the 2024 diet; and the launch of a series of webinars, entitled 'Understanding Standards', designed to support practitioners. The Institute highlighted workload implications following the SQA's decision to reintroduce coursework, with the General Secretary advising that she had written directly to Directors of Education emphasising the need for SQA-related activity to be encompassed in Working Time Agreements. The EIS continued to raise ongoing concerns about proposed governance arrangements involving accreditation and regulation in the new qualifications body.

3.42 The EIS continues to be represented at the SQA Advisory Council by Sonia Kordiak, with written reports of each meeting being made available to the Education Committee.

3.43 National Officer Harvey and Assistant Secretary Keenan have met with representatives of the SQA throughout the year to discuss concerns about SQA Alternative Assessment Arrangements (AAA) procedures, specifically in relation to the over-assessment of vulnerable learners and the impact on teacher workload. To advance the Institute's position about the need for action in this area, a survey on the current AAAs was circulated to members of the Subject Specialist Networks and the results will be shared with the SQA in an effort to progress matters. These issues were also raised at the SQA Equality and Inclusion Key Stakeholders meeting.

3.44 National Officer Harvey and the General Secretary continue to represent the EIS on the NQ24 Working and Steering Groups

respectively, with reports provided at each meeting of the Education Committee. These Groups had focused on data which indicated an increase in the number of candidates being presented for both National 4 and 5 Mathematics. In January 2024, the Cabinet Secretary issued a letter to Directors of Education, advising that dual presentation in subjects at N4 and N5 should take place 'by exception only'. The Committee issued advice to members, outlining the workload implications of dual presentation and highlighting Scottish Government advice. These groups also discussed contingency planning arrangements for any future event which might result in such disruption as to impact the ability to hold exams. A sub-group was also established to consider the implications of a small-scale pilot for the return of exam scripts.

3.45 The SQA held an SQA/EIS Stakeholder Engagement in February 2024, delivering a presentation on its 3-year corporate plan. In seeking to pave the way for the creation of the new qualifications agency, the proposals sought to reset relationships with teachers and learners. EIS representatives at the meeting highlighted that whilst this approach was welcome, the ambition would prove problematic if the SQA continued to employ a discourse which centred on being data-drive and customer-focused. The EIS was clear that the culture change needed to effect reform would require to be underpinned by changes to governance which recognise the importance of the teacher professional associations being involved in decision-making.

GTCS

3.46 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 continues to be articulated strongly at GTCS Council and within its committees.

3.47 EIS representation is provided at various GTCS meetings, giving consideration to matters around Registration categories; 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 GTCS registration for IMTs and is working with relevant stakeholders, such as, GTCS, HITS and MEPG, to advance this policy objective. A professional learning event for IMTs with a focus on GTCS registration was well-received in June 2023.

3.48 The Committee welcomed the news in June 2023 that the Institute had been awarded the GTCS Professional Learning Award for Organisations and thanked Committee members, past and present, for their invaluable contributions in framing all applications for this award.

3.49 EIS/GTCS liaison meetings have continued to take place this year, with

discussion focusing on a range of topics, including GTCS Registration Rules, Education Reform, entry requirements to programmes of ITE, behaviour in schools and Fitness to Teach processes.

3.50 The EIS provided detailed feedback over the course of the year on three GTCS Consultations on Entry Requirements to Programmes of Initial Teacher Education, commenting extensively on proposed changes to minimum entry requirements, particularly in relation to specified Secondary subject-areas.

3.51 The EIS launched a comprehensive campaign during the GTCS Council elections to support the cohort of EIS supported candidates and extended its congratulations to those members who were successful in securing election and re-election to GTCS Council.

Professional Learning

3.52 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 an EIS PL event on Professionalism and Practical Skills for IMTs and a national conference on wellbeing. Building on prior work and engagement, PL topics have continued to be offered on a range of topics, including leadership, creative approaches, ASN, and health and wellbeing.

3.53 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.

3.54 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 teacher leadership and health and wellbeing. While a new cohort of the EIS Learning Reps commenced the Learning Rep course in September 2022, training was paused for the 15 members taking part until April 2024, when the course recommenced with a mixture of in-person and online delivery. The recruitment of new Learning Reps for the 2024-25 training course is also underway, with an information session having been held on 1 March 2024 and induction sessions on 23 and 24 April 2024.

3.55 The EIS has been successful over recent years in securing funding

from Scottish Union Learning (SUL) to offer professional learning across Scotland. At the end of the first year of the current funding round (April 2023 to March 2025), the SUL funded project has successfully delivered 36 courses, engaging 334 participants, in topics such as creative approaches, Health and Wellbeing, ASL and leadership. The Professional Learning bulletin launched in September 2023 has had a positive impact on the SUL project, reaching a wide audience, and resulting in more bookings per course. The Institute has, therefore, brought delivery of year 2 projects, forward to April and May 2024, with the remainder of the projects being delivered from September 24 to March 25.

3.56 The Committee undertook a review of the Action Research Grant Awards this year and after consideration of the evidence gathered as part of the review, agreed to amend the current scheme, adopting a two-year model on a pilot basis between 2024-26. The Committee also approved revised Guidance, outlining how the revised scheme will operate over the pilot period, detailing potential research themes which might be considered and outlining how the allocation of funding will be provided. An information event on 28 February 2024 had attracted significant interest, with over 40 members registering and 10 attending.

3.57 The EIS Action Research Grants 2023-24 scheme is supporting 13 member-led practitioner enquiry projects, with writeup and publication expected in the summer of 2024.

3.58 The Our Wellbeing Matters programme has continued through delivery of in-person and online courses, exploring the health and wellbeing of teachers and lecturers, using creative approaches such as song writing. Resources and learning are updated regularly on the EIS website.

Sponsorship of the Arts

3.59 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. The Committee continues to note its thanks to Children's Classic Concerts for the provision of free tickers to refugee families to attend their performances at different points in the year.

Headteachers' and Depute Headteachers' Network

3.60 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.

3.61 The Network has provided valuable input to various EIS consultation responses on Education Reform, highlighting the challenges facing schools and schools leaders in terms of excessive workload and the importance of dedicated time being given to enable teacher voice to participate meaningfully in the reform process. The Network also provided support on AGM resolutions as appropriate.

IMT 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 Institute on behalf of the Network continues to campaign for free Instrumental Music Services and the retention of Instrumental Music 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 continued to provide detailed input into the Scottish Government's Future of Instrumental Music in Schools Working Group, highlighting the importance of investment in, and expansion of, services to meet rising demand. The Institute has emphasised the need for a long-term sustainable funding model to be developed to support implementation of the manifesto commitments and to combat proposed budget cuts in this area.

3.64 The Institute continues to be represented on MEPG Working Groups considering professional learning for IMTs and the We Make Music Programme.

3.65 As highlighted above, the Network continues its work to advance the professional registration of IMTs with the GTCS.

Vote of Thanks

3.66 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 Colin Finlay for his support as Committee Vice-Convener.

3.67 Thanks are also due to the Servicing Official-Assistant Secretary Keenan, to National Officer Harvey, to the Professional Learning Co-ordinators, Rob Henthorn and Pauline McColgan, and to the

administrative staff of the Education and Equality Department for all of their support and hard work throughout the year.

3.68 Thanks to those Education Committee members who are standing down after the AGM.

AGM 2023 Resolutions

Summary of Action Taken/Outcomes

EDUCATION COMMITTEE

Title of Resolution	**Action Taken/Outcomes**
1. **Education Reform** "That this AGM believes teacher professionalism, voice and agency are fundamental principles that the EIS should continue to promote and which underpin an Empowered School system. Building on the strong contributions to the policy debate made on behalf of EIS members in the National Discussion and Hayward Review, this AGM resolves to continue the EIS's close engagement with the processes of Educational Reform, and to assert these principles as essential underpinnings in the implementation of each aspect of Education Reform, moving forward."	**Recommendation: Education** Continued to engage in the policy debate around Education Reform through: • participation in the Independent Review of Qualifications and Assessment led by Professor Hayward; • participation in the Programme Delivery Boards of the new national bodies; • participation in the Education Reform Stakeholders Group; • participation in Education stakeholder groups with the Scottish Government around emerging reform proposals, including the Centre for Teacher Excellence • submission of a written response to the Request for Final Views on 'Fit for the Future' and 'It's Our Future' consultations • meetings with Scottish Government Officials to discuss proposals for reform of the SQA and inspection in December 2023 • provision of a written response to the Scottish Government consultation on the Provisions of the Education Bill • representation on the Centre for Teaching

