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education trade union

eis

Report of Council & its Committees 2014-2015

AGM

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4-6 June

Report of Council and its Committees

2014 – 2015

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. There does exist a procedure through which delegates can ask questions of Committee Conveners when they present their reports to the Annual General Meeting (Standing Orders 2(iii)). The Vice-President, Pat Flanagan, will present the report and answer questions on the work of the Executive Committee, its Sub-Committees (Emergency, Finance and Strategy) and on those areas of activity which have been the direct responsibility of Council.
- 1.3 During the Course of the year, Council has directed the bulk of its time to the scrutiny of the work of its Committees. However, Council also initiates policy directly through motions and reports/papers which lie outwith the formal committee structure. It is however, normally the case that any "stand alone" policy decisions of Council are usually passed to the appropriate Committee for processing. This year 2014-15 Council has approved resolutions dealing with the following aspects of Institute policy: SEEMIS, Confucius Hub, Raytheon, Israeli Military Offensive on Gaza, Unite the Resistance Conference, The Impact of Hunger on Children in Educational Establishments, Council Tax Freeze, Independent Skills Academies, Campaign in Defence of Migrant Workers, Trust Status, Workload and Stress Suffered by Pupils, Elections for Local Association Office Bearers and the Contractual Implications of the Introduction of the Named Person.

2. Executive Committee

- 2.1 As part of the Institute's ongoing anti-austerity work we cooperate closely with colleagues in other public sector unions through both the STUC and the TUC. The Executive Committee has continued to receive updated information from Local Associations regarding specific effects of the cuts, local activity, lobbying and other campaigning work. EIS members have continued to receive information through bulletins, the Scottish Educational Journal and direct e-mail on a range of issues connected to the cuts in public education expenditure which are likely to continue for a significant number of years to come.
- 2.2 A further survey of all 32 Local Authorities in Scotland was also conducted (using the Freedom of Information Act) and the results of this survey will assist the Executive Committee in coming to terms with the cuts in education spending across the country. As part of the last survey the majority of Local Authorities indicated that it is expected that the next few years will continue to be difficult for the public sector and, in particular, for the education service. The continued problems with the banking sector and the UK Government's apparent obsession with austerity measures, rather than considering forms of investment which could produce growth within the economy, can only exacerbate the economic problems which will continue to beset the British people for years to come.
- 2.3 The EIS priorities with regard to class size have continued to be pursued under the wider umbrella of the Campaign Against Cuts in Education Spending. While the Scottish Government did introduce regulations which limit the size of P1 classes to 25, no further progress is anticipated with regard to the previous Administration's pledge to reduce class sizes in P1 – P3 to a maximum of 18.
- 2.4 The EIS has continued to make use of a number of key campaigning messages which have appeared on a range of literature produced by the Institute over the past year. However, the "Why must our Children Pay" and "Protect Pensions" slogans have gradually been replaced by the "Make Time for Teaching" message as part of the Workload Campaign which has gained prominence during the course of the year.

Workload Campaign

- 2.5 Much of the campaigning work of the Institute this year has been dominated by the National Workload Campaign which was initiated by three resolutions which were approved by the 2013 Annual General Meeting. Council has considered the detail of the workload campaign in formal and informal sessions and a considerable amount of campaign material has been circulated to schools and Local Associations.

- 2.6 The most significant development, this year, as part of the campaign was the reconvening of the Report of the Curriculum for Excellence Working Group on Tackling Bureaucracy. The Report, itself, identified the main drivers of excessive bureaucracy, identified a number of key messages and listed a number of recommended actions to be carried out by a range of bodies. This Report will form the basis of future action to be carried out to tackle the problems of excessive workload and additional advice will be issued to members on issues related to the Contract of Employment and how these might impact on teacher workload.
- 2.7 At the beginning of the year a new Workload App was launched allowing members to record the extent of their working hours in a range of different work activities. Further, at the beginning of March members were encouraged, as part of a "fortnight focus" between 6 March and 20 March 2015, to record all of their workload activities on the EIS workload calculator. It is expected that all of the data collated as part of this exercise will be used to further the aims of the campaign and to put further pressure on the Scottish Government and our employers to act decisively to resolve this longstanding problem.
- 2.8 In November 2014 the Executive Committee and Council approved a paper entitled: "Workload Campaign – Engagement of Members" which proposed a series of workload control agreements to be negotiated at national, local authority and school levels. It was proposed that, if agreement could not be secured at any of the three levels identified above, that the EIS would consider moving to a ballot of members on industrial action short of a strike. The issue has already been discussed within the SNCT and assurances have been forthcoming that a national "workload control" agreement should be relatively straightforward. A copy of the paper "Workload Campaign – Engagement of Members" is to be found in the compendium of policy papers issued to all AGM delegates.

Pensions

- 2.9 A considerable amount of pressure has been exerted to try to persuade the Scottish Government and COSLA to enter meaningful negotiations with the education unions in Scotland with a view to securing an acceptable agreement as a resolution to the ongoing pensions dispute. The Government did, eventually, agree to the establishment of a Scottish Teachers' Pensions Scheme Negotiating Group which spent the bulk of its time examining the possibility of developing, what is known as, a "soft landing" for teachers who wish to retire at age 65 with minimal actuarial penalty. However, during the course of this term no further progress was possible on this aspect of the changes to pension provision. Further discussion did, however take place dealing with the prospects of delivering progress on a system of national support for early retirement schemes and additional information can be found in section 6 of this report dealing with the work of the Salaries Committee.

Executive Committee Meetings

- 2.10 The Executive Committee has overall responsibility for Finance, Organisation, Political and External Affairs, Further and Higher Education and has a general supervisory role with regard to the processing and decision making of the four other Council Committees (Rule XIII (a) applies). Since the 2014 Annual General Meeting, the Executive Committee has met six times and its Finance Sub-Committee has also met on six occasions. The Emergency Sub-Committee of the Executive Committee has met only twice this session, to consider the prosecution of industrial action within a Further Education College. The Strategy Sub-Committee has met only once and has a broad strategic overview of the work of the Executive Committee and, this year, has concentrated on the various strands of campaigning work within the Institute, the Pensions Campaign and Communications.

Constitution

- 2.11 The Annual General Meeting in 2014 approved a number of changes to the Constitution covering the following aspects:
- (a) an up-dated definition of the duties carried out by Further Education lecturers which would make them eligible for EIS membership;
 - (b) a number of organisations were included in the Constitution which allow employees of those organisations to be eligible for EIS membership;
 - (c) the term "music instructors" was removed from the Constitution and replaced with the term "instrumental music teachers";
 - (d) changes to the definition, status and possible role of Life Members and Honorary Life Members;
 - (e) the requirement to use "postal ballots" in elections for the Committees of Council was removed which, in future, would allow for the use of electronic voting in elections which are not based on statute;
 - (f) the ability of Committees of Council to hold a "roll call vote" was introduced which would result in the voting position adopted by each Committee member being formally recorded in the minutes.
- 2.12 This is now the eleventh year in which all of the 32 Local Associations have operated within a framework of Local Association Constitutions based on the Model Local Association Constitution approved by Council in 2004. The Model Local Association Constitution was altered with the agreement of the Executive

Committee and Council in November 2013 to give effect to changes to the national Constitution which were approved by the 2013 AGM giving Local Associations the equivalent of an additional four weeks to submit motions for the national AGM. For the last majority of Local Associations this has involved introducing a degree of flexibility with regards to the local meetings which can approve prospective AGM motions involving either a General Meeting in February or using the Local Association AGM in March for this purpose. In a small number of cases the Local Associations has opted for one of its General Meetings to approve prospective AGM motions.

Finance

- 2.13 The Annual Accounts of the Institute for 2013/14 were reported to Council in March 2015. These are issued to delegates to the AGM as a separate document and will be presented to the AGM in private session. The Accounts reveal a General Fund operating surplus of £253,000 which represents 4% of income. The overall surplus is, as expected, significantly below the £557,000 recorded in the previous year. The main reasons for this are detailed below.

Firstly in 2013/14 subscription income showed a £65,000 drop on the previous year. This is as a consequence of the reduction to the teacher and lecturing workforce in Scotland which inevitably impacts on the Institute membership numbers and follows on from a £134,000 drop in 2012/13. Fortunately recent months have seen a levelling off of membership numbers. As over 90% of General Fund income is derived from members' subscriptions the importance of membership numbers in financial terms cannot be over emphasised. Other Institute income was largely unchanged.

Expenditure on legal fees incurred in the support of members amounted to £1,094,000 – an increase of £119,000.

Professional Fees rose by £30,000 which was largely attributed to the costs involved administering the election of the Institute's Vice President for 2014/15. Additionally the new membership benefit - Countdown Shopping Discount Scheme – cost £30,000 in 2013/14.

At the midway point in the 2014/15 financial year the Institute as anticipated, continues to operate under tighter financial circumstances. Inflationary and other cost pressures on expenditure have to be faced whilst with income the increase in subscription levels has again been restricted to 1%.

- 2.14 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 increasing 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

- 2.15 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 three Officers operating from HQ. This national office establishment is complemented by the Area Officer network which has seven Officers in three locations across the country, offering by far the largest full-time support network of any teacher union in Scotland.
- 2.16 2015 represents the end of an era as the Institute prepares to say its farewells to no less than five long serving members of staff. Eileen Davidson of the Education and Equality Department is the first in line with her final day at work being on Friday 5 June. Eileen commenced work with the Institute in 1969 although she does point out she has had some time out to bring up her family! As members of Education Committee will be particularly be aware Eileen has been heavily involved in the production of agendas, papers and minutes. On June 28 it is the turn of Eileen Graham to take her leave. Eileen has acted as Personal Assistant to the Institute's General Secretaries since 2001 as well as her involvement in the Organisation department which deals with Council and Executive Committee. Assistant Secretary Ken Wimbor, also of the Organisation Department, follows on August 2 after 25 years of service which was preceded by several years as an activist in Fife. Ken prior to taking on the Organisation remit was Assistant Secretary in the Salaries Department. Both Ken and Eileen additionally have had key roles in the efficient organisation of the AGM. There is another departure on August 2 - namely the Institute's Caretaker, Frank Tindall, who retires after 17 years of service. Frank is well known to all visitors to Moray Place for his cheerful nature and willingness to please. Finally last but not least in September Sheila Harris of the Education & Equality Department retires. Sheila commenced work with the Institute in 1977 and has been a well kent figure at committee meetings and conferences. The EIS owes Sheila a debt of gratitude for her role in arranging many of the high quality events which the Education and Equality Department has a reputation for. Sheila has for many years also been responsible for benevolent work in support of members who have fallen on hard times. All five retirees depart with the Institute's very best wishes.
- 2.17 In the course of the year the Institute appointed prominent activist, Annie McCrae, as its first Organiser on a fixed term secondment

until August 2016 from the City of Edinburgh Council. Annie will require to focus on recruitment, retention, and the participation of members in the Institute's activities with particular emphasis on students and probationers. It is intended that further Organiser appointments be made thus demonstrating our commitment to sustaining and growing membership numbers.

