

eis

The Educational  
Institute of Scotland



# STAND UP

## FOR QUALITY EDUCATION



We have launched our brand new “Stand Up for Quality Education” campaign! Delegates to the AGM in Aviemore got the campaign off to a great start- they literally stood up for quality education as the photo shows.

We now need members in schools to get on board with the first phase of the Stand Up campaign too, so that we can push forward together on the key issues that matter to our members!

This briefing introduces the campaign and sets out how we hope members will engage with it from the start of the new school session.

PUPIL BEHAVIOUR

ASN

WORKLOAD

## Why This Campaign Focus?

Successive EIS meetings, EIS surveys and even discussions on #PayAttention strike picket lines have identified that supporting ASN, tackling excessive workload and pupil behaviour are the issues of greatest concern to members. The Executive Committee is clear that it wishes to campaign in these three areas to improve teachers' working conditions and to positively affect pupils' learning experiences and their outcomes.

To do this, we need to use the full range of tools available to us as trade unionists, standing up for more funding and resources, standing up for empowerment and teacher autonomy and ultimately, standing together to deliver 'Quality Education'.

## Building Alliances and Winning Support

We need to engage with and build up support from, a range of stakeholders- i.e. political parties, parent groups, young people's organisations, support staff and other trade unions, and other education partners. We consider 'Quality Education' an irresistible objective and will try to convince potential allies of this.

Such engagement will also help to identify what additional resources are needed from the Scottish Government and local authorities. We can then intensify the pressure on the Scottish Government and local authorities to deliver these resources.

## The Three Key Themes at Branch, LA and National Levels

Three key campaign themes have been identified by members and they are all interrelated and co-dependent: all require additional funding and resources in schools.

Campaigning with strong member engagement will be carried out at national, local authority and branch (i.e. school) levels.

It is a single holistic campaign focused on:

## PUPIL BEHAVIOUR

### What are we aiming for?

This theme of the campaign aims to make learning and teaching environments safer for teachers, other school staff and pupils themselves.

The focus of this theme is to build the skills, resources, and school culture to address disruptive, distressed, violent and aggressive pupil behaviour. It's not focussed on the pupils- so will not be about blaming pupils and families for disruptive/distressed/violent/aggressive behaviours- but on the support that teachers have, or don't have, to foster supportive relationships and positive pupil behaviour, and on how schools and councils respond to support teachers in managing pupil behaviour. More support for teachers impacted by violent incidents will be key to this.

### How will we do it?

We'll begin by surveying members and branches to evidence the precise nature and scale of the issues, identifying national and local issues, and will campaign to secure more resources and to embed good practice where we need to.

We will be applying a health and safety legislative lens to this dimension of the campaign and empowering members to use risk assessments. The aim of this is more effective prevention of behaviours of concern, and more appropriate responses at school and local authority level for both teachers and pupils following any incident. More support for teachers impacted will be key to this.

We will also be engaging nationally with stakeholders to highlight the need for additional resources and to seek to establish national expectations around positive pupil behaviour.

## ASN

### What are we aiming for?

This theme will stress the need for additional funding to deliver additional support for the 34% of children and young people in our schools who have a recognised ASN. Since 2007, the number of identified ASL pupils has risen more than six-fold<sup>1</sup> but ASN support has not risen with it. We intend that this campaign will expose the reality of ASL provision and press for appropriate funding in order to fulfil such a massive need. It's time for the Scottish Government to deliver on what they promised children and young people nearly 20 years ago – an education system in which barriers to learning are truly removed.

Ensuring every young person has a reasonable and fair amount of ASL specialist support will improve the learning outcomes for both pupils with additional support needs and their peers who don't, by allowing teachers to focus on the needs of all pupils – helping to deliver Quality Education.

### How will we do it?

We will utilise the most recent all-member survey data, and gather further information from Local Associations and the national ASN Network to evidence the nature and scale of ASL issues facing teachers and pupils. We expect to find wide variations within and across local authorities.