	Excellence Co-production Group • continuing to provide feedback in relation to proposals for the reform of the Senior Phase and the recommendations from the Independent Review of Qualifications and Assessment • representation on the Scottish Government and SQA Transition Board
2. **Additional Support for Learning (ASL)** "That this AGM notes with deep concern the lack of core investment in Additional Support for Learning (ASL) at a time of rising level and severity of need and the impact which this is having on equitable outcomes for pupils and on the health and wellbeing of pupils and staff. AGM reaffirms the support for pupils with ASN and commits to fighting cuts in this sector. This AGM further notes existing EIS policy on ASL and resolves to launch a campaign, within the context of the United Nations Convention on the Rights of the Child and the European Convention on Human Rights, to secure sufficient and transparent funding of Additional Support Needs provision, both in mainstream and Special Schools settings, to meet the holistic needs of all learners and bridge the gap between policy and practice, inter alia, by increasing specialist support and providing dedicated time for ASL-related collegiate practice, multi-agency engagement and professional learning. AGM instructs Council to:	**Recommendation: Education (Lead) / Salaries** • Collated information about the number of ASN pupils in mainstream and the number of ASN teachers and support staff, from publicly available sources such as the Summary Statistics for Schools in Scotland (publicised on 12 December 2023); • Gathered data from the Summary Statistics for Schools in Scotland in relation to the number of pupils in mainstream schools; • Gathered data in relation to staffing levels in schools, including the number of ASN teachers and support staff; • Liaised with members of the ASN Network and Salaries Committee as appropriate; • Met with representatives of national parent groups and voluntary organisations to establish areas of mutual interest and consider campaigning opportunities; • Disseminated relevant information to Local

	(a) identify the number of ASN pupils in our schools; (b) identify the number of those pupils who are in our mainstream schools; (c) identify the number of support staff including ASN teachers and Learning assistants; (d) to investigate the extent to which ASN class sizes across Scotland breach the criteria for maxima in SNCT Section 2:9; (e) use the information gathered to create a clear picture of ASN provision in each Local Authority and to campaign for increased support and investment (f) and, where appropriate, work with national parent organisations and with voluntary organisations which support learners with an ASN in taking forward such a campaign."	Association Secretaries to inform local campaigns for increased support and investment; • Used the information gathered from the National Branch Behaviour Survey to inform work in this area; • Used the information gathered through this process to inform the EIS response to the Call for Evidence on ASL by the Education, Children and Young People Committee. • The Convener gave evidence on this issue to the Education, Children and Young People Committee on 21 February 2024 • A group of six members of the ASN Network and Education Committee gave evidence in an informal session to the Education, Children and Young People Committee on 4 March 2024 • Met with representatives of Audit Scotland on 15 March 2024 to outline EIS concerns in relation to the underfunding of ASL and provided a written submission, following the meeting • Shared relevant information to inform the national 'Stand Up for Quality Education – having prepared a campaign briefing on ASN.
3.	**Children with Social, Emotional & Behavioural Needs (SEBN)** "This AGM calls for the EIS to investigate and report upon the experiences of members currently employed in the provision within	**Recommendation: Executive (Lead) / Education / ASN Network** • Liaised with Executive Committee to advance any

	school-based units stand-alone local authority services' that support children with SEBN across all authorities. The investigation to include but not be limited to:- a. The referral process for identifying children suitable for the provision. b. The recruitment, training, and retention of staff. c. Availability of access to mainstream provision during transition periods."	Education related elements arising from this resolution • Discussed at the ASN network on 22 February 2024, with the Network providing input into the drafting of a survey to progress this resolution.
4.	**Provision of Learning Support Teachers** "That this AGM instruct Council to investigate the provision of Learning Support Teachers in all schools across all Scottish Local Authorities. AGM further instructs Council to examine the data and campaign for equity across all local authorities in light of rising additional support needs in mainstream schools."	**Recommendation: Education** • This resolution is linked with the research referenced in resolution 2 above; • Used the information gathered to inform the national 'Stand Up for Quality Education – ASN' campaign; • Using the information gathered, as part of the Stand Up for Quality Education Campaign, to campaign for equity across local authorities through fora such as the ASL Project Board.
5.	**Funding and Staffing of EAL Services** "That this AGM calls on the Scottish Government to honour its commitment to increasing teacher numbers in schools and instructs Council to campaign for an increase in funding and staffing of local authority EAL services. That this AGM believes that the number of permanently employed	**Recommendation: Salaries (Lead)/Education** • Liaising with Salaries Committee to advance any Education related elements arising from this resolution, specifically providing input into the pedagogical needs of EAL pupils.

	specialist teachers of English as an Additional Language must increase across Scotland to address the needs of EAL pupils. Therefore, this AGM calls for a national minimum staffing standard for EAL staffing – with ringfenced funding to local authorities - to be developed and adopted to ensure sustainable, fair and consistent teacher EAL Specialist Teacher staffing levels throughout the country, capable of addressing the needs of EAL pupils."	
6.	**In-Person Classroom Interactions** "That this AGM reaffirms the EIS's commitment to continue campaigning for quality education and the primacy of face-to-face, in-person classroom interactions as a fundamental component of quality learning and teaching. Further, this AGM resolves to ensure that the National E-Learning Offer (NELO) and any plans for the expansion of online learning options, will not lead to the replacement or devaluing of the role of the classroom teacher in delivering quality learning, teaching and assessment within classrooms or other physical learning environments as appropriate to learner needs."	**Recommendation: Education** • Continued to advance the primacy of face-to-face delivery of teaching and learning through engagement at the NeLO and specifically in discussions around the creation of a National Digital Academy; • Continued to lobby for this policy objective though engagement with the Scottish Government and national bodies, including Education Scotland. • Provided support to local associations where face-to-face delivery is threatened by an e-learning offer; • Reflected the policy aims in all relevant consultation and press/media responses.
7.	**Success in the Senior Phase**	**Recommendation: Education**

"This AGM calls for a review by Education Scotland (or successor body) of how success in the senior phase is measured and reported with parity of emphasis given to a range of criteria, including positive destinations and wider achievement."	• Continued to advance support for regular curriculum review, in particular in relation to the senior phase, through Education Reform and engagement in the following: • the Independent Review of Qualifications and Assessment led by Professor Louise Hayward; • the Programme Delivery Boards; • the Education Reform Stakeholders Group; • the Curriculum and Assessment Board • the Scottish Education Council. • ASL Project Board • Benchmarking Tools Advisory Group • The Scottish Government and SQA Transition Board • Continued to advance this policy objective in all relevant consultation responses, including the response to the Scottish Government consultation on the Provisions of the Education Bill; in meetings related to Education Reform; and in media responses.

8. **CPD Opportunities in each Subject Area** "That this AGM instruct Council to seek that the assessment body (SQA or otherwise) will provide annual CPD opportunities in each subject area for all levels to support specific subject teachers."	**Recommendation: Education** • Raised this issue directly with SQA at bilateral meetings and reported back to the Committee accordingly.
9. **Misuse of AI 'Bots'/Apps by Students** "That this AGM instruct Council to investigate and report on the potential misuse of AI 'Bots'/Apps by students for course work purposes and use this to inform guidance to members and local associations."	**Recommendation: Education (Lead) /Subject Specialist Networks** • Desk research to gain an understanding of the challenges and potential misuse of AI 'Bots'/Apps in Education; (Being undertaken at the moment) • Consideration of the Education International/OECD joint discussion paper on equitable use of AI in education • Survey of Subject Specialist Networks to inform an understanding of the issues across the curriculum, the extent of the use of AI in different subject areas and any positive action taken to limit the impact of this misuse on assessments; • focussed consultation with English Subject Network to ascertain the validity of current coursework assessment conditions; • Engaged in discussions about the use of AI in assessments with SQA • Participated in discussion on this subject at the BIGTU seminar • Participating in an AI and Education group, facilitated by the NEU.