- 2.18 The most significant event which occurred in 2014/15 was the commencement of the major refurbishment of the Institute's Headquarters at 46-48 Moray Place Edinburgh. The £2.25 million project, which has a duration of approximately 15 months, is being undertaken on a building by building basis. Number 46 which houses the reception, council chamber, and a number of offices has already been completed, with work currently in progress on Number 47. It is anticipated the project will be completed by December 2015 and will leave the Institute with top class modernised offices, including vastly improved meeting and training facilities which will benefit members and employees alike.

Membership

- 2.19 The recruitment of new members to the Institute continues to be a priority area of work involving the Area Officer force, the new Organiser post, Local Associations and Self-Governing Associations as well as the national body. Although the Institute's membership has marginally decreased, this must be considered against a background of continuing reductions in the numbers of teachers nationally. The Institute's total membership in November 2014 amounted to 55,000 – down 300 from 2013.

Political Engagement

- 2.20 During the course of 2014-15 there has been, as is normal, an EIS presence at all of the party political conferences in Scotland. An EIS stall has been set up at every conference while the Institute has hosted a series of fringe meetings entitled: "Where Now for Scottish Education" these meetings have involved the EIS Office Bearers along with the relevant education spokesperson from the party running the conference.
- 2.21 The EIS has also been present at meetings of the Labour MSPs Trade Union Group and the SNP Backbench Trade Union Liaison Group. Both of these groups are useful in maintaining contact with the Backbench MSPs on issues of concern to the broader trade union movement as well as specific issues raised by the EIS. Regular meetings have also taken place with the individual party education spokespersons, including the Cabinet Secretary for Education and Lifelong Learning. In addition, this year, meetings have also taken place with: ADES, SPTC, NUS (Scotland) and the EIS group of MSPs in the Scottish Parliament.

- 2.22 As a consequence of a resolution from the 2013 Annual General Meeting, the EIS organised a series of regional meetings for members in the run-up to the 18 September 2014 Referendum on Scottish Independence. Although the EIS did not adopt any position on the referendum vote itself, nor did we offer any advice to members, it was felt to be important that we allow the referendum debate and its impact on Scottish education to be given some particular attention. On this basis meetings were organised in Aberdeen (2/9/14), Edinburgh (4/9/14), Glasgow (9/9/14) and Dundee (13/9/14) at which one representative from Better Together Campaign and one from the Yes Scotland Campaign were invited to speak. All of the meetings enjoyed good turnouts and some very lively debate.

Industrial Relations

- 2.23 A dispute at Ayrshire College (North Ayrshire Campus) developed into a campaign of strike action in November 2014 with a considerable number of days of strike action taking place both before and after Christmas. The dispute centred on the maintenance of discrete "three hour" lecturer sessions which was originally included in the FE lecturers' "Blue Book" back in the early nineties. Following a protracted period of negotiations, a draft agreement was produced which would have allowed for the lecturers responsible for each subject group to reach agreement on the appropriate length of lecturer session for their subject area(s). The draft agreement also included provision for a system of arbitration to resolve any deadlock. However, following two separate ballots, the agreement hammered out by the negotiators was not accepted by the membership as a whole. At a meeting in early March 2015 the members employed at Kilwinning voted to continue with the dispute but not to participate in any future strike action.

Further Education

- 2.24 The EIS-FELA Executive Committee met ten times in 2014-15 and held its Annual Conference on Friday 13 March 2015.
- (a) The new Executive Committee constituencies were implemented for 2015-16. The constituencies are now based on college regions and the Executive Committee has a wider and larger membership.
 - (b) During the course of the year the Executive Committee was involved in a number of decisions covering the following issues: National Joint Negotiation Committee for College Staff (NJNC), TUPE Matters, Proposed Changes to the EIS-FELA Constitution, Employment Contracts, Branch Reports, especially Ayrshire Forth & Valley Colleges, SPSO Meeting, UHI, including a policy that FE should be delivered by FE Colleges, Holiday Pay Arising from Non-Contractual Overtime,

Additional Support Needs, Teachers and Lecturers Job Satisfaction & Wellbeing Survey, Zero Hours Contracts, Living Wage, College Sector Board Appointments response, Recruitment & Retention, Amending the EIS-FELA Constitution and Transatlantic Trade & Investment Partnership (TTIP).

- (c) SFC Government funding for FE was £521.7m for 2014-15, and £525.7m for 2015-16. The Executive Committee has continued campaigning resolutely for increased funding for the FE sector.
- (d) The Executive Committee carried out the following surveys across Scottish Colleges: UHI Funding and Zero Hours Contracts.
- (e) The Executive Committee has directly managed the EIS negotiators role in the NJNC. The Committee has endorsed the national Recognition and Procedures Agreement (nRPA) produced at NJNC.
- (f) The Executive Committee also agreed to support the work of the EIS-FELA branches in the Highlands and Islands and members attending two Highlands & Islands Region EIS Training Days.
- (g) The Executive Committee has continued to coordinate regular submissions to the SEJ.

2.25 The Salaries and Conditions of Service sub-committee met five times in 2014-15.

- (a) The sub-committee developed a number of positions on NJNC matters that were recommended to and adopted by the Executive Committee, including the 2015-16 national pay claim.
- (b) The sub-committee also considered: Zero Hours Contracts, Updating the 'Blue Book', Holiday Pay Arising from Non-Contractual Overtime, Calendar Drift and SPSO.

2.26 The Education and Equalities Sub-Committee met four times in 2014-15. The Sub-Committee considered: Democratising Boards of Management proposal, Teachers & Lecturers Job Satisfaction and Wellbeing Survey, Recruitment materials, Additional Support Needs, Equality Reps, SPSO Complaints Handling Procedures and Student Discipline.

2.27 Ayrshire EIS-FELA Branch successfully carried out industrial action consisting of strike action in pursuit of conditions at the college.

- 2.28 During the course of the year EIS-FELA has held four seminars aimed at Branch Secretaries, Learning Representatives, Health & Safety Representatives and Board of Management Members. Seminar speakers included a speaker from the Scottish Government. The subjects covered by the seminars included: College Regionalisation, National Bargaining & proposed national RPA, College Outcome Agreements and Recent College Mergers.

Higher Education

- 2.29 The EIS-ULA Executive Committee met ten times in 2014-15 and held its Annual Conference in March.
- 2.30 The New JNCHES Pay Negotiations for 2014-15 have taken much of the Executive Committee's time in 2014-15. The EIS and the other four Unions at New JNCHES accepted the 2014-15 Employers' final pay offer. The 2014-15 pay settlement included the formation of two Working Groups; 'Gender Issues' and 'Hourly Paid & Casual Staff' respectively. The EIS was represented by National Officer Bradley and Maggie Chapman on the former and by National Officer Belsey and the President on the latter. Both Working Groups are still carrying out their work and it is disappointing that neither reported before the start of the 2015-16 pay negotiations. The EIS attended the New JNCHES Strategic Issues Conference in London on 3rd March, 2015. The EIS-ULA Executive proposed a pay claim for the 2015-16 New JNCHES negotiations that was not accepted by the other four unions. The EIS-ULA ultimately accepted the pay claim championed by the other four trade unions and submitted a national joint claim for the start of the New JNCHES pay negotiations in March.
- 2.31 The EIS-ULA submitted evidence on behalf of the whole EIS on the Government's Consultations on HE Governance and 'New Tenancy for the Private Rented Sector'.
- 2.32 The EIS is one of three trade unions to have a seat with university leaders and the NUS on the University Sector Advisory Forum. This has met twice and it agreed a paper on Responsible Autonomy – which is compatible with EIS-ULA policies.
- 2.33 The EIS-ULA arranged and held a joint conference on October 9, 2015 with the UCU and Unison in which the Cabinet Secretary for Education and other politicians from other political parties spoke.
- 2.34 The EIS-ULA remains concerned with the potential impact of any TTIP Agreement on the HE sector and public sector education. The National Officer attended a TTIP Conference at Holyrood during February.
- 2.35 The EIS-ULA has also considered other matters during the year and has carried out research leading to policies on the following:

- (a) The findings of the EIS survey on Workload and Stress and subsequent EIS-ULA survey were discussed and a draft report on this topic produced.
- (b) The Executive carried out a detailed survey of members' views and attitudes during 2014.
- (c) Further work has been carried out on the EIS procured research into Private HE Providers, including issuing FoI(S)A requests.
- (d) The Executive agreed a mechanism by which EIS-ULA would carry out research and fund small research grants from applications made by EIS-ULA members. The Executive commended the mechanism to the whole EIS to adopt.
- (e) A detailed Freedom of Information request on zero hours contracts was sent to all Universities.
- (f) A financial analysis of the latest university annual accounts has been produced by the F&HE Office to support the work of the Executive.

The Scottish Parliament

- 2.36 The wider political work of the Institute remains firmly focussed on the Scottish Parliament and its Committees. The EIS continues to maintain regular contact with various Cabinet Secretaries, Education Spokespersons, MSPs, Committee Conveners, Civil Servants and Committee Clerks. In addition, EIS elected members and Officials have attended a number of Scottish Parliament/Committee sessions in many cases involving the Education and Culture Committee.
- 2.37 As in previous years the EIS continues to work closely with a broad range of other groups and organisations (particularly the STUC) to seek to secure the widest possible engagement with the work of the Scottish Parliament and the Scottish Government. The EIS continues to work with other trade unions to maximise the influence of the movement on Government and within the structures of the Parliament. This broader engagement has included meetings with the First Minister, the Cabinet Secretary for Finance, Employment and Sustainable Growth, the Cabinet Secretary for Education and Lifelong Learning and the STUC/Scottish Government Public Services Forum.

External Affairs

- 2.38 The EIS 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.