We shall also work with national stakeholders to establish national expectations around what ASL support every child and young person with ASN should receive – to increase support and ensure fairer and more equitable, and consistent ASL delivery, across Scotland.

Campaigning on class size reduction will also be critical to the realisation of our aims around ASL provision.

## WORKLOAD

### What are we aiming for?

The EIS believes that the current workload of teachers is excessive and unsustainable and needs to be addressed urgently and decisively.

We need to bring teacher workload in line with the terms of the 35-hour working week in the interest of fair work, to reduce stress and improve the health and wellbeing of our members - and in so doing, help to deliver Quality Education.

### How will we do it?

This general workload theme will continue the work that we started with the “Time to Tackle Workload/ 20:20” campaign which was suspended due to the Covid pandemic. This part of the Stand Up for Quality Education campaign has two main strands:

#### 1. To Improve teacher agency

In an empowered system, headteachers are collaborative and collegiate, enabling staff to lead and co-create a supportive and empowered culture.

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

We will also focus on and get stronger at utilising the current methods of workload control such as Workload Audits and Working Time Agreements (WTAs).

Teachers' contracted working hours are 35 hours per week. Working Time Agreements, School Calendars and School Improvement Plans must reflect that.

The collective use of Workload Audits and Working Time Agreements will help ensure that schools are operating within these parameters, in terms of the teacher time that is actually available once the time for teaching, preparation and marking have been fully factored in and all other activities properly accounted for. Teachers cannot continue to massively subsidise the education system with free work.

Members will receive training to assist with this.

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EIS branches and Local Associations will be supported to influence culture change locally and nationally the EIS will press for the same.

## 2. Reducing Weekly Class Contact and Class Sizes

Also known as the 20:20 Campaign, reducing weekly class contact time and class sizes are concrete structural ways in which workload may be reduced and the quality of education increased.

The Scottish Government promised in its manifesto to reduce weekly class contact from 22.5 hours to 21.0 hours a week – and we intend to hold the Scottish Government to that commitment.

The EIS is campaigning for these changes through the SNCT and a range of national fora already. Plans for further campaigning will follow.

**Colleagues, the time for EIS members to Stand Up for Quality Education is now and you as an EIS Rep, have a critical role to play, alongside the members in your school, in making this happen.**



# Next Steps of Member Engagement

## 1. Sharing Individual Experiences

The University of Edinburgh has developed a teacher-centric survey on “teacher directed abuse” and the team has worked with the EIS to roll this survey out to members over the summer months. This can be found at: [https://edinburgh.eu.qualtrics.com/jfe/form/SV\\_Oct4M2cH2rrivRk?Q\\_CHL=qr](https://edinburgh.eu.qualtrics.com/jfe/form/SV_Oct4M2cH2rrivRk?Q_CHL=qr)

We urge all members to complete this survey. The University has agreed to share aggregated data that will help us shape our campaign.



## 2. Building the Branch View

The EIS has previously agreed, through the SNCT, that all teacher trade union branches should be given time to hold meetings during the first two days of “in-service training” that start the school year.

We suggest a branch meeting agenda as set out below:

1. Welcome
2. The “Stand Up for Quality Education” Campaign – a brief overview and discussion.
3. Discussion of the recommended branch survey on pupil behaviour at the school. The online link to this survey will be shared in mid-August.
4. Updated EIS Advice on Violent and Disruptive Pupil Behaviour. The full advice & summary documents are available here: [www.eis.org.uk/policiesandguidance/violencedisruption](http://www.eis.org.uk/policiesandguidance/violencedisruption)  
Hard copies of the summary are enclosed in this mailing.
5. Any Other Business

## 3. Sharing Campaign Merchandise

Please pass around the campaign stickers and display the posters enclosed. More cool campaign merchandise will be on offer soon!

**Thank you for your support in this early stage in what we hope with your contribution to building member engagement, will be another strong EIS campaign. Together we will Stand Up for Quality Education!**