	• Engagement with Education Scotland around the impacts of AI and digital tech on cross-curricular political literacy • Report prepared for the consideration of Council.
10. **Authenticity of Submitted Course Work** "That this AGM instruct Council to seek assurances from the SQA, or relevant qualification awarding body, that they will act as the 'gatekeeper' to ensure authenticity of candidate's submissions of course work given potential use of AI 'Bots'/Apps by students to create responses to assignments."	**Recommendation: Education** • Discussed this issue at the bilateral meeting with SQA. • Reiterated terms of resolution through the NQ Working Group and Strategic Group to ensure it is reflected in SQA public position.
11. **Opposition to the Introduction of Management Schemes** "This AGM re-iterates our opposition to the introduction of management schemes of one headteacher for multiple schools."	**Recommendation: Education** • Reflected policy in all relevant consultations and press/media responses; • Providing support to local associations on this issue, where appropriate.
12. **Instrumental Music Tuition: Lobby of Scottish Government** "That this AGM instruct Council to lobby the Scottish Government to honour and implement the policy commitments it made in relation to Instrumental Music Tuition in the SNP Manifesto 2021: ▪ to abolish fees for music and arts education, including instrumental music tuition in schools; ▪ to mainstream music as a core subject in Scotland's education system; and	**Recommendation: Education** • Continued to pursue implementation of the manifesto commitments through: • participation in the Future of Instrumental Music Tuition in Schools Working Group; • participation in the GTCS/IMI Registration Working Group; • engagement with COSLA, ADES and the Scottish Government in relation to funding this provision;

▪ to ensure Scotland's school-based instrumental music teachers receive GTCS registration and accreditation."	• Continuing to build engagement with members through the IMT Network; • Used professional learning opportunities to engage members and empower them to organise locally for delivery of the manifesto commitments • Advocated for implementation of the manifesto commitments through participation in the Scottish Parliament's Cross-Party Group on Music.
13. **Initial Teacher Education Programmes in Scotland** "That this AGM instructs Council to investigate and report on the financial assistance currently available to students enrolled in Initial Teacher Education programmes in Scotland, and to survey a range of student teachers as to the adequacy of this assistance."	**Recommendation: Education** • Desk research undertaken on the financial assistance available for students in ITE programmes; • Contacted members of EIS-ULA who are lecturers in ITE to ascertain further information on the financial assistance available; • Created a survey of student members on the adequacy of assistance available to them; • Awaiting results of the survey to determine whether focus groups would be helpful in gathering further qualitative feedback; • Planning to report to Education Committee in June 2024.
14. Initial Teacher Education Courses: Campaign "That this AGM instructs Council to campaign for the Scottish Government to improve the methods it uses to incentivise students to enrol in Initial Teacher Education courses."	**Recommendation: Education** • Campaigning ongoing to improve the methods used to promote enrolment in ITE whilst maintaining high quality standards through

	engagement in the Strategic Board for Teacher Education and related sub-groups; • Desk research undertaken to ascertain an overview of the current methods of encouraging enrolment in ITE courses (partially overtaken in response to resolution 13 above) • Provided oral and written evidence to the United Nations' Consultation on How to End the Global Shortage of Teachers; • Used the findings and recommendations from the United Nations' Consultation on How to End the Global Shortage of Teachers in various fora and in written responses to emphasise the importance of addressing the campaigning objectives of Stand Up for Quality Education.
15. **Scotland's Role in the Transatlantic Slave Trade** "That this AGM instructs Council to lobby Education Scotland, or its replacement body, to provide resources which can be deployed in all educational settings on Scotland's role in the Transatlantic Slave Trade."	**Recommendation: Education** • Auditing extant Education Scotland materials; liaising with Equalities re ongoing work as part of the Anti-racism in Education Programme • Pursuing the resolution objective through engagement with Education Scotland (or the relevant replacement body) at bilateral meetings and where appropriate in other fora.
16. **Specialist Subjects: Recruitment Shortfall** "That this AGM instructs Council to develop a campaign to put pressure on	**Recommendation: Executive (Lead) / Education**

Scottish Government to address the recruitment shortfall in a range of specialist subjects.”	• Liaising with Executive Committee to advance any Education related elements arising from this resolution, making specific reference to any relevant information gathered in research resolution 14 or through engagement with the Subject Specialists Network and participation in the SBTE. • Raised this through the work of the Strategic Board for Teacher Education

4. Employment Relations Committee

Introduction

4.1 The Employment Relations Committee met on 7 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. The maximum level of grant awarded to any applicant in a 12 month period is £3,000. The Trustees will often recommend that beneficiaries accept a referral to independent debt advisors, Payplan for a review of their outstanding debt as part of the Fund's overall package of support.

4.4 Between June 2023 and May 2024, the Committee met on 7 occasions and awarded 201 grants totalling £595,400.

4.5 For a range of reasons (including the cost-of-living crisis, long covid and the increased levels of stress, anxiety and violence being experienced by members in their jobs) the EIS Benevolent Fund has experienced an unprecedented level of demand for support during the year under review. Having taken advice from the Charity's solicitors, the Trustees agreed to transfer a sum of £200,000 out of capital reserves during the year ended 31 August 2023, and a further sum of £150,000 for the year ended 31 August 2024 in order to provide additional grant giving capacity.

4.6 During the year, an amendment to the Trust Deed was approved by the Trustees to allow for grant support to be given, in certain circumstances, to probationary teachers in their first year of full membership. It was further agreed that such support be limited, ordinarily, to £1,000 but that the Trustees would have discretion to authorise further amounts up to the agreed maximum grant level, in exceptional circumstances

4.7 The Benevolent Fund Accounts for the year to 31 August 2023 show that the overall value of the Fund stood at £3,477,561. The Fund's income in the year to 31 August 2023 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 2023 Benevolent Fund Accounts will be circulated, for information only, to delegates attending the 2024 Institute AGM.

Legal Affairs

4.8 Throughout the year the Committee considered 151 cases and secured £842,015 for 17 members.

4.9 Legal representation is provided to EIS 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 provides the foundation upon which cases are managed. It sets out both rights and responsibilities of both EIS representatives and members and makes clear the role of the Employment Relations Committee in decisions on legal advice and representation.

4.10 Legal representation may also be provided to EIS 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.

4.11 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 successful claim is to demonstrate a psychiatric injury.

4.12 EIS members who are subject to GTCS Fitness to Teach proceedings are normally provided with legal support. Such members, who can face sanctions up to 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

4.13 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.

4.14 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 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

4.15 At the start of the new school session after the summer holidays, inspections were carried out by local authorities indicating that 16 council areas had identified schools as containing Reinforced Autoclaved Aerated Concrete (RAAC). RAAC is a lightweight material that was used mostly in flat roofing, but also in floors and walls, between the 1950s and 1990s. It is a cheaper alternative to standard concrete and has a lifespan of about 30 years. In places where RAAC was identified, Councils undertook mitigations in accordance with guidance from the Institution of Structural Engineers. On 26 September, Scottish Government confirmed that 19 local authority schools where RAAC has been identified remained constant at 41 schools. Local association secretaries and the national body offered advice, support and information to members who had concerns about RAAC and the national body liaised with COSLA and Scottish Government highlighting the concerns of members.

Personal Injury Claims

4.16 Personal Injury 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.

4.17 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.

4.18 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 2023 Resolutions

Actions Taken

Employment Relations Committee

RESOLUTION	ACTION
1. Underfunding of ASN Pupil Support "That this AGM condemns underfunding of ASN pupil support in all of our schools by the Scottish Government and COSLA, resulting in the unacceptable levels of violence which our teachers suffer, and instructs Council to: (a) continue to gather evidence to support a campaign to rid our schools of violence including the number of staff days lost due to violence incidents; and (b) gather evidence on the methods of reporting violent incidents in each Local Authority with a view to publishing the information to encourage best practice in pursuit of a zero tolerance to violence in schools." **Recommendation: Executive (Lead) / Employment Relations**	The Committee noted the terms of the resolution and to provide support to the Executive Committee, when requested. It further agreed to seek information from local authorities on the number of days lost due to violent incidents in education establishments using a Freedom of Information request if necessary and to write to LA Secretaries requesting information on methods of reporting violent incidents. The Executive Committee is leading on this resolution. The terms of this resolution have been overtaken following the publication of the Violence and Aggression in Schools survey in March 2024.
2. Incident Reporting Forms: Review "AGM resolves to request local association secretaries review incident reporting forms and ensure that this explicitly include incidents motivated through homo/bi phobia and through transphobia." **Recommendation: Equality (Lead) / Executive / Employment Relations**	The Committee noted the terms of the resolution and to write to LA Secretaries requesting they review, and report back on, local arrangements for reporting incidents motivated through homo/bi phobia and transphobia. The Equality Committee is leading on this resolution.
3. Improving Workplace Conditions for Menopausal Women	

"This AGM believes that the menopause is an occupational health and an equality issue. Furthermore, it believes that schools, colleges and universities should be suitable workplaces for menopausal women. This AGM therefore instructs Council to issue advice and guidance for all members and reps to support members working through the menopause and to help improve the workplace conditions for menopausal women. Furthermore, that our menopause guidance is reworded to remove an age reference for menopause and to include perimenopause." **Recommendation: Equality (Lead) / Employment Relations**	The Committee noted the terms of the resolution and to produce, publicise and distribute up to date advice and guidance for members and reps. The Equality Committee is leading on this resolution.
4. Reporting and Recording of Equality-Based Incidents in Schools "AGM resolves to investigate and report on arrangements for the reporting and recording of equality-based incidents (including potential hate crimes) in schools in order to identify best practice and gaps in current reporting mechanisms." **Recommendation: Equality (Lead) / Executive / Employment Relations**	The Committee noted the terms of the resolution and agreed to write to LA Secretaries requesting information on methods of reporting and recording equality-based incidents. The Executive Committee and the Equality Committee are leading on this resolution.
5. Impact of Pupils Behaviour on Teacher Wellbeing "That this AGM instruct Council to conduct a member survey to investigate the impact that pupils' dysregulated behaviour is having on teacher wellbeing, and also to look at the current supports and strategies in place in Local Authorities." **Recommendation: Employment Relations (Lead) / Executive**	The Committee agreed to refer the terms of this resolution back to Executive for further consideration. The terms of the resolution have been overtaken. However, this could also be incorporated in the next all member survey, subject to Executive Committee approval.