Relations with Other Trade Unions

- 2.39 The EIS continues to enjoy generally good relations with other trade unions, particularly in Britain and Ireland. The principal forum for inter-union relations involves the British Irish Group of Teacher Unions (BIGTU) which meets annually to discuss issues of common interest and to which meets 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).
- 2.40 Representatives from the EIS attended the Conferences of the following kindred organisations during the course of the year: NUT, SSTA, ASTI, INTO, UCU, TUI and UTU.
- 2.41 The EIS continues to play an active role within the STUC and has supported a number of initiatives over the course of the year including the STUC Public Sector Forum/Public Sector Union Grouping and the EIS continues to be represented on the STUC "Clearing House" Committee which regulates recruitment, campaigning and recognition issues amongst affiliates. In addition the EIS continues to support the FE/HE Roundtable which is chaired by the Cabinet Secretary for Education and Lifelong Learning which deals with issues of importance to our Further and Higher Education members.
- 2.42 This Year the EIS has been represented on the STUC General Council by Larry Flanagan (General Secretary), Helen Connor and Ken Wimbor (Assistant Secretary).

STUC Congress (2015)

- 2.43 The 118th Annual Congress of the Scottish Trades Union Congress took place in Ayr Racecourse between Monday 20 April 2015 and Wednesday 22 April 2015. The overriding theme of this year's Congress focussed on the STUC's campaign for "Decent Work/Dignified Lives" which addressed a number of issues facing the trade union movement as a consequence of the Government's austerity agenda. The congress subsequently included contributions from Nicola Sturgeon (First Minister) and Ed Miliband (Leader of Labour Party).
- 2.44 This year's EIS delegation to the STUC Congress included the following members:

Andrea Bradley (STUC Women's Committee)
Mike Callaghan (Angus Local Association)
Tommy Castles (EIS President and Delegation Leader)
Helen Connor (STUC General Council)

Pamela Currie (EIS-FELA)
 Nicola Dasgupta (East Ayrshire Local Association)
 Hugh Donnelly (Council)
 Larry Flanagan (STUC General Council)
 Leah Franchetti (EIS Area Officer)
 Pat Flanagan (Vice-President)
 Nick McKerrell (EIS-ULA)
 Edith Swinley (Council)
 Ken Wimbor (STUC General Council)
 Sarah Youd (South Ayrshire Local Association)

- 2.45. Pat Flanagan moved composite motion H dealing with Public Sector Pay which was based largely on the original EIS motion on this subject. The composite was seconded by PCS and supported by UNISON. Nicola Dasgupta moved the EIS motion on Poverty and Education which, following agreement with UNISON on one of its amendments, became a new composite motion W which was seconded by UNISON and supported by UCU. Tommy Castles (President) moved the "stand alone" motion on Additional Support Needs and Cuts in Local Authority Funding which was also seconded by UNISON.
- 2.46 Pat's contribution concentrated on the history of public sector pay restraint since the start of the current recession and the pressing need for public sector unions to cooperate together, both in terms of the preparation of claims and, if necessary, the prosecution of actual trade disputes. Nicola, in turn, concentrated on the extent of poverty within our society, the effects of poverty on our young people (particularly on their learning) and what requires to be done to start to tackle effectively this blight on the opportunities and life chances of a significant proportion of our young people. Tommy dealt with the effects of the austerity agenda and the resulting Local Authority cuts on the provision of support for pupils with additional needs. Tommy also referred to specific problems being experienced by parents in securing their statutory entitlements to additional support for learning for their children.
- 2.47. Nick McKerrell seconded the UCU motion on University Governance while Pam Currie seconded two motions: one dealing with LGBT Asylum and one on LGBT Young People and their Progression from School to Training. Edith Swinley seconded a motion dealing with Food Poverty while Larry Flanagan supported a motion on BMEs in the Workplace.

TUC Congress (2014)

- 2.48 TUC Congress returned to Liverpool for the first time since 2009. Starting on Sunday 7 September and concluding on Wednesday 10 September 2014 Congress was attended by approximately 550 delegates representing all TUC Affiliates with the overarching theme/slogan being: "Britain Needs a Pay Rise".

- 2.49 This year's delegation representing the EIS comprised: Tommy Castles (EIS President and Delegation Leader), Celia Connelly (Glasgow Local Association), Nicola Dasgupta (East Ayrshire Local Association), Larry Flanagan (General Secretary), Edith Swinley (Fife Local Association), and Ken Wimbor (Assistant Secretary). The Delegation met at 3.00pm on the Sunday (just prior to the start of Congress) to consider its attitude to the motions and amendments and the elections to the General Council.
- 2.50 At its meeting in June 2014 (immediately following the AGM) the Executive Committee agreed to submit two motions for consideration by Congress. The first dealt with Poverty, Inequality and Racism while the second covered Public Sector Pay and the need for coordinated strike action to achieve much needed pay restoration.
- 2.51 Tommy Castles (President) spoke in one of the first debates of Congress in the Sunday afternoon session. Tommy seconded the composite motion (4) entitled "Challenging the Politics of Poverty, Inequality and Racism". Tommy concentrated on the structural inequalities which lead to poverty and the policies which should be pursued in order to tackle the levels of poverty in our society and to counter the racist, anti-immigration propaganda of the various far right organisations which are becoming more prevalent across the UK.
- 2.52 Edith Swinley contributed to the debate on "Public Sector Pay and Living Standards" supporting composite motion (7) which incorporated, in full, the EIS motions on Public Sector Pay. Edith made particular mention of the effects of the Government's Austerity Agenda on public sector workers at a time when tax avoidance and tax evasion continues to drain resources from Government coffers. Edith concluded by calling on the TUC to play a leading role in the coordination of the campaigning efforts of Public Sector Trades Unions including industrial action.
- 2.53 The EIS has, this year, again been represented on the TUC General Council with Larry Flanagan (General Secretary) taking up his place at the conclusion of the 2013 Annual Congress. The EIS continues to be represented on the TUC Public Services Liaison Group which forms the basis of the trade union side which meets representatives of the Westminster Government within the Public Sector Forum (PSF) and all of the English teacher trade unions are now accommodated on the Forum. However, meetings of the PSF have become less frequent in recent months and its continued existence is coming under some scrutiny.
- 2.54 Our strong relationship with NUS Scotland continues with regular meetings involving elected members and officials (formal and informal). In particular, in recent years, the EIS and NUS have worked closely on a number of issues including the production and publication of "Threshold" the EIS/NUS student teacher magazine.

International

- 2.55 The EIS continues to be active in international affairs with a number of Office Bearers and Officials attending a range of EI/ETUCE events during the last year including:
- (a) ETUCE Special Conference – The Future for the Teaching Profession;
 - (b) EI International Summit on the Teaching Profession.
- 2.56 The formal Partnership Agreement with NUT, UTU and INTO, which was signed in 2011, has continued to foster, encourage and promote partnership working amongst the four trade union signatories with a view to further enhancing and strengthening these links over the next period.

Other Executive Committee Business

- 2.57 The refurbishment of the Moray Place Headquarters continues apace with the work on number 46 having been completed in late February 2015. It is anticipated that the restoration on number 47 will be completed at around the time of the Annual General Meeting with the whole project being complete by the autumn of 2015.
- 2.58 Work has continued with colleagues from the TUC's Education Service to conduct a fundamental review of our training for EIS Representatives to replace the current provision. Broad agreement has now been reached to introduce a range of new training options from the start of session 2015-16 as follows:
- (a) a TUC/EIS e-note which would provide some immediate online support (particularly for new EIS Representatives) covering their main responsibilities, time off for trade union duties and essential contacts;
 - (b) a new EIS/TUC Induction Course (organised on a 2x2 day basis) concentrating on organisation, looking after members and important sources of information;
 - (c) the TUC ten day course will continue as an option for Representatives who have completed the e-note and the four day Induction Course;
 - (d) a small group of Area Officers have worked to develop a range of short 1 day / ½ day units which supplement the e-note and the Induction Course and these units would concentrate on those aspects of the work of the union where there is significant local variation. These units include: Working Time Agreements, Discipline and Grievance Procedures and Local Association Structures.

- 2.59 A major survey of membership opinion focussing on job satisfaction and teacher wellbeing, conducted by Scott Porter, was concluded just prior to the 2014 Annual General Meeting. A short presentation was made at a fringe meeting at the 2014 AGM with a more detailed presentation provided to the Executive Committee in June 2014 and to Council in September 2014. Much of the content of the report has formed the basis of press releases etc. as part of the work of the ongoing workload campaign.
- 2.60 The recommendations from the paper dealing with the Participation of Women in the Work of the EIS, were considered again by all of the Committees of Council with a view to ensuring that the principal recommendations are acted upon in the course of the forthcoming year.
- 2.61 A whole day Training Conference for Local Association Secretaries was organised and held on Friday 30 January 2015. The Conference focussed on a number of issues including:
- (a) Training for Local Association Secretaries;
 - (b) GTCs Competency and Standards;
 - (c) SNCT Update (Education Outcomes, Shared Parental Leave, Pay and Leave);
 - (d) EIS Campaigning Work (Workload, Local Authorities, Budgets, Teacher Numbers);
 - (e) Higher Implementation;
 - (f) Recruitment and Retention of Members;
 - (g) Equality Representatives;
 - (h) Participation of Women in the Work of the EIS;
 - (i) Pensions.
- 2.62 The EIS supported a March and Rally in Glasgow organised by the STUC, to coincide with a similar event organised in London by the TUC, on Saturday 18 October 2014. The demonstration constituted part of the STUC's campaign for decent work/dignified lives and, despite the fact that the March and Rally fell right in the middle of the October holidays, the EIS was able to secure a reasonable contingent of EIS members for the demonstration.
- 2.63 As a consequence of a resolution of the 2014 Annual General Meeting, a survey of Local Association Secretaries was conducted concentrating on problems with the SEEMIS System. As a consequence of this survey a meeting was held with some of SEEMIS' senior officials and, following this, the Executive Committee agreed to examine a range of mechanisms by which the EIS could engage, in a more formal way, with SEEMIS. It was also decided to give further consideration to a major survey of members on the use of the SEEMIS System across the country.
- 2.64 Again, following the terms of a successful resolution of last year's Annual General Meeting, a paper on the Charitable Status enjoyed

by Independent Schools was approved by Council at its November 2014 meeting. It was also agreed, subsequently, to organise a meeting with officials from the Office of the Scottish Charity Regulator (OSCR) to discuss the content of its recent report on Fee Charging Schools in Scotland. A copy of this paper is included in the compendium of policy papers which is circulated to all AGM delegates. In addition, a copy of the report of the meeting between the EIS and OSCR (which was approved by May Council) is also included in the compendium.

- 2.65 A resolution of January Council instructed the Executive Committee to begin developing policy in relation to any moves by a Local Authority to move its Education Service into an Arms Length Trust. A copy of an initial paper approved by May Council is also included in the policy compendium.
- 2.66 A paper on possible venue options for the Annual General Meetings from 2017 onwards was also considered by the Executive Committee in November 2014 and again in January 2015. Following detailed consideration of a number of options it was agreed to continue to use the Caird Hall in Dundee and the Concert Hall in Perth for future AGMs and that the 2017 and 2019 AGMs would be held in Perth with the 2018 and 2020 AGMs being held in Dundee.
- 2.67 One of last year's successful AGM resolutions dealing with the sale of energy drinks to children under 16 years of age resulted in responses being received from the Scottish Government, Children in Scotland and the Scottish Parent Teacher Council. In addition, following a meeting with an organisation called "Responsible Retailing of Energy Drinks" it was agreed to circulate some publicity about RRED to all schools and to invite the organisation to take a stall at this year's AGM.
- 2.68 A paper outlining EIS policy in relation to the use of Zero Hours Contracts was approved by the Executive Committee following endorsement by EIS-FELA and EIS-ULA. A copy of the paper, which arises from a decision of the 2014 AGM is also included in the compendium of policy papers.
- 2.69 The Executive Committee agreed to provide a range of means of support to a major Unite Against Fascism rally held on Saturday 21 March 2015 in Glasgow. In addition to providing £500 to UAF, it was also agreed to encourage members to attend and to provide the usual subvention to Local Associations who decided to run buses to the event. It was further agreed to support a range of other local initiatives which complement the terms of the original Council resolution.
- 2.70 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, International Brigade Memorial Trust, Jubilee Scotland, Justice for Columbia, Labour Research Department (LRD), Public Service Pensioners' Council (PSPC), Right to Education Campaign (Birzeit University), Scottish CND, Scottish Council on Deafness, Scottish Cuba Solidarity Campaign, Scottish Friends of Palestine, Scottish Pensioner's Forum, Scottish Venezuela Solidarity Campaign, Share Action, Stop the War Coalition, The Big Issue, The Disability Alliance (Rights UK), The Equality Network, The Scottish Joint Committee on Religious and Moral Education (SJCRME), The Scottish Refugee Council, The Shrewsbury 24 Campaign, Unite Against Fascism Scotland, Unite the Resistance, Workers' Educational Association (WEA Scotland).

2.71 In addition, the Institute continues to have representatives on the governing/policy making bodies of the following organisation:

- Highlands and Islands Educational Trust;
- Scottish Council on Deafness;
- Scottish Accident Prevention Council;
- Scottish Outdoor Education Centres;
- WEA Scotland.

EXECUTIVE COMMITTEE

AGM 2014 RESOLUTIONS

Summary of Action Taken/Outcomes

<u>Title of Resolution</u>	<u>Action Taken/Outcomes</u>
Daily Travel Times to School	It was decided to write to the Cabinet Secretary for Education and Lifelong Learning in the first instance. A response was considered by the Executive Committee in November 2014.
Zero Hours Contracts	A paper on the use of Zero Hours Contracts was endorsed by EIS-FELA and EIS-ULA prior to its approval by Council in March 2015. A copy of the Paper is included in the policy compendium.
Class Size: Campaign	The terms of the resolution were remitted to the Strategy Sub-Committee and incorporated into the ongoing anti-austerity work of the Institute.
35 Hour Working Week: Toolkit for Professional Audit	A Workload App was developed and was available for download before Christmas. It was subsequently decided to designate 9 - 20 March 2015 as the fortnight focus on workload during which members would be asked to record their working hours on the App for future analysis.
Pay Claim 2015	Initial contact was made with the STUC and a meeting of affiliates in the public sector was organised to discuss joint campaigning work over the course of the year.
Campaign to Restore Teachers' Pay Levels	It was agreed to await the outcome of meetings involving public sector affiliates in the first instance.
Tackling Bureaucracy: Workload Campaign	Feedback was sought from Local Association Secretaries prior to the first reconstituted meeting of the Working Group on Tackling Bureaucracy.
Workload Campaign	This was considered initially by the Strategy Sub-Committee and a paper entitled: "Workload Campaign – Engagement of Members" was approved by Executive and Council in November 2014 and is included in the compendium of policy papers.
CfE: Impact of Increased Workload on Teachers and Lecturers with Additional Support Needs	This matter was considered by Council in September 2014 as a follow up to the presentation by Scott Porter on the report of the EIS Survey on Job Satisfaction and Teacher Wellbeing.

New School and Refurbishment Projects	It was agreed to communicate with the Scottish Government, all Local Authorities and ADES and responses were considered by the Executive Committee (and shared with Local Association Secretaries) in January 2015.
Local Association Secretaries, Branch Secretaries, Branches and Local Associations: Support	The resolution was remitted to the Working Group of EIS Representatives' Training Group in the first instance and a paper was approved by the Executive Committee and Council in November 2014.
EIS: Raising Awareness of the Work of the EIS	This resolution was remitted to the EIS Communications Management Group.
School Representatives' Training: Review	This resolution was remitted to the Working Group on EIS Representatives' Training which has now agreed a range of new courses for implementation as of the start of session 2015-16.
General Secretary: Appointment Process	A paper was considered by the Executive Committee and Council in November 2014 and is included in the policy compendium.
Energy Drinks	A response by the Scottish Government was considered by the Executive Committee in January 2014. It was agreed to circulate RRED material to all schools and to invite RRED to take a stall at the AGM.
Independent Schools: Campaign to Remove Charitable Status	A paper was approved by the Executive Committee in November 2014 and subsequently approved by Council. A meeting with OSCR was arranged for March 2015 to consider its report on Fee-Charging Schools in Scotland.

3. Education Committee

Introduction

- 3.1 The Education Committee is responsible for the development of the educational policies of the EIS and the pursuit of these policies in educational establishments in Scotland. The Committee is also responsible for the formulation of the 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 an EIS Learning Agenda for members, including the Continuing Professional Development of members, and also the development of policy in relation to EIS Learning Representatives.
- 3.2 There have been 6 meetings of the Committee since the last AGM. The processing of AGM resolutions is a large part of the work of the Committee, alongside responding to various developments that arise in the course of the year. The actions and outcomes of the work arising from AGM 2014 resolutions follow this report.

Curriculum for Excellence

- 3.3 Curriculum for Excellence continues to be a priority for the Committee. The work of the Committee since the last AGM has focused on the introduction of new National Qualifications (NQs) for the Senior Phase with particular reference to the introduction of new Highers and Advanced Highers and on key primary sector issues such as forward planning and assessment/moderation and reporting. The Convener of the Education Committee is a member of the CfE Management Board and has used this opportunity to raise issues of concern from all sectors.
- 3.4 The Committee continued to gather evidence and respond to National Qualification implementation issues. Pressure from the EIS led to additional money provided by SG to support new resources for the NQs. The EIS has held both Scottish Government and the SQA to account over the introduction of the NQs and has tried to support members by raising their concerns with local authorities, Scottish Government, Education Scotland and SQA. This work will continue into the new session.
- 3.5 The Committee considered the work of the reflections group on the NQs and continued throughout the session to press for all actions from this to be taken forward. This will continue into the new year.
- 3.6 The 2014 AGM Curriculum for Excellence resolutions have all been taken forward. The impact of the NQs and implementation of the new Higher have been a major part of the work of the Committee along with work on the impact of poverty on raising attainment for all.

- 3.7 The Committee has raised the issue of the burdens of workload related to Curriculum for Excellence across all sectors and has raised this at the highest levels with Scottish Government. The EIS provided written and oral evidence to the Education & Culture Committee of the Scottish Parliament on the Nationals Qualifications, the New Highers and the Impact of Poverty on Attainment.

Nursery and Primary Education

- 3.8 Members in the Nursery sector continue to face the brunt of local authority cuts as a result of their non-statutory status. During the course of the year the EIS continued to pursue issues related to employing teachers in Early Years sector.
- 3.9 The Committee approved funding of a research project led by Emeritus Professor Aline-Wendy Dunlop. This research included a survey of all members/teachers in the Nursery and Primary Sectors to audit the contribution of GTCS Registered Teachers to Early Years Education in Scotland. This research work is ongoing.
- 3.10 The EIS was represented by Margaret Smith, Vice Convener, on the Scottish Government established Workforce Review of Early Learning and Childcare Across Scotland which conducted by Professor Iram Siraj.
- 3.11 The Committee also submitted written Evidence in relation to the Reform of Childcare Provision in Scotland.

ASN

- 3.12 The ASN Network continues to be active this year and has met on 2 occasions. Discussions have focused on support for ASN and the GIRFEC agenda. The Network provided valuable support for the Committee on parliamentary consultations on GIRFEC.
- 3.13 During the session the Committee submitted Evidence to the Education & Culture Committee of the Scottish Parliament on the place of private and third sector in raising attainment.
- 3.14 The Committee also responded to the consultation on the Draft Statutory Guidance relating to Part 4 (Named Person), Part 5 (Child's Plan) and Part 18 (Section 96 – Wellbeing) of the Children and Young People (Scotland) Act 2014.

EAL

- 3.15 The sub-group on EAL worked throughout the session to consider the challenges of under-resourcing in this area of ASN. A letter has been sent from the Education Convener to the Cabinet Secretary to raise the concerns of Scottish teachers and to call for additional funding.

Education Scotland

- 3.16 Meetings were held throughout the year with Education Scotland to discuss a wide variety of issues. The Inspection Procedures and feedback from EIS branches were included in these discussions. Where issues were identified, these are now being processed by Education Scotland as part of the individual feedback to specific inspectors.
- 3.17 The meetings with Education Scotland covered a wide range of topics, including an update on the organisation's priorities, the professional learning agenda, PRD, the Inspection Framework and support for Curriculum for Excellence.
- 3.18 Education Scotland attended a meeting of the Education Committee to present on the review of Inspection Processes and the new version of How Good is Our School. The EIS was also represented on the External Reference group in relation to this review and at a stakeholders meeting on the CfE Implementation Plan where EIS priorities were shared.

SQA

- 3.19 During the session, representatives from the Education Committee met with representatives from the SQA and raised numerous issues and concerns on the implementation of N4 and N5. The need for more support, the lack of time and the workload burden created by SQA verification procedures has been communicated to the SQA in the clearest of terms. At these meetings, together with communications outwith the formal meetings, the problems facing teachers have been highlighted.
- 3.20 The EIS took part in the Reflections Group on the NQs and pressed throughout the session for SQA to take forward their aspects of the report. This will continue into the new session.

GTCS

- 3.21 With the roll out of Professional Update from August 2014 the EIS continues to represent members' views on the PU evaluation group and on the group developed to put together a National E-portfolio. We continue to raise specific issues with GTCS in the area of PU and look to the future implementation of this project.