6. Reporting Incidents of Abuse **"**This AGM instructs Council to advise members to report any incident of abuse, including verbal, physical and/or emotional, to the police as well as utilising any local reporting procedures." **Recommendation: Employment Relations (Lead) / Executive**	The Committee noted that the work on this resolution has been undertaken. This was reinforced by the updated Guidance to members published in 2023 and is incorporated into the latest EIS campaign. Therefore, the Committee agreed: (a) that the terms of the resolution have been overtaken. (b) to note the terms of the resolution as policy.
7. The Use of Social Media "That this AGM instructs Council to investigate and report on:- i. The extent to which schools are using social media such as Twitter as a method of communication to parents. ii. The pressures felt by teachers from employers and/or SLT to use social media, such as Twitter, to communicate with parents and/or young people. iii. The amount of time spent by colleagues updating such social media platforms and if this is included in the Work Time Agreement. iv. If devices are provided by employers to allow this to happen. AGM further instructs Council, based on this investigation, to produce advice and guidance." **Recommendation: Employment Relations**	The Committee noted that the processing of this resolution is complex. Latest figures show that there are 1994 primary schools, 358 secondary schools and 109 special schools in Scotland. Accordingly, as a first step, further information would be sought from LA Secretaries. In addition, the Committee agreed to conduct a short survey of school reps.

8. Access to Work "That this AGM instructs Council to investigate and report on how Access to Work has been used to support members in returning to, or remaining in, work. Based on the findings of	The Employment Relations Committee agreed, in the first instance, to submit an FOI request to Councils requesting information on how Access to Work is

that report, to raise awareness of Access to Work amongst members, and LA Secretaries, and disseminate examples of good practice." **Recommendation: Employment Relations**	being used to support members in returning to, or remaining in, work.
9. Benefits for Members on Low Pay "That this AGM instructs Council to provide annual training to LA Secretaries and Benevolent Fund Correspondents on the range of benefits for which members who are on low pay, or no pay may be eligible, and should changes to the benefits' systems occur during the yearly timespan for training, that a booklet containing that new information be produced and circulated to LA Secretaries and Benevolent Fund Correspondents." **Recommendation: Employment Relations**	Training for LA Secretaries and Benevolent Fund Correspondents was scheduled for 16 May 2024. Discussions are continuing internally on the production an advisory booklet.

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 informal Equality Networks 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 2023 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 2023, the Equality Department held an AGM Fringe focusing on wellbeing as a central part of the equality agenda, reflecting on the importance of rest and play for both worker's and activists' wellbeing. The event was well attended, and informal feedback was overwhelmingly positive.

5.5 At its first meeting of the new cycle, the Committee noted the Department's draft EIS Equality Strategy and Activities Calendar for session 2023/2024, noting the extensive workload being undertaken by the Department and extending its thanks and appreciation to staff members for their continued and invaluable contribution to this work.

5.6 The Equality Committee has continued to oversee the development and growth of the Institute's cadre of Equality Representatives. Whilst Equality Rep training has been halted for a period of time due to the dispute at the Glasgow City College, courses resumed in April 2024, with a total of 20 members scheduled to complete Stage 1 training, and an additional 4 members expected to join this cohort for Stage 2 training in August/October 2024.

5.7 Throughout the 2023/24 session, the Committee received reports on the progress of 'Our Voices in Union', a leadership course for EIS Equality Network members, spanning 2 years which will culminate in a social justice and solidarity conference set to take place in January 2025.

5.8 In September 2023, National Officer Augestad attended the TUC Congress as part of the EIS delegation. The delegation spoke on transgender and non-binary rights, violence and aggression in the workplace, fair taxation, child poverty, and the proper funding of education.

5.9 The amended United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill was passed in Scottish Parliament on 7th December 2023 and the Equality Committee provided suggestions for professional learning for members.

5.10 In January 2024, the Department contributed to an EIS conference entitled "Our Wellbeing, It Matters!" in Glasgow, which was attended by 130 members and received overwhelmingly positive feedback from attendees. The conference included a workshop on mental health and intersectionality.

5.11 The Committee commenced work on an EIS podcast series which will address how teachers and trade unions can tackle the rise of the far right, via a focus on key and emerging equality issues. The first episode of the podcast, 'The Malady of Misogyny', was released in April 2024.

5.12 In March 2024, the Committee welcomed Eireann McAuley as Learning and Development Coordinator. Eireann will lead the development of the PACT project and focus on delivery of the learning and Network development components of the Equality Strategy.

STUC Equality Activity

5.13 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 on such Committees are not present at the Equality Committee, the Committee invited video or written updates as a way of reporting.

Impact of Poverty on Education

5.14 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.

5.15 The Committee advised on a refreshed Face Up to Child Poverty publication, which is due to be published in Autumn 2024 with additional information on the developmental impact of hunger and malnutrition; neurodivergence and sensory issues relating to food; uniform policy; and the need for culturally inclusive celebrations in schools.

5.16 National Officer Harvey represented the EIS at the Scottish Government's Tackling Child Poverty Roundtable in September 2023 and highlighted the enormous challenges facing ASL in schools, where funding has not kept pace with demand, and underlined the evidenced intersectionality and links between ASN, poverty and racism. The EIS also made clear the links between nutrition and educational achievement and attainment and criticised the Scottish Government's decision to delay the rollout of universal free school meals in Primary schools.

5.17 Andrene Bamford continued to represent the Institute on the Scottish Government's School Uniform Working Group. The Committee noted that many of the representations made by the EIS had helped to inform and share the development of national policy and statutory guidance.

5.18 Committee heard an oral update from Learning and Development Coordinator McAuley about the plans to update learning resources, and re-vamp the EIS's PACT offer.

5.19 The EIS took part in Challenge Poverty Week by issuing daily communications on social media, highlighting EIS's anti-poverty campaigns, resources and PL initiatives such as the PACT project.

Gender Equality Issues

5.20 The General Secretary continues to represent the EIS on the STUC Women's Committee which is currently working on addressing the gender pay gap, sexual harassment and the provision of universal free school meals. Following the success of the Women's Weekend School in 2022, the

Women's Committee held a further Weekend School in August 2023, which was again well received and had 11 registrations from EIS members.

5.21 The STUC Women's Conference took place on 30 and 31 October 2023 and the EIS sent a full delegation, including 8 first time delegates. The theme of the conference was 'Your Story, Herstory, Our Story' after the Herstory project developed by the STUC Women's Committee as a way to capture and highlight the stories of women within the Trade Union movement. The conference was chaired by the General Secretary and covered a wide range of issues, including the cost-of-living crisis, sexual harassment, childcare and women's health. The EIS spoke on a variety of issues, including our own motions on the cost-of-living crisis and prioritising women's health in the workplace. The Committee extended its thanks to the General Secretary for her work as Chair of the STUC's Women's Committee over the course of the year.

5.22 The STUC HerStory Project has continued, with work by Professional Learning Coordinator Pauline McColgan undertaken to record the stories of EIS members and staff on their experiences as trade unionists, to inspire present and future activists. This work was highlighted for International Women's Day in March 2023 with a video showcasing the contributions of some of the women members and office bearers of the Institute, capturing their vision of how this work will influence the future.

5.23 The Committee continued to be represented by National Officer Augestad on the Gender Based Violence in Schools Working Group, with EIS contributions helping to shape the development of a whole school framework on 'Preventing and Responding to Gender Based Violence'. The EIS continues to be a strong voice for gender equality and against violence against women and girls, in all spheres of society.

5.24 During 16 Days of Action Against Gender Based Violence in November to December 2023, the Committee contributed an article to the SEJ relating to the roots of gender-based violence and reflecting on critical classroom conversations related to misogyny.

5.25 The EIS continues to be represented on the Scottish Government's Gender Equality Taskforce in Education and Learning, chaired by the Cabinet Secretary for Education. The Taskforce reconvened in April 2024.

Race Equality Issues

5.26 The fifth mass distribution of Refugee Welcome Packs was completed at the start of the academic session and further requests for additional packs have been fulfilled throughout the session. The Institute distributed 1,057 welcome packs in total, this year.

5.27 The Working Group, established to assist with the creation of an EIS Welcome Pack for Early Year Settings, has continued to collaborate with the illustrator of the existing Welcome Packs, Jamie Squire. The Early Years pack will comprise a storybook (designed for 2-5 year-olds) alongside a drawing book and parents' guide. Guidance on how to use the pack, and its benefits, are also in development, to be shared with Early Learning and Childcare settings. The launch of the Early Years Welcome Pack is set to take place in June 2024.

5.28 The Committee received regular updates from Khadija Mohammed who continues to represent the EIS on the STUC Black Workers Committee. The STUC Black Workers' Conference took place on the 7 and 8 October 2023. The Committee sent a delegation comprised of members of the BAME Network and submitted motions on 'Scapegoating of Refugees' and 'Equitable Access to Career Progression and Promotion'.

5.29 In response to a 2022 AGM Resolution regarding Time-Off for Religious Observance, a letter was issued to all 32 Directors of Education, requesting information on the current policies and protocols which local authorities have in place in relation to time off for teachers for religious observance. This was followed up by and FOI request to non-respondents and the information received used to inform the drafting of a briefing for Council, which will form the basis of advice on this issue, after liaison with the EIS Employment Relations and Salaries Committees.

5.30 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 6 co-opted members from the EIS's BAME membership, to ensure that knowledge from lived experience is represented in this forum.

5.31 The EIS BAME Network met in November 2023. Attendees received an update on the latest EIS anti-racism work, with the substantive agenda item relating to progression and promotion. A further meeting of the Network is planned for May.

5.32 A screening of the film 'Freedom to Run' took place at the Glasgow Film Theatre on the 25 April 2024, followed by a reflective panel discussion.

5.33 As is customary, the EIS publicised and attended the STUC St Andrew's Day Anti-Racist Rally in November 2023. There was a strong EIS turnout, with a number of banners and flags visible throughout the march.

5.34 The EIS continues to be represented on the Scottish Government's Anti-Racism in Education Programme (AREP) (formerly the Race Equality and

Anti-Racism in Education Programme) and the Committee has received regular reports on the meetings of the Stakeholder Network Group and its four Sub-Groups (Diversity in the Education Workforce; Education Leadership and Professional Learning; Curriculum Reform; and Racism and Racist Incidents).

5.35 The EIS continues to support the Justice for Sheku Bayoh Campaign by sharing its activities with members and encouraging attendance to support the Bayoh family throughout the ongoing inquiry.

5.36 The EIS is the sole funder of Show Racism the Red Card Creative Showcase, which received 76 submissions. A showcase event was due to take place in March 2024 but has been postponed due to an unexpected safety issue with the venue and rescheduled for June.

5.37 To mark Refugee Week 2023, the EIS joined the 'Celebrate EAL' Conference at Glasgow City Chambers to present on the EIS Welcome Packs and the work underway on 'Mochara Goes to Nursery', a book for new learners in ELC settings.

5.38 The EIS marked Black History Month 2023 by launching the online gallery of Scotland's 'Creative Anti-racism Showcase' with Show Racism the Red Card, which was funded by EIS and received 76 contributions from learners.

LGBT Equality Issues

5.39 The EIS continues to support local Pride events, with each Local Association being encouraged to take the lead organisationally, and HQ promoting and providing support wherever requested and possible.

5.40 Throughout the year, the Committee received reports from the meetings of the LGBT Sub Committee, accepting recommendations for action as appropriate. The Sub-Committee includes 4 co-opted members from the EIS's LGBT membership, to ensure that knowledge from lived experience is represented in this forum.

5.41 The existing member briefing on the Gender Recognition Reform Bill was updated by the Department to clarify the Institute's position on gender recognition reform following the UK Government's blocking of the Bill and the subsequent decision by the Scottish Government not to appeal the decision.

5.42 David Dick continues to represent the EIS on the STUC LGBT+ Workers' Committee and has provided regular updates of its ongoing work to the Equality Committee.

5.43 The STUC LGBT+ Workers' Conference is due to take place on 11 and 12 May 2024. The Committee will send a delegation comprised of members of the LGBT Network and has submitted motions on 'Challenging Global Narratives' and 'The Mental Health Impact of Prejudice'. Three members of the LGBT Sub-Committee contributed to an SEJ article promoting the Conference, to inspire new delegates to nominate themselves.

5.44 The LGBT Network's activity for LGBT History Month 2024 focused on Section 28/2A and included an online event on 22 February 2024, with an emphasis on gathering stories about the impact of Section 2A in Scotland. This will be used to inform the development of a learning resource on this topic, work which will be taken forward in collaboration with TIE.

5.45 The launch of the EIS's "Power of LGBT Inclusive Education" booklet took place at EIS Headquarters in September 2023, hosted by EIS LGBT Sub-Committee Co-Chair David Dick, and including presentations from the TIE Campaign and from colleagues in Early Years, Primary and Secondary settings. The event culminated in a social event with entertainment. The LGBT Network will meet in May in an in-person event to prepare for PRIDE, including placard making.

5.46 The Committee noted the results of the TIE Parents and Carer Survey, which attracted over 1,000 responses from parents and carers of children and young people across all stages and school sectors. The results showed that 74% of respondents support LGBT-inclusive education. In discussing the survey findings, the Committee stressed the importance of schools receiving practical advice and meaningful support from the Scottish Government through guidance, specifically on how to respond to parental complaints relating to LGBT inclusion, and misunderstandings regarding parental rights of withdrawal. It was agreed that this should be raised directly with the Scottish Government.

5.47 An EIS Sample Survey on LGBT+ Discrimination in Educational Establishments was launched in February 2023 and received 532 responses. A data report and briefing were considered by Committee. Guidance is now being developed by the Equality Department.

5.48 The EIS submitted a response to the Scottish Government's consultation on proposals to introduce a bill to end conversion practices on sexual orientation and gender identity in Scotland. Work is currently underway as part of activity related to a 2023 AGM Resolution looking into members' experiences of conversion practices, with a survey opening March 2024. In the interim, a member briefing about conversion practices has been developed.

Disability Equality Issues

5.49 The Committee continued to support EIS engagement with the STUC Disabled Workers' Conference by sending a delegation and submitting EIS motions on 'Equitable Access to Career Progression and Promotion' and 'Towards a Positive Workplace Culture for Disabled Workers'.

5.50 Julie Ferguson, who continues as the EIS representative on the STUC Disabled Workers' Committee, has regularly reported on this work via video updates for the Committee, viewed at each meeting to an extremely positive reception.

5.51 The Committee noted that the Stage 1 Report on the Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill from the Education, Children and Young People Committee was published, with a recommendation that the Bill proceed no further, based partially on concerns around the Financial Memorandum. The Bill fell at Stage 1 on 23 November 2023.

5.52 The Committee submitted a response to the Scottish Government consultation on a Learning Disability, Autism and Neurodivergence Bill.

5.53 The Department continues to support the work of the EIS Disabled Members' Network, which met in December and May 2023. The December meeting included discussions on reasonable adjustments and progression and promotion opportunities, while the May meeting focused on mental health.

Conclusion

5.54 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.

AGM Action Grid 2023/24

Title of Resolution	Proposed actions/outcomes
1. Experiences of BAME, Women, Disabled and/or LGBT Members "That this AGM calls on Council to: Investigate and report on the experiences of Black, Asian and Minority Ethnic (BAME), women, disabled and/or LGBT members' experiences of access to progression and promotion opportunities; Investigate and report on ways to encourage and support more ethnic and religious diversity into the Scottish teaching profession; and Develop guidance for Local Association Secretaries to complement existing EIS guidance on negotiating for improvements to recruitment and retention practices as pertaining to BAME staff."	Preliminary scoping discussions have taken place with the BAME Network and Disabled Members Network about how to encourage more diversity in the profession. Discussions were had at AR Sub-Committee and LGBT Sub-Committee regarding how to approach the survey questions, with recommendations to be taken forward. Equality Committee agreed to explore the possibility to make an all-member survey and hold focus groups to access qualitative data. **Next steps:** Survey to be drafted, powers to finalise via Convenor. Liaise with the Scottish Government Anti-racism in Education Programme Diversity in the Education Workforce Subgroup on evidence sharing and development work, as appropriate. Develop guidance for LA Secretaries and highlight existing EIS Guidance on Recruitment.
2. Support for Stand Up to Racism and Justice for Sheku Bayoh Campaign	Joined Trade Union and Stand Up to Racism campaigns in opposing refugee expulsions to Rwanda, including signing relevant petitions and participating in the