Teacher Education and Professional Learning (post - Teaching Scotland's Future)

- 3.22 The work of the National Implementation Board was continued with more focus on the local University/LA partnership arrangements. These local partnerships continue to grow and the Committee continues to seek ways to support local EIS representatives on

them. The work of TSF was highlighted at a national conference in May 2015 to be followed by local events in the autumn.

- 3.23 The Scottish Education Leadership College work was influenced by EIS through the Stakeholders group where consideration was given to future workplan for SCEL; the development of the Framework for Educational Leadership as a tool for Professional Learning at all stages of teaching; the SCEL Fellowship programme and the development of pathways to Headship.

Continuing Professional Development

- 3.24 CPD continues to be an expanding area of the work of the Committee and has been developing at a pace over the last year. Learning Representatives have continued to play a key role in facilitating a number of events which have attracted a large turn-outs from our members. There have also been a number of events delivered in partnership with GTCS on Professional Update. We are moving the professional learning agenda forward and developing opportunities for members. Thanks are due to our Learning Representatives and members of the CPD Sub-Committee who have been central to taking forward this agenda.
- 3.25 The EIS organised 6 events since June 2014 which focussed on topics such as Leadership and Professional Update and included a Conference aimed at members within their early years of teaching. These events have attracted around 500 members. Two further events are to be held before the end of June and the estimated number of participants is 250. The events facilitated partnership working with local authorities, FE Colleges, Universities, GTCS, Tapestry and other partnership organisations. Members from schools, further education colleges and higher education institutions were invited to attend these events.
- 3.26 In partnership with Education Scotland 2 events on Tackling Bureaucracy took place in Edinburgh and Aberdeen. Feedback from the events along with the 2 previous ones provided further information for the EIS on the Tackling Bureaucracy campaign.
- 3.27 The EIS had been awarded £7000 from the Scottish Union Learning Fund to run a one year project on digital skills and dyslexia training. This project will run from 1 April 2014 to 31 March 2015. In addition to this and as a result of £8,000 of funding obtained from the Scottish Union Learning Development Fund, CPD in digital skills and dyslexia has been made available to members. Due to the high attendance at these sessions additional funding was made available from the Learning Fund to provide three additional dyslexia events. The EIS has recently been awarded £16,000 for a two year digital skills and dyslexia training project in Lowlands and Uplands and £8,000 for a similar project in Highlands and Islands. This has been due to the success of the previous Scottish Union Learning Fund projects run by the EIS.

- 3.28 The Education Committee and Sub-Committee continue to consider CPD opportunities for members as part of the membership engagement campaign. The numbers of members attending such events is very positive and provides opportunities for EIS to involve more of the members in activities.

Sponsorship of the Arts

- 3.29 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.

Vote of Thanks

- 3.30 Once again it has been an extremely busy year for those involved in the work of the Committee. 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. Sincere thanks to Margaret Smith for her on-going support as Committee Vice-convenor, to CPD Sub-Committee convenor Hugh Donnelly.

Thanks are also due to the Servicing Officials (Louise and Andrea) and to the staff of the Education Department (Eileen and Joyce) and LR/CPD Co-ordinator (Lyn) for all their support and hard work.

Thanks to those Education Committee members who are standing down after the AGM. In particular, I would like to acknowledge the contribution of those who are due to retire at the end of the session – in particular to Hugh Donnelly who will be greatly missed on the Committee.

EDUCATION COMMITTEE

AGM 2014 Resolutions

Summary of Action

Title of Resolution	Suggested Action to be Taken
<p>Nursery Education: Campaign for the Retention of Nursery Education across Scotland</p> <p>"This AGM calls upon Council to campaign for the retention of nursery education across Scotland and to secure the following objectives with regard to the delivery of state funded nursery education:</p> <p>(a) to call on the Scottish Government to legislate and/or regulate for meaningful access to a GTCS registered nursery teacher for all nursery pupils;</p> <p>(b) to ensure that all student teachers on nursery placements are both mentored and have their placements signed off by a GTCS registered teacher;</p> <p>(c) to highlight the important difference between "nursery education" and "childcare".</p>	<p>EIS Nursery Education Campaign is ongoing.</p> <p>The terms of the resolution contained in sub-paragraphs (a) to (c) have been raised in the EIS response to the Workforce Review of Early Learning and Childcare and in EIS Evidence relating to the Reform of Childcare Provision in Scotland.</p> <p>These papers are included in the AGM 2015 Policy Papers Booklet.</p> <p>The EIS was represented on the Workforce Review Reference Group by Margaret Smith, Vice-Convenor of the Education Committee.</p> <p>The EIS is currently undertaking Nursery Teacher Research with Emeritus Professor Aline-Wendy Dunlop.</p> <p>An independent Audit Survey was distributed to members in Nursery and Primary Schools on 1 April 2015.</p>

<p>Nursery Education: Extended Hours</p> <p>This AGM instructs Council to investigate and report on how the extended hours for nursery education and childcare are being delivered within each Council in Scotland and the impact this is having on children's learning and the ability of staff to:</p> <ul style="list-style-type: none"> (a) have team meetings; (b) plan the curriculum and the delivery of learning; (c) prepare the environment within the time allocated; (d) complete the learning logs and reports for each pupil; (e) care for nursery resources. <p>Council is, thereafter, instructed to develop recommendations on best practice for dissemination to all members in the sector.</p>	<p>Information was sought from Local Authorities through an FOI request.</p> <p>It was decided to circulate to Local Associations copies of the responses received from Local Authorities.</p> <p>It was also decided to await the outcome of the EIS Nursery Teacher Research and continue consideration of the terms of the resolution to next Session 2015-16.</p>
<p>Additional In-Service Day for Primary and Early Years</p> <p>This AGM calls on Council to campaign for an additional in-service day for Primary and Early Years colleagues to match the additional day afforded Secondary colleagues for session 2014/2015.</p>	<p>The Scottish Government offered an additional in-service day for the Primary sector in session 2014/15 (announced on 5 June 2014).</p>

<p>SQA</p> <p>This AGM calls upon the EIS nationally to:</p> <p>(a) expose to public scrutiny, the failure of the SQA to deliver a coherent and workable assessment system which complements the Senior Phase of the Curriculum for Excellence;</p> <p>(b) to investigate and report on the workload implications of SQA verification procedures;</p> <p>(c) to publicise teacher concerns with regard to the number of internal assessments and arrangements for the new National Qualifications;</p> <p>(d) to enter into discussions with the SQA to secure a reduction in the number of internal assessments and modification of the existing arrangements for the National Qualifications.</p>	<p>The terms of the resolution contained in sub-paragraph (a) have been raised through EIS publicity.</p> <p>Issues contained in sub-paragraph (b) were raised by the EIS and addressed by the SQA with a Review of Verification in Session 2013-14.</p> <p>Issues contained in sub-paragraph (c) were raised by the EIS and partially addressed by the SQA in Session 2013-14. The Committee in the next session will continue to publicise teacher concerns.</p> <p>Issues contained in sub-paragraph (d) were discussed with, and partially addressed by, the SQA in Session 2013-14. The Committee will continue to pursue these issues in session 2015-16.</p>
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<p>Review of the Implementation of the New Qualifications</p> <p>This AGM demands that the Scottish Government and the Curriculum for Excellence Management Board commission a comprehensive independent review of the implementation of the new qualifications (involving teacher unions and the wider teaching profession) with a view to securing:</p> <ul style="list-style-type: none"> (a) a reduction in bureaucracy and workload; (b) a reduction in the burden of assessment and verification required in delivering the new qualifications; (c) a reversion to the original CfE aims of maintaining breadth across the Senior Phase, reducing the burden of assessment/verification and creating time for deeper learning; (d) further approved / verified assessments; (e) clear concise and readily accessible guidance on assessment requirements. 	<p>A Working Group on the First Year of the New National Qualifications was established in April 2014 and chaired by Ken Muir, Chief Executive of the GTCS. The General Secretary was a member of this Group.</p> <p>The report of the Working Group was published on 20th August 2014.</p> <p>The EIS submitted written and oral evidence to the Scottish Parliament on National Qualifications on 30 September 2014.</p> <p>The EIS also submitted written and oral evidence to the Scottish Parliament Evidence Session on the New Higher on 3 February 2015.</p> <p>The written submissions are contained in the AGM 2015 Policy Papers Booklet.</p> <p>The Committee will continue to pursue the aims indicated.</p>
<p>Curriculum for Excellence: Principles</p> <p>This AGM calls upon the Scottish Government to reaffirm the principles of Curriculum for Excellence, including in particular those that relate to curriculum models of BGE and Senior Phase in secondary schools, and it urges the Government to address in particular the different interpretations of these curriculum models across and within authorities.</p>	<p>The EIS has raised this on the Working Group on the First Year of the new National Qualifications, on the CfE Management Board, with Education Scotland and with the Scottish Government.</p>

<p>National 3-6: Teaching Courses and Resource Materials</p> <p>This AGM calls on the Scottish Government, SQA and Education Scotland to ensure that fit for purpose teaching courses and resource materials are provided to enable teachers to deliver all National 3-6 courses. Failure to deliver this should be followed by a ballot for industrial action up to and including strike action.</p> <p>Action: Education Committee (lead) / Executive Committee</p>	<p>The terms of the resolution were raised at a meeting with Education Scotland on 18 September 2014.</p> <p>Education Scotland confirmed that materials for N3-N6 were already available on the website, with materials for N1, N2 and Advanced Higher to be available by March 2015.</p> <p>A review of all courses is being planned with recruitment of practitioners to commence in April 2015 to assist in the process.</p> <p>The EIS was invited to provide comment on the quality of course provision.</p>
<p>National 4, 5 and 6: Examination Dates</p> <p>This AGM instructs Council to investigate and report, by December 2014, on the current diet of SQA examination dates and the allocation of time to complete the syllabus for National 4, 5 and 6 courses.</p>	<p>The EIS is represented on the SQA Exam Timetable Consultation Group.</p> <p>Issues relating to the terms of the resolution have been raised at meetings of the Consultation Group.</p>
<p>National Literacy Assessments: ASN</p> <p>This AGM instructs Council to monitor and report on the impact of implementation of the National Literacy Assessments at N4 and N5 level for young people with recognised ASNs, with particular reference to entry guidelines and how this may affect equality of opportunity for these young people.</p>	<p>Issues relating to the terms of the resolution were raised at an SQA Round Table meeting and an EIS/SQA Liaison meeting on 22 August and 17 November 2014 respectively.</p> <p>Subsequently, the SQA has conducted research in response to negative reaction to the revision of the assessment arrangements for candidates undertaking Literacy qualifications.</p> <p>A representative of the SQA has been invited to discuss this</p>

	issue further with members of the EIS Education Committee and the ASN Network.
<p>SQA: External Verification</p> <p>This AGM resolves to:</p> <ul style="list-style-type: none"> (a) demand that the SQA hold only one round of external verification each year for all New Qualifications; (b) lobby all relevant bodies, including Scottish Government, parent representative groups and the SQA itself, in support of this demand; (c) include this demand as part of any campaign of industrial action called in relation to CfE and New Qualifications. 	<p>The terms of the resolution contained in sub-paragraph (a) were raised with the SQA in Session 2013-14.</p> <p>Issues have been raised at meetings with the Government, the CfE Management Board and Parents' Groups in Session 2013-14.</p>
<p>Internal Unit Assessments</p> <p>This AGM recognises that the un-negotiated imposition of internal Unit assessments, "added value assignments" assessments and verification tasks for CFE Senior phase have caused a very significant increase in teachers' workload which cannot be sustained.</p> <p>Further, this AGM instructs Council to campaign for a rationalisation and simplification with the aim of achieving systems of internal Unit assessment, "added value assignments" assessment and verification which are practicable and which can be delivered within the 35 hour working week.</p>	<p>The EIS has raised this matter with SQA and the Scottish Government. It will continue to highlight the matter and campaign further in session 2015-16.</p>

<p>SQA: Review</p> <p>This AGM calls on the Scottish Government to:</p> <ul style="list-style-type: none"> (a) review the role and legal status of the SQA; (b) review the level of accountability and transparency of the SQA; (c) permit the EIS to have a place on the SQA Advisory Council. <p>Further this AGM instructs Council to lobby all relevant bodies with a view to achieving these objectives.</p>	<p>The General Secretary raised the terms of the resolution in a letter to the Cabinet Secretary.</p> <p>In the response, the Cabinet Secretary (Mike Russell) agreed that it would be beneficial to have a member, with knowledge and experience from the professional associations, to serve on the SQA Advisory Council and he has asked Dr Allan, the Minister responsible for SQA matters, to take this forward.</p>
<p>Planning Processes</p> <p>This AGM calls for all planning processes to be coherent, manageable, easily tracked and monitored, and an enhancement to teaching and learning.</p>	<p>This issue has been raised through the Tackling Bureaucracy Working Group. (Executive Committee)</p>
<p>Education Scotland Inspections</p> <p>This AGM instructs Council to investigate and report on:</p> <ul style="list-style-type: none"> (a) how and when Education Scotland plan their programmes of inspection; (b) what criteria are in place to allow educational establishments and local authorities to seek a postponement of such inspections; (c) what procedures there are to allow teachers, lecturers and local authorities to give feedback on Education Scotland's performance; (d) what procedures are in place to lodge complaints about the 	<p>The terms of the resolution were raised at an EIS/Education Scotland liaison meeting on 24 November 2014.</p> <p>Responses to the questions, contained in sub-paragraphs (a) to (d), were received from Education Scotland.</p> <p>A summary report is included in the AGM 2015 Policy Papers Booklet.</p>

behaviour of inspectors while carrying out their inspections/or on the content of their reports.	
<p>Named Persons</p> <p>This AGM instructs Council to investigate and report on the additional burdens placed on <u>all</u> teaching staff as a result of the introduction of 'Named Persons' and those with 'Key Adult' status in schools in Scotland. This investigation to consider legal advice and legal protection for those involved.</p> <p>Action: Education Committee (lead) / Salaries Committee</p>	<p>Initially, it was <u>decided</u> to await the Scottish Government consultation on the Draft Statutory Guidance relating to the Children & Young People (Scotland) Act 2014 which includes the Named Person.</p> <p>The Consultation document was published in February 2015 and was discussed at the March meeting of the Committee.</p> <p>The EIS Response to the Consultation Documents is included in the AGM 2015 Policy Papers Booklet.</p>
<p>ASN: Support</p> <p>This AGM condemns the lack of guaranteed ASN support to individual and groups of vulnerable children and young people, and the failure to provide any cover in the event of short and long-term absence. Furthermore, this AGM instructs Council to campaign and publicise this deficit and highlight the impact on all pupils.</p>	<p>Ongoing work of the Education Committee and the ASN Network.</p>
<p>Inclusive Policy and Practice</p> <p>This AGM instructs Council to:-</p> <p>(a) investigate and report on the impact of inclusive policy and practice with particular reference to GIRFEC initiatives</p>	<p>The resolution was remitted in the first instance to the ASN Network for consideration and report.</p>

<p>and its impact on teachers and lecturers, and schools and colleges, including reference to class sizes, resources, teacher numbers and provision of support staff;</p> <p>Inclusive Policy and Practice (continued)</p> <p>(b) to assess the cumulative impact of budget cuts on the success of GIRFEC in delivering for all children and college students;</p> <p>(c) to report back to local associations and educational establishments with advice on how best to promote inclusive practice in the best interests of all pupils and college students, and to ensure the health, safety and well-being of all."</p>	<p>Following comments from the Network, Investigations are currently focussing on class teachers' and lecturers' experiences.</p> <p>It was decided to await the publication of the Statutory Guidance relating to the Children and Young People (Scotland) Act 2014 and to continue consideration of this item to next Session 2015-16.</p>
<p>Professional Update: Staffing Resource Implications</p> <p>This AGM instructs Council to investigate and report on the staffing resource implications of supporting the potential CPD requirements identified by the professional update process.</p>	<p>The terms of the resolution were remitted to the CPD Sub-Committee.</p> <p>The CPD Sub-Committee subsequently sought information from Local Associations and Learning Representatives.</p> <p>A summary report is included in the AGM 2015 Policy Papers Booklet.</p>
<p>CPD Courses and Professional Learning Activities: Planning and Delivery</p> <p>This AGM resolves to seek EIS involvement in the devising, planning and delivery of CPD courses and Professional Learning activities aimed at all teachers and lecturers and teacher-trainees on the values, roles</p>	<p>The terms of the resolution were remitted to CPD Sub-Committee.</p> <p>Following clarification from the proposer of the original AGM motion, it was decided that the EIS presently seeks to promote the role of the EIS, and trade unions in general, when</p>

<p>and work of trade unions, and to lobby all relevant bodies, including the GTCS, providers of teacher and lecturer education and Local Authorities, in support of that involvement.</p> <p>CPD Courses and Professional Learning Activities: Planning and Delivery (Continued)</p>	<p>devising, planning and delivering courses and events, independently and, as appropriate, with partners.</p> <p>It was further <u>noted</u> that the values, role and work of trade unions is being addressed as part of the review of EIS Representatives' Training and that progress here would be able to inform and influence engagement with partners in the future.</p>
<p>Physical Education</p> <p>That this AGM instructs Council to investigate and report on the availability of resources and access to quality CPD for staff to deliver the weekly two hours of quality physical education prescribed by the Scottish Government.</p>	<p>Information was sought from Local Authorities through an FOI request.</p> <p>A summary report is included in the AGM 2015 Policy Papers Booklet.</p>
<p>Transition from Specialist Primary Provision to Mainstream Secondary</p> <p>This AGM instructs Council to investigate and report on the level of resourcing and the continuity of funding available in Scottish councils to support fully the transition of vulnerable children and young people when they move from a specialist primary provision to mainstream secondary.</p>	<p>Background information was sought from the proposer of the AGM motion (Midlothian LA).</p> <p>The Committee considered this information at its February 2015 meeting and decided to seek information from Local Authorities.</p> <p>A summary report is included in the AGM 2015 Policy Papers Booklet.</p>

<p>Impact of Education Budget Cuts</p> <p>This AGM instructs Council to investigate the impact of education budget cuts on:</p> <ul style="list-style-type: none"> (a) pupils with social, emotional and behavioural difficulties, those on the autistic spectrum and those with visual and hearing impairments; (b) nursery teachers, classroom assistants and support staff. <p>Further, this AGM calls upon Council to campaign in opposition to any further cuts in education budgets.</p> <p>Action: Education Committee (lead) / Executive Committee</p>	<p>The resolution was remitted in the first instance to the ASN Network for consideration and report.</p> <p>Information relating to ASN Staffing Provision, including support for Learning Staff and Pupils with Additional Support Needs, had already been sought from, and provided by, Local Authorities through an FOI request.</p> <p>Information will also be extracted in the first instance from local budget statements when available.</p> <p>The EIS has, throughout Session 2014-15, campaigned against education budget cuts, including those relating to ASN and Nursery Education.</p> <p>It was decided to continue consideration of the terms of the resolution to next Session 2015-16.</p>
<p>Additional Support Needs: EIS Policy</p> <p>This AGM calls on Council to revisit our policy on Additional Support Needs, to update this policy in light of the Children and Young People (Scotland) Bill, budget cuts and our workload campaign. Furthermore, the revised policy to be shared with members in all sectors.</p>	<p>The resolution was remitted in the first instance to the ASN Network for consideration and report.</p> <p>The policy will be reviewed following consideration of the data generated by the FOI request on ASN staffing provision and the implications for existing policy.</p>

Additional Support Needs: EIS Policy (continued)	<p>It was decided to await the publication of the statutory guidance relating to the Children and Young People Act and to continue consideration of the terms of the resolution to next Session 2015-16.</p>
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4. Employment Relations Committee

- 4.1 The Employment Relations Committee met on 6 occasions over the course of the year. The Committee has responsibility for the administration of the Benevolent Fund, legal affairs and for health and safety matters.

Benevolence

- 4.2 The Committee receives requests for benevolent support from individual members through local correspondents. Cases are then considered against a set of criteria on eligibility for benevolent support. The contribution of benevolent correspondents is vital in ensuring the successful operation of benevolent support and, in many cases, for supporting members who face the most difficult circumstances.
- 4.3 The Committee can now draw from the general Benevolent Fund and from one restricted fund. A second restricted fund, The Elizabeth Bowick Bequest, for which eligibility was limited to members who were teachers or retired teachers in need and who were from Dundee was closed in the course of the year following the award of a grant which exhausted the remaining balance.
- 4.4 The Benevolent Fund Accounts for the year to 31 August 2014 show that the overall value of the Fund stands at £2,654,000. The Committee met on 6 occasions and awarded 72 grants totalling £135,542. The maximum grant remains at £2,100. The Fund's income arises from three main sources, namely an annual donation from the Institute's General Fund which equated to 1.5% of membership subscription (this reduces to 0.5% from 2015), investment income, and donations from local associations.
- 4.5 The Committee remains concerned at the levels of debt faced by some members seeking benevolent support. Such members require professional debt advice and the Committee investigated Payplan, a suitable programme for those in debt. Members who require professional advice will be advised to contact Payplan. Stuart McEwan from Payplan attended a meeting of the Committee in June 2014 and it was agreed to involve the company in Benevolent Correspondents' Training.