"That this EIS AGM resolves to oppose refugee expulsions to Rwanda and to reaffirm its support for Stand up to Racism initiatives including the annual UN anti-racism day march. Furthermore, that this AGM reaffirms its commitment to supporting the Justice for Sheku Bayoh Campaign and standing in solidarity with the family of Sheku Bayoh as they continue to fight for justice."	annual St Andrews Day march and rally. Encouraged EIS member involvement in the Justice for Sheku Bayoh Campaign activity, shared campaign resources and communication. Encouraged members to issue statements of support through the online messaging board and attending vigils.
3. 'New Scots' in Education Settings "That this AGM reaffirms the Institute's welcome to New Scots in our Early Years, Primary, Secondary, ASN, HE and FE sectors and calls on Council to investigate and report on curriculum resourcing that allows New Scots to celebrate their first culture in the same way that Scots is celebrated through CfE."	Developed a flyer for members, calling for case studies on teaching and learning practices that celebrate the first culture of migrant, refugees and asylum seeker learners. **Next Steps:** Liaise with members of the ASN Network, FELA Equality Sub-Committee and ULA about good practice in this area. If appropriate, hold focus groups to make further inquiry, identify curriculum resources which support New Scots to celebrate their first culture and gather evidence of good practice. Disseminate case studies on teaching and learning practices that celebrate the first culture of migrant, refugee and asylum seeker learners. Highlight findings in future St Andrews Day Anti-Racism March and Rally speeches and communications.

4. 'New Scots' Campaign "That this AGM reaffirms the Institute's welcome to New Scots in our Early Years, Primary, Secondary, ASN, HE and FE sectors and calls on Council to campaign for those New Scots to be assessed in their first language if they so wish."	**Next steps:** Liaise with Education Committee, the ASN and HT/DHT, Subject Specialist Networks, FELA Education Sub-Committee and ULA to gather evidence from members across all sectors about the extent to which New Scots are assessed in their own language and where they are not, the impact of this. Also gather evidence of practice which would allow such assessment if they so wish. Consider any relevant evidence gathered from the member survey on SNSAs conducted by the Education Department in May/June 2023. Investigate existing campaigns focusing on this issue and consider avenues for EIS involvement. Raise the issue with the Scottish Government and relevant stakeholders and agencies and lobby for change in all relevant fora.
5. Impact of Conversion Practices on Members "That this AGM calls on the EIS to: a. Investigate and report on the impact of conversion practices on members who have experienced it directly or	Investigated existing campaigning in relation to the ban on conversion practices and considered avenues for EIS involvement. Surveyed members on experiences of conversion practices. (survey still live)

have supported students or colleagues who have experienced it. b. Share findings in the report with all members. c. Use the findings of the report to develop EIS policy on conversion practices. d. Use the findings to contribute to campaigning in relation to conversion practices and the proposed banning of them in Scotland. e. Endorse the following definition of 'Conversion Practices' and related terms; Proposed definition:- i. 'Conversion practices': refers to any treatment, practice or effort that aims to change, suppress and/or eliminate a person's sexual orientation, gender identity and/or gender expression. ii. 'Gender expression' and 'expression of sexual orientation': refers to each person's manifestations of their gender identity and/or sexual orientation, and/or the one that is perceived by others. iii. 'Gender identity': refers to each person's internal and individual experience of gender, which may or may not correspond with their sex assigned at birth, including their personal sense of the body	Drafted briefing for EIS website that explains what conversion practices are, and the EIS's adopted definition as per the Resolution. Responded to Scottish Government consultation on 'Ending Conversion Practices in Scotland'. **Next steps:** Use findings from the survey to develop a briefing to inform the EIS policy position (paper to be signed off by the Convenor and Vice Convenor). Further guidance to be developed in consultation with the Committee.

(which may involve, if freely chosen, modification of bodily appearance and/or functions by medical, surgical or other means) and other expressions of gender, including name, dress, speech and mannerisms. iv. 'Sexual orientation': refers to a person's emotional, affectional and sexual attraction to persons of a different gender, the same gender or more than one gender and includes the lack of such attraction or relations. v. 'To change': refers to practices which seek to alter or modify a person's sexual orientation or gender identity, expression of sexual orientation and/or gender expression. vi. 'To suppress': refers to practices which seek to put an end to, restrain and/or prevent the development or the manifestation of another person's sexual orientation, gender identity, expression of sexual orientation and/or gender expression."	
6. Gender Recognition Reform (Scotland) Bill "That this AGM reaffirms the EIS's support for the passing of the Gender Recognition Reform (Scotland) Bill, which will bring Scotland closer to meeting transgender people's human rights, as recognised by the United Nations."	Monitored the progression of the legal challenge to the blocking of the implementation of the Bill, and updated EIS's guidance, accordingly. **Next steps:** Include information about the GRR (Scotland) Bill in CLPL on the

	Power of LGBT Inclusive Education
7. Section 2A of the Local Government Act 1986: Teaching Resource "That this AGM instructs Council to develop a teaching resource on the Scottish context for the historical campaign to remove Section 2A of the Local Government Act 1986 (Section 28 in England and Wales). Furthermore, AGM resolves to request that the Scottish Government gather data, (through a voluntary and completely anonymous process),on teachers' sexual orientation and gender identity in the annual teacher census to monitor and promote LGBT+ representation in the profession."	Worked with the LGBT members, and the TIE campaign to gather materials that will inform a joint teaching resource on Section 2A. Made an approach to Scottish Government analytic services to request the possibility for sexual orientation and gender identity to be included as part of the annual teacher census. **Next steps**: Develop and launch Section 2A resource with the TIE campaign.
8. Incident Reporting Forms: Review "AGM resolves to request local association secretaries review incident reporting forms and ensure that this explicitly include incidents motivated through homo/bi phobia and through transphobia."	**Recommendation: Equality (Lead) / Executive / Employment Relations** Initial meeting with Employment Relations Department to establish next steps. **Next steps:** Issue joint briefing to LA Secretaries requesting a review of incident reporting forms, with advice on how to effectively identify, record and monitor incidents where there is an equality component. (Briefing to be finalised by the Convenor and Vice Convenor.)

9. Reporting and Recording of Equality-Based Incidents in Schools "AGM resolves to investigate and report on arrangements for the reporting and recording of equality-based incidents (including potential hate crimes) in schools in order to identify best practice and gaps in current reporting mechanisms."	**Recommendation: Equality (Lead) / Executive / Employment Relations** **Next steps:** Review findings from EIS's LGBT discrimination survey in relation to this topic. Write to Scottish Government and COSLA to raise the issue of reporting and recording of equality-based incidents in schools. Liaise with Anti-racism in Education Programme Sub-group on Racist Incidents. Work with Employment Relations Department and Organisation to develop a briefing for LA Secs on how to raise the issue of reporting and recording of equality-based incidents in schools.
10. Reproductive Health Issues Training "This AGM calls for the EIS to investigate and report upon the training currently provided to SMT on reproductive health issues across all local authorities. The investigation to include but not be limited to whether the training covers:- a. The physical and mental	Issued letters to all Councils, investigating current training provision to Senior Management Teams on reproductive health, including the details of what this training covers. Included member case studies in SEJ. **Next Steps:**

health impact that menstrual health issues can have on the day-to-day work of the members. b. The physical and mental health impact that menstrual health issues can have on young people in education. c. The reasonable adjustments that can be made by SMT to support the member to continue to carry out their roles and responsibilities. d. The reasonable adjustments that can be made by SMT to support young people to access education when dealing with reproductive health issues. e. The role occupational therapy can play in supporting both the member and the SMT."	Report on findings in briefing to LA Secretaries and Equality Representatives.
11. Improving Workplace Conditions for Menopausal Women "This AGM believes that the menopause is an occupational health and an equality issue. Furthermore, it believes that schools, colleges and universities should be suitable workplaces for menopausal women. This AGM therefore instructs Council to issue advice and guidance for all members and reps to support members working through the menopause and to help improve the workplace conditions for menopausal women. Furthermore, that our menopause guidance is reworded to remove an age reference for menopause and to include perimenopause."	**Recommendation: Equality (Lead) / Employment Relations** Included members' case studies in SEJ. **Next steps:** Develop a learning video for members on menopause and the impact of hormonal fluctuations on workers, with an external trainer. Review existing menopause guidance and update as required. Work with Employment Relations Department on a briefing for LA

	Secretaries, Branch Secretaries and Equality Reps on measures that can improve the conditions for members working through the menopause.
12. Updating Content of PACT Materials "That this AGM instructs Council to update the content of the PACT materials in line with the cost-of-living crisis and refresh the offer and delivery of PACT at the beginning of an academic year so that schools with equity on their School Improvement Plans can utilise the materials as part of those plans."	Appointed Equality Related Learning and Development Coordinator which includes remit on PACT. **Next steps:** Work on reviewing and updating the content of PACT materials is underway. A delivery plan will be developed that aligns with School Improvement Planning.
13. Extension of 'Annual' School Clothing Grant "This AGM instruct Council to call for the extension of the 'annual' school clothing grant awarded to families in receipt of eligible benefits to be awarded 'bi-annually'."	**Recommendation: Equality (Lead) / Executive** Wrote to Local Authorities, calling for the extension of the grant to eligible families on a bi-annual basis. Made approach to STUC Women's Committee to consider opportunities for joint campaigning on this issue.