Legal Affairs

- 4.6 Throughout the year the Committee considered 193 cases and secured £936,152.36 for 34 members.
- 4.7 Legal representation is provided to members in a number of circumstances relating to their employment. Members who are subject to police investigation and reports to the Procurators Fiscal arising from workplace incidents are also provided with legal representation. It is a matter of concern to the Committee that

police investigations into child protection matters appear to proceed on presumptions of guilt and are distressing to members.

- 4.8 Legal representation may also be provided to members on employment matters including unfair dismissal and discrimination cases. Members may also be supported following workplace accidents which cover both physical injuries and psychiatric injuries.
- 4.9 While, to date, there have been no successful stress cases in Scotland, the Committee secured some settlements for members during this year. It is important to note that the test to produce a claim is to demonstrate a psychiatric injury. The Committee has developed guidance on this point.
- 4.10 Members who appear before the Fitness to Teach Panel of GTCS are normally provided with legal support. Such members who face being struck off the GTCS Register are normally represented by an advising solicitor.
- 4.11 The Committee has a service level agreement with Maclay, Murray and Spens on employment law matters. In addition, Maclay, Murray and Spens provide general advice on legal matters. Balfour and Manson provide advice on criminal matters, GTCS referrals and on general legal matters.
- 4.12 During the year the Committee had presentations from Alastair Milne and Jamie Foulis of Balfour & Manson, and Claire Nisbet and Gareth Hale of Maclay Murray & Spens.

Health and Safety at Work

- 4.13 The Committee secured a meeting with GTCS to discuss the public reporting of GTCS decisions. An internal briefing paper had been prepared and Alastair Milne of Balfour & Manson supported the Convener and Servicing Official at the meeting.
- 4.14 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.
- 4.15 The Committee is working with the STUC and the Scottish Action on Asbestos. A FOISA request to all Scottish Councils regarding asbestos in schools has been made and the results are being analysed. The FOISA request sought information detailing inspection records, maintenance records and asbestos registers held in each Council. The aim is to produce a report on Asbestos in Scotland's schools.

Criminal Injuries Compensation Scheme 2012

- 4.16 Changes made to the Criminal Injuries Compensation Scheme (CICS) in 27 November 2012 continue to have an impact on the work of the Committee. The changes reduce or withdraw compensation payments to many people injured as a result of work-related attacks. As a result, many EIS members who have been assaulted or attacked at work and suffer minor injuries are now unable to receive any form of compensation for these assaults or attacks.

Personal Injury Claims

- 4.17 Courts Reform (Scotland) Act 2014 passed by the Scottish Parliament increased the exclusive competence of Sheriff Courts. The Act increased the value of cases to be raised in the Court of Session from £5,000 to £100,000. Claims which are less than the new proposed level will be pursued in the Sheriff Court with a specialist Sheriff Court being created to deal with the majority of personal injury claims. Although the original figure which the Act proposed of £150,000 was reduced to £100,000 before the Act was passed, the increase is nevertheless considerably more than the previous figure of £5,000.
- 4.18 Counsel will not necessarily be instructed in each case before the specialist personal injury court. It will continue to be possible for litigants to seek sanction for employment of Counsel in individual cases and to allow them to recover Counsel's fees from the unsuccessful party. 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.
- 4.19 There is the potential for an inequality of representation as it is very likely the defenders will continue to instruct Counsel whereas to ensure the EIS can recover its costs, it will be reliant on a sheriff sanctioning the case as suitable for the employment of Counsel. There are significant concerns that members' claims will be prejudiced if the sheriff does not sanction the employment of Counsel. The cost of instructing Counsel will fall on the union as there will be no judicial recovery from the defenders. This means that it will be more expensive for the EIS to fund certain cases. It will also be prejudicial to members not having equality of representation.

Employment Tribunal Changes

- 4.20 From 6 May 2014, prospective claimants must contact the Advisory Conciliation and Arbitration Service (ACAS) before presenting on application to an Employment Tribunal. Individuals have to undertake this step individually. ACAS attempts to settle the matter within one month. If a settlement is not possible or the period expires without a settlement being reached ACAS will issue

an early conciliation certification which is required before a claim can be submitted to the Employment Tribunal.

- 4.21 There is some indication that early conciliation can help assist settlement of cases. The introduction of fees has led to a significant decrease in employment tribunal cases but the EIS supports members with claims to enter claims and to pay fees for full hearings. The ability of members to recover costs, however, has been significantly weakened by a Tribunal finding that a claimant supported by a trade union would not be entitled to pursue costs.

Convener

- 4.22 Following his appointment as EIS National Vice-President Pat Flanagan stepped down as Convener of the Committee and was replaced by Mairi Raeburn. Mr Flanagan was thanked by the Committee for his work as Convener.

Policy Papers

- 4.23 The Committee approved the following papers:
- (1) Violent and Disruptive Pupils;
 - (2) Access to Pay Details Outwith the Workplace;
 - (3) Cleaning Budgets.

Employment Relations Committee

AGM 2014 Resolutions

Summary of Action Taken/Outcomes

RESOLUTION	ACTION
<p>Violent and Disruptive Pupils</p> <p><i>"This AGM instructs Council to review and publish revised advice on working with violent and disruptive pupils and college students, and to produce a series of posters with key messages for distribution to educational establishments."</i></p>	<p>Policy paper produced and approved by January 2015 Council.</p>
<p>GTCS: Public Reporting of Decisions</p> <p><i>"This AGM notes with concern press coverage on decisions taken by GTCS. The AGM instructs Council to discuss with GTCS the public reporting of decisions taken."</i></p>	<p>A briefing paper has been prepared and a meeting has been sought with GTCS.</p>
<p>Access to Pay Details out with the Workplace</p> <p><i>"This AGM instructs Council to put pressure on Local Authorities to establish the principle that teachers have the right to have access to their pay details out with the workplace."</i></p>	<p>Policy paper produced and approved by January 2015 Council.</p>

Employment Relations Committee

AGM 2013 Resolution

Summary of Action Taken/Outcomes

RESOLUTION	ACTION
Cleaning Budgets <i>""This AGM instructs Council to investigate the impact of cuts in school and College cleaning budgets and to report on the consequences for teachers and pupils, lecturers and students with regard to hygiene and health and safety matters.""</i>	Policy paper produced and approved by January 2015 Council. Leaflets produced and distributed to members in February 2015.

5. Equality Committee

Cross Cutting Issues

5.1 Equality Representative Training

The development of our Equality Representatives Network over the year has gone particularly well. We now have over 24 Equality Representatives who have overtaken both the Stage I and Stage II courses and a further 22 enrolled to complete both by the end of this session.

5.2 As I have pointed out before, the growth of our Equality Representative Network is organic. That is where there was an initial demand for training we aimed to cater for it, building up a cadre of trained Representatives.

5.3 This means that we have a number of Local Associations where there is a multiplicity of Representatives and some others Local Associations and College Branches where we have none. It would be our intention during session 2015-16 to start to focus upon those local Associations and College Branches in which there are no Equality Representatives. Not surprisingly, the areas that we will now prioritise include the geographically challenging.

5.4 Training at both Stages I and II involves attendance at a learning session for a day, followed by a distance- learning component, and concluding with another one day learning session. A special event- the first Equality Rep Network meeting- took place on Saturday 28 March and was open to all who had overtaken at least Stage 1 training.

5.5 At this time the focus is upon developing a network of multi-establishment Equality Representatives whose main link in relation to Local Associations are Committees of Management /Executives in general and Local Association Secretaries in particular. In terms of university and college based Equality Representatives their link would be with respective HE/FE branches which, by their nature, are much larger than school branches. Interestingly, the training and development of our Equality Representative Network has developed very much in a cross sectoral way across the day school and the college and university sectors. It is one of the few areas of EIS activism in which day school and college/ university activists come into frequent contact.

Impact of Poverty on Education

5.6 The decision of the 2013 AGM to develop a campaign to highlight the impact that poverty in general but also the 2013 Welfare Reform Act in particular, is having on learning and teaching has proven prescient. Indeed, at certain times, we have managed to secure significant media coverage around our campaign.

- 5.7 The Poverty Working Group was established by the Equality Committee to take forward this aspect of its work and this will continue into 2015-2016.
- 5.8 Over the year representatives of the Committee have attended a series of events to participate in the discourse around the impact of poverty on education. Representatives have ensured that realistic strategies, based upon the classroom experience of our members and underpinned by EIS policy, have been promoted at such events.
- 5.9 In the broadest of terms, our campaign is of dual dimension. How does increasing poverty affect our members' ability to teach effectively? How does increasing poverty affect young people's ability to learn? These two dimensions have underpinned most of the work of the Committee since the campaign started.
- 5.10 In seeking to address these questions, the Committee has launched a revised version of a survey of EIS members which seeks to gather views on the impact of poverty in the classroom as a means of informing the future direction of the campaign. Equality Reps will play a key role in encouraging responses to the survey. In addition, a booklet has been prepared for EIS members offering advice on how members might respond to the issues associated with child poverty in schools, including the issue of child hunger. The Committee is also working on the production of a short awareness-raising film on the topic.
- 5.11 However, based upon a decision of the 2014 AGM, the Committee has also opened up a new, more overtly political, dimension to our campaign. There has been an attempt to gauge the extent to which measures designed to redistribute wealth are part of the wider political discourse of those parties that govern and those parties that aspire to govern.
- 5.12 This new dimension of the campaign will, in part, be overtaken in partnership with other like-minded STUC affiliates for whom growing economic inequality is also an issue.
- 5.13 To this end, the Committee has had a number of presentations on this issue to help inform its work.
- 5.14 In developing our campaign we have engaged with a number of our equality partners, notably, but not exclusively, the Child Poverty Action Group.
- 5.15 **Statements from the Scottish Government suggest that they too see this as an important issue though in recent months the emphasis has seemed more around attainment rather than educational inequity.**

Gender

- 5.16 Under the convenership of Mary Matheson, the Gender Issues Working Group started to take forward the motions passed by the 2014 AGM. One motion called upon the Committee to look at the impact of gender stereotyping on subject choice; raise awareness of the disadvantage that gender stereotyping can generate when young people are making subject choices within and before entry into the senior phase; and to gather any available empirical evidence on the issue including an investigation of any relevant research and also initiatives that address the issue.
- 5.17 A significant amount of data, collected from a wide range of organisations informed the Committee's work on this issue including a presentation by Professor Gabrielle Ivinson of Aberdeen University and chair of the Gender in Education Association. A paper has been produced reflecting the work that has been done in this area.
- 5.18 The other 2014 AGM motion that was passed to the Gender Issues Sub Committee to take forward was on the issue of misogynistic attitudes. As the terms of the motion pointed out, this is a growing problem on social media and the Committee agreed, given the apparent extent of the problem, that the work on this motion would be undertaken through working in co-operation with a number of our equality partners, notably Engender, the COSLA Equally Safe Working Group and the Scottish Youth Parliament. Work on this issue will be continued into next year. As well as planning appropriate publicity around the issue, we will be involving EIS members in our investigation of what work is going on in our classrooms to combat such attitudes.
- 5.19 An important part of the work of the EIS in relation to tackling gender inequality is through our membership of the STUC Women's Committee. National Officer Bradley replaced Annie McCrae as our representative on the STUC Women's Committee last year and will continue to represent the Union in that forum.
- 5.20 Our delegation to the 2014 STUC Women's Conference in November 2014 took forward two motions, one on Gaza and another on women and employment.
- 5.21 It was agreed that due to the fact that the Equality Department was taking forward a number of initiatives on different fronts that we would support, rather than lead on, distinct EIS events marking International Women's day.
- 5.22 As is usual, the Working Group prepared a number of responses to consultations including gender based violence and age discrimination relating to older women in the workplace.