Other resolutions that may be of interest to Equality Committee include 5 Resolutions recommended to Salaries Committee from the 2022 AGM. These Resolutions pertain to investigations and campaigning on maternity, paternity pay and provision, and flexible working opportunities. **Discussion with the Employment Relations Department has taken place in the context of a wider strategy on women's workplace equality.**

Council Resolutions

The following resolution was approved at EIS Council meeting 18th November	Involved LGBT Sub-Committee in drafting of survey.

2022, and remitted to Equality **Committee from Executive Committee on 30th November 2022**: "That this Council resolves to conduct a sample survey of EIS members to investigate levels of discriminatory behaviour towards LGBT+ people, or those perceived as LGBT+, experienced or witnessed by them in their workplaces or related to their work as teachers, and to report the findings. The survey should be issued to a random sample of members, with a target of 1000 responses for statistical relevance, and should aim to ascertain whether there has been a significant change in levels of in anti LGBT+ discrimination experienced or witnessed by members in recent years."	The survey was issued to a representative sample of 5,000 members on 14th February 2023. The survey was then issued to a different sample of 1,000 members on 14th April 2023. Issued to the LGBT Network (approx. 95 members) on 19th April 2023, based on feedback from LGBT Sub-Committee. Final responses (518) were collected on the 27 April 2023. Disaggregated data report developed by Campaigns, Policy and Research Coordinator L Warren. Council briefing on findings developed. **Next Steps:** Develop guidance on the basis of the Council briefing, with powers to Convenor to finalise. Use evidence on reporting and recording of incidents to inform work on related resolutions.
The following resolution was approved at EIS Council meeting 28th February 2024, and remitted to Equality Committee from Executive Committee on 4th March 2024: "Council affirms our support for members in schools who wish to set up an LGBTQ staff group in their school.	Discussion had at LGBT Sub-Committee Meeting 14th March 2024, with feedback in relation to the utility of LGBTQ staff groups. **Next steps:** Consider avenues to promote LGBT staff groups. Include information in member bulletins and Reps bulletins.

Such support to be communicated through members/reps bulletins and the SEJ."	

Actions carried forward from 2021/22

1. **Disabled Teachers in ITE** – meet with Council of Deans to inquire existing provision of reasonable adjustments and highlight members' experiences. Then write to ADES or COSLA highlight the issue. Develop advice for Reps on supporting Disabled members **Update**: Conversations had at Disabled Members Network, limited information available on student experiences. Further information sought.

Actions carried forward from 2022/23

1. **Cost of Living Crisis and Fuel Poverty –** Provide feedback on Poverty Alliance teaching resources for Challenge Poverty Week. **Update**: Have made positive contact with Poverty Alliance to provide feedback and collaborate for Challenge Poverty Week 2024.
2. **Time-Off for Religious Observance –** Develop briefing for Local Association Secretaries based on findings. **Update**: Findings report presented to Equality Committee, briefing to be developed in collaboration with Employment Relations and Salaries.
3. **EIS Welcome Packs –** Launch Welcome Packs for Early Years, followed by additional materials**. Update:** Final book has been received, with feedback sought from working group, and launch planned for an ELC setting in Inverclyde.
4. **UNCRC: Guidance for Members –** implementation is being monitored. Further PL and guidance to follow once implementation is underway. **Update:** Scoping meetings for CLPL had with PL Coordinators
5. **Delivery of Anti-Racist Education in Scottish Schools (Fife Local Association) – Update:** Issued letters to Local Authorities requesting information in relation to the delivery of Anti-racist Education.

6. Salaries Committee

Introduction

6.1 The Salaries Committee met on 6 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 3 occasions since June 2023. The Joint Chairs are Sam Anson (Scottish Government), Councillor Katie Hagmann (COSLA) and Des Morris (Teachers' Side).

6.3 The 2024/25 SNCT pay claim, lodged on 22 January 2024. was for 6.5% uplift to be applied to all grades and pay points, without differentiation or discrimination. In the context of the current real terms value of pay for teachers and associated professionals and the ongoing impact of the cost-of-living crisis, it was the view of the Teachers' Panel that this pay claim is both reasonable and fair.

6.4 In an accompanying narrative, the Teachers' Panel reinforced the erosion in the real terms value of the pay of teachers and associated professionals, since 2008, that stands well into double figures. Against this context, it was the view of the Panel that the figure of 6.5%, for 2024/25, represented a modest step towards the full restoration of the value of the pay of teachers and associated professionals such as it was in 2008. The Teachers' Panel expressed the desire for negotiations to commence and conclude swiftly, through SNCT Extended Joint Chairs, with the aim of reaching a settlement to enable implementation for 1st August 2024.

Teachers' Panel

6.5 There have been 5 meetings of the Teachers' Panel since the last AGM. These meetings have been focused on pay and the reduction in class contact time. At the time of writing, there remains no agreement on implementation of the SNP manifesto commitment. Neither COSLA nor the Scottish Government have accepted the Teachers' Panel's unanimous position that the time released by this reduction should be allocated to time for preparation and correction as a step forward in the reduction of intolerable levels of teacher workload.

SNCT Support Group

6.6 The SNCT Support Group meets as required between meetings of the SNCT. Meetings are chaired by Des Morris, Joint Chair, SNCT Teachers' Panel. Reports from the SNCT Support Group are uploaded to the SNCT website.

6.7 The SNCT Support Group considered the following items over the session.

- Career Pathways Review - Sabbaticals

- Career Pathways Review – Lead Teachers
- Drama and Music to be included in those subjects identified as practical subjects as part of the SNCT Handbook Appendix 2.9.
- Management Time for promoted postholders.
- Maternity, Paternity and Adoptive Leave/Pay Arrangements.

SNCT Circulars and Joint Secretaries Letters

6.8 During this year, the following were agreed by the SNCT:

SNCT/23/94 – Remote Schools Allowance

SNCT/24/95 – Distant Islands Allowance

Pensions

6.9 The EIS is represented on the Scottish Teachers' Pension Board by David McGinty (National Officer), Drew Morrice (Retired Assistant Secretary) and Leah Stalker (Area Officer).

6.10 The principal role of the Pension Board is to assist the Scheme Manager with the effective and efficient governance and administration of the pension scheme. Pension Boards provide advice and scrutiny over the operation of the scheme administration and ensure that the legal and administrative requirements of the scheme are being met.

6.11 The Scottish Teachers' Pension Scheme Advisory Board (SAB) representatives are Des Morris (Salaries Convener), Mick Dolan (Salaries Vice Convener), Stephen Stewart (Pensions and Payroll Specialist) and Stuart Brown (Assistant Secretary).

6.12 Following the McCloud Judgement that declared the 2015 reforms to public sector pension schemes unlawful due to age discrimination, the Government implemented a remedy. This remedy does not address the unfairness of members being moved from the original (final salary legacy) scheme to the Career Average Revalued Earnings (CARE) scheme, with increase to Normal Retirement Age (NPA). However, it does provide 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.

6.13 The SPPA has now moved into the implementation phase of 2015 Remedy and the priority is to ensure eligible members are provided with clear information to enable them to make their remedy choice within the Regulatory timescale. A Remediable Service Statement (RSS) will be provided to all Remedy eligible members. This will show pension benefits in the final salary (legacy) scheme and the reformed CARE scheme for the

Remedy period. This should assist scheme members in deciding which option if the right one for them.

6.14 The SPPA is working on a phased approach to the issue of RSS and is prioritising those members expected to benefit the most from the choice of benefits. All other eligible members will receive an RSS with their Annual Benefits Statement (ABS) from August 2024 to ensure they are informed of their benefits in the final salary (legacy) scheme and the reformed CARE scheme.

6.15 All members are now in the reformed CARE scheme, as 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 as does the changing back to NPA 60.