Anti-Racism

- 5.23 The structure of the Anti Racist Sub Committee is different from Gender Issues in that some of the membership is drawn from the Equality Committee itself and some others are formally co-opted for a period of two years after an electoral process overtaken amongst the BME membership of the EIS. The group elected this year include a number of members who bring a wealth of knowledge and experience in the areas overtaken by the Sub Committee.
- 5.24 Two motions from the 2014 AGM were passed to the sub-committee to take forward, a motion on refugees and asylum seekers and also a motion on the incompatibility of teaching profession and BNP membership.
- 5.25 The Committee agreed that it would approach the motion on refugees and asylum seekers from a positive perspective, to do what the EIS could to promote the positive story, focusing upon the contribution these groups make to society and thereby combating the negative myths around refuge and asylum that are so depressingly common, even in the mainstream media.
- 5.26 To that end, it was decided to explore joint working with Show Racism the Red Card, The Scottish Refugee Council and the Glasgow Girls campaigners. A series of meetings and discussions have taken place involving Roza Salih, one of the Glasgow Girls, and BBC Scotland Education Department. Delegates will note that the AGM Equality Fringe Meeting involves Rosa and other key participants in the Glasgow Girls campaign.
- 5.27 It should also be noted that we have re-established a closer working relationship with the Scottish Refugee Council, including participation in the planning of a campaign to coincide with the 30th anniversary of the SRC and membership of the Refugee Week Steering Group.
- 5.28 The terms of the motion relating to raising potential issues around being a teacher in Scotland and being a member of the BNP have, in the first instance, led to a meeting with the Scottish Government. The Scottish Government is of the view that the matter is really one for the GTCS to deliberate upon. At the time of writing, a meeting with the GTCS is being arranged. Although the Committee agree that the GTCS role is indeed central, the fact that racism and racist incidents are an increasing feature of political discourse at home and abroad means that it is all but inevitable that, at some point, a government response, within the context of legislation, may have to at least be re-examined and possibly acted upon legislatively in the future.
- 5.29 Asif Chisti, a co-opted member of the Anti-Racist Sub Committee was our nominee for the STUC Black Workers' Committee and I would like to take this opportunity to thank Asif for his work in that

regard. Our delegation to the STUC Black Workers' Conference in October 2014 successfully took forward two motions, one on the scapegoating of immigrants, refugees and asylum seekers and another on developing Scotland's young BME workforce.

- 5.30 As usual, appropriate publicity was given promoting the St Andrew's Day Anti Racist March and Rally and the national banner, along with some others, was prominent. It should also be noted that the EIS presence at the demonstration, organised on Saturday 21 March, by Unite Against Fascism, to commemorate United Nations Anti Racism Day was particularly impressive with at least six Local Association and College Branch banners joining the national banner on that well-attended march.

Disability

- 5.31 It was agreed that Julie Ferguson should become our new nominee for the STUC Disabled Workers' Committee. The two motions for the Conference were on reasonable adjustment, and disability and mental health.
- 5.32 The motion on reasonable adjustment, which was successfully moved at the Disabled Workers' Conference, sought recognition of the particular workload burdens disabled teachers face. Workload is a canker throughout the profession in all sectors but is a particular issue for disabled teachers. It is sometimes forgotten that the provisions of the 2010 Equality Act applies to those who teach as well as those who are taught.
- 5.33 The motion on disability and mental health focused on the needs of young people as well as teachers. It called for adequate levels of funding and resources, including CPD training, to support educational establishments to become mentally healthy workplaces and learning environments.
- 5.34 The Equality Committee also looks forward to continue to work with the SEE ME mental health campaign focusing on attitudes in the staffroom as well as the classroom.

LGBT Issues

- 5.35 Along with the development of our Equality Rep Network the growth of and activity overtaken by our LGBT Network is the Equality Committee's other significant organisational success story of the year.
- 5.36 **As is the case with many other organisations, our LGBT Network is an informal one as, sadly, the tackling of homophobic attitudes in education, is at a relatively early stage. It will be some time yet before most LGBT teachers and lecturers feel confident that experiences of**

discrimination and bullying will be the exception rather than the commonplace.

- 5.37 Not surprisingly, it was agreed that our first Network event should have an emphasis on homophobic bullying. The event took place in Glasgow on Saturday 1 November. It was organised in conjunction with Stonewall Scotland, consisting of some relevant workshops and plenary sessions with associated Q and A. The structure proved very successful and popular and may be used in future events.
- 5.38 The Network played an important consultative role in the formulation of our latest set of LGBT advice to members. The issue of the further development of the Network and support of LGBT EIS members in particular will remain a central part of the work of the LGBT Network. It should be noted that we now have an LGBT Network Facebook page.
- 5.39 Pam Currie was re-elected as our representative on the STUC LGBT Committee and at the time of writing this report was also tasked with leading our delegation to the LGBT Workers' Conference in May. Two motions have been submitted to the Conference, one on supporting LGBT members in the workplace and a motion on advice for LGBT trade union members on parental rights.
- 5.40 The Workplace Equality Index Benchmarking Tool used by 600 employers in conjunction with Stonewall has generated some alarming statistics highlighting the negative experiences of LGB workers in the UK. One in five workers who identify as LGB is bullied and/ or harassed by colleagues, one in four by managers. One in eight hate crimes against LGB people occurs in the workplace. Trans people are also highly vulnerable to abusive and harassing behaviour of this kind. Clearly continuing action in pursuit of LGBT equality and an end to discrimination and harassment in the workplace is needed.
- 5.41 It is estimated that approximately 15-20% of LGBT people in Scotland are parents. Of those, a significant number are likely to be working parents, many of whom will be trade union members. This motion called upon the STUC to prepare up to date and accessible advice on the statutory rights and entitlements of working parents who identify as LGBT, including maternity and paternity pay; parental leave; time off for ante-natal appointments; adoption and surrogacy; time off for dependants; and flexible working.

Equality Committee

AGM 2014 Resolutions

Summary of Action Taken/Outcomes

<u>Title of Resolution</u>	<u>Action Taken/Outcomes</u>
Impact of Poverty on Education Campaign	<p>A paper has been produce offering practical advice on how to respond to manifestations of child and youth poverty within the school/ college environment;</p> <p>An updated poverty survey has been circulated and is also available on the website;</p> <p>Work has been undertaken with the Child Poverty Action Group on the production of a film highlighting the difficulties faced by families living in poverty in meeting the costs associated with schooling.</p>
Gender Balance for SQA Subjects	<p>A paper addressing this issue will be before May Council for approval.</p>
Misogynistic Attitudes	<p>A representative of the feminist organisation Engender was invited to present on the issue of misogyny and to advise on how the issue might be tackled effectively in schools;</p> <p>Engender will produce an article for the SEJ;</p> <p>Focus groups on the issue will be run by Engender in June;</p> <p>Zero Tolerance have also intimated an interest in being involved in the work;</p> <p>The work will be carried forward into next session.</p>

Refugees and Asylum Seekers	<p>Representatives took part in an mapping exercise being undertaken by the Scottish Refugee Council;</p> <p>The EIS made a financial donation to Show Racism the Red Card for the production of a film focusing on immigration and challenging the negative stereotypes surrounding it. EIS members took part in the filming;</p> <p>'The Glasgow Girls' will be the focus of the AGM Fringe meeting and further joint work with the BBC is being explored.</p>
BNP Membership	<p>A meeting took place with the Scottish Government Equality Unit who felt that the issue lay firmly with the GTCS.</p> <p>A meeting has been organised with the GTCS for later in May. Committee will deliberate the matter further in the next session.</p>

6. Salaries Committee

- 6.1 The Salaries Committee met on 6 occasions during the course of the year. The Committee has responsibility for superannuation and for national negotiations on salaries and conditions of service for teachers and associated professionals through the Scottish Negotiating Committee for Teachers (SNCT).

SNCT

- 6.2 The SNCT has met on 2 occasions during the year. The Joint Chairs are Clare Hicks (Scottish Government), who replaced Ian Mitchell in March 2015, Councillor Bill Hendry (COSLA) and Tom Tracey (Teachers' Side).
- 6.3 The Salaries Committee set out the following pay claim for 2015/16 which was approved by Council in November 2014:

As a first step in restoring teachers' salaries to the values established in A Teacher Profession for the 21st Century, the EIS presented a salary claim of 5% for 2015-16.

In presenting this claim the EIS notes that the relative values, established in the final pay element of the national agreement have declined by 14.6% as measured by the Retail Price Index (RPI). Across the same period the workload of teachers has increased and morale across the profession, as evidenced by the EIS Teacher and Lecturer Job Satisfaction and Well-being Survey, has declined.

In addition to a restorative pay rise the EIS seeks to secure:

- (a) Full restoration of supply teachers' conditions and rates of pay;*
 - (b) The maintenance of teacher numbers in line with pupil rolls as established by the 2011-13 Pay and Conditions Agreement;*
 - (c) Concrete agreements at national and local level to reduce teacher workload.*
- 6.4 The claim was approved by the Teachers' Panel and presented to the Employers' Side and Scottish Government. The process of negotiation took place through the mechanism of the SNCT Extended Joint Chairs.
- 6.5 The Employers' Side responded to the claim by initially offering 