AGM 2023 Resolutions

Proposed Actions to be Taken

Salaries Committee

RESOLUTION	ACTION
1. Additional Support for Learning (ASL) "That this AGM notes with deep concern the lack of core investment in Additional Support for Learning (ASL) at a time of rising level and severity of need and the impact which this is having on equitable outcomes for pupils and on the health and wellbeing of pupils and staff. AGM reaffirms the support for pupils with ASN and commits to fighting cuts in this sector. This AGM further notes existing EIS policy on ASL and resolves to launch a campaign, within the context of the United Nations Convention on the Rights of the Child and the European Convention on Human Rights, to secure sufficient and transparent funding of Additional Support Needs provision, both in mainstream and Special Schools settings, to meet the holistic needs of all learners and bridge the gap between policy and practice, inter alia, by increasing specialist support and providing dedicated time for ASL-related collegiate practice, multi-agency engagement and professional learning. AGM instructs Council to: (a) identify the number of ASN pupils in our schools; (b) identify the number of those pupils who are in our mainstream schools; (c) identify the number of support staff including ASN teachers and Learning assistants; (d) to investigate the extent to which	The Committee noted the terms of the resolution and agreed to provide support to the Education Committee, when requested.

ASN class sizes across Scotland breach the criteria for maxima in SNCT Section 2:9; (e) use the information gathered to create a clear picture of ASN provision in each Local Authority and to campaign for increased support and investment (f) and, where appropriate, work with national parent organisations and with voluntary organisations which support learners with an ASN in taking forward such a campaign." **Recommendation: Education (Lead) / Salaries**	
2. Funding and Staffing of EAL Services "That this AGM calls on the Scottish Government to honour its commitment to increasing teacher numbers in schools and instructs Council to campaign for an increase in funding and staffing of local authority EAL services. That this AGM believes that the number of permanently employed specialist teachers of English as an Additional Language must increase across Scotland to address the needs of EAL pupils. Therefore, this AGM calls for a national minimum staffing standard for EAL staffing – with ringfenced funding to local authorities - to be developed and adopted to ensure sustainable, fair and consistent teacher EAL Specialist Teacher staffing levels throughout the country, capable of addressing the needs of EAL pupils." **Recommendation: Salaries (Lead)/Education**	The Committee agreed to refer the terms of this resolution back to Executive for further consideration. The memo from the Salaries Committee was noted by Executive Committee at its meeting on 1 September 2023 and it was agreed that the Executive Committee would seek to progress this resolution as part of the Stand Up for Quality Education campaign.

3. Additional Inset Day: New Reforms "This AGM calls on EIS Council to	The terms of the resolution to be

engage with Scottish Government and Education Scotland to provide additional inset days to allow schools to embed the forthcoming new reforms to assessments, exams and qualifications." **Recommendation: Salaries**	referred to the EIS representatives on the SNCT for discussion. The Salaries Committee recommended that any final decision on this is deferred until the national position becomes clearer.
4. Supporting Probationers in Schools "That this AGM instructs Council to seek the views and experiences of members who support probationers in schools; gathering evidence on the working time allocated, in this critical role for Scottish education." **Recommendation: Salaries**	The Committee agreed to issue a survey to members to seek evidence to assist in tackling the workload issues faced by mentors. This survey will be included in the All-Members' Survey to take place before the end of session 2023-2024 to coincide with the workload phase of the national campaign.
5. Dedicated and Protected Time for Mentors "This AGM call upon EIS council to engage with the Scottish Government, COSLA, GTCS and Higher Education Institutions to provide dedicated and protected time for mentors to work with and assist student teachers in developing their skills to reach the Standard for Provisional Registration." **Recommendation: Salaries**	The Committee agreed that as a first step, it would issue a survey to members to seek evidence to assist in tackling the workload issues faced by mentors of students. This survey will be included in the All-Members' Survey to take place before the end of session 2023-2024 to coincide with the workload phase of the national campaign.
6. Restoration of the Value of Teachers' Pay "That this AGM instruct Council to campaign to ensure that future pay increases for teachers and associated professionals address restoration of the value of teachers' pay, as established following implementation of the 2001 Teachers' Agreement: A Teaching Profession for the 21st Century." **Recommendation: Salaries**	The Committee noted this as policy.

7. SNCT Contract Holder Pay: RPI "That this AGM instruct the EIS to campaign to have SNCT contract holder pay linked to the rate of RPI inflation, once the spending power of said pay has reached it real terms value following the implementation of *A Teaching Profession for the 21st Century* in 2001." **Recommendation: Salaries**	The Committee noted this as policy.
8. Commitment to the 20/20 Campaign "That this AGM galvanise member engagement from the pay campaign, instruct Council to prioritise a reaffirmed commitment to the 20/20 campaign and to continue to seek meaningful reductions in class contact time and class sizes through negotiation at the SNCT." **Recommendation: Salaries**	The Committee noted this as policy. The terms of the resolution were referred to the EIS representatives on the SNCT for discussion.
9. Scottish Teachers' Pension Scheme: NPA "That this AGM instruct Council to campaign for the Normal Pension Age (NPA) within Scottish Teachers' Pension Scheme to be 60 years of age and to be de-coupled from the state retirement age permanently." **Recommendation: Salaries**	The Committee noted this as policy and agreed the terms of the resolution should underpin future negotiations and campaigns.

10. Job Sizing Toolkit: Improved Salary Points "This AGM instructs Council to pursue improvements in the recognition of elements in the job sizing toolkit to impact on improved salary points in relation to, but not exclusively in: (a) The increasing responsibility placed on Pastoral care staff (b) The increasing responsibility given to Principal Teacher roles in Primary schools and in Early Years establishments." **Recommendation: Salaries**	The Committee noted this as policy and agreed that the terms of the resolution should be referred to the EIS representatives on the SNCT Job Sizing Review Group.
11. Emergency Family Leave Provision "That this AGM instruct Council to investigate and report on the provision for emergency family leave across all Local Authorities and use this information to campaign for improved emergency family leave provision." **Recommendation: Salaries**	The Committee agreed to write to LA Secretaries requesting information and agreements on emergency family leave provision.
12. Maternity, Paternity & Adoptive Leave Pay Payments "That this AGM instructs Council to campaign to provide a mechanism to have maternity, paternity and adoptive leave pay payments spread equally throughout the period of one's leave. Furthermore, that this AGM instructs Council to pursue improvements in the pension provision of members who temporarily leave the pension scheme during Maternity Leave." **Recommendation: Salaries**	The Committee noted that work on improvements to family leave are being progressed at the SNCT Support Group and agreed that the terms of this resolution would be referred to the representatives on the Support Group. In addition, the Committee agreed that EIS members of the Scheme Advisory Board should pursue improvements in the pension provision of members who temporarily leave the pension scheme during Maternity Leave

13. Miscarriage Leave: Pregnancy Related Absence "That this AGM calls on Council to campaign at SNCT to implement miscarriage leave (before 24 weeks) as a specific pregnancy related absence that does not contribute towards general absence records." **Recommendation: Salaries**	The Committee agreed that the terms of the resolution to be referred to the EIS representatives on the SNCT for discussion at the SNCT Teachers' Panel and thereafter, initially, at the SNCT Support Group.
14. Time-Off for Non-Christian Religious Holidays & Festivals "That this AGM instruct the EIS to campaign to enshrine the right to time off for non-Christian religious holidays and festivals within the SNCT, in recognition of the multi-cultural and multi-faith reality of our profession." **Recommendation: Salaries**	The Committee agreed to write to LA Secretaries to identify where good practice has been developed and to seek advice from the Equality Department on how to frame the case for inclusion in the SNCT National Conditions of Service. Once this work has been completed, it was agreed that this should be taken forward within the SNCT.
15. The Use of Commercial Accreditations "That this AGM instructs Council to investigate and report on the use of commercial accreditations as essential criteria for employment in promoted posts and Lead Teacher roles." **Recommendation: Salaries**	The Committee agreed to write to LA Secretaries requesting information in the first instance.
16. Pupil Support Assistant Staffing Formula "That this AGM calls for a Pupil Support Assistant (PSA) staffing formula to be developed and adopted – with ringfenced funding to Local Authorities." **Recommendation: Salaries**	The Committee agreed that this resolution should be referred to Executive Committee with the recommendation that discussions on this be progressed with unions representing support staff. The memo from the Salaries Committee was noted by Executive Committee at its meeting on 1

	September 2023 and it was agreed that the Executive Committee would seek to progress this resolution as part of the Stand Up for Quality Education campaign.
17. Caseload and Class Contact Time of Guidance/Pupil Support Teachers: Survey "That this AGM calls on Council to overtake a survey of Local Agreements pertaining to caseload and class contact time of Guidance/Pupil Support teachers." **Recommendation: Salaries**	The Committee agreed that the information provided to the Job Sizing Review Group provides what is required at this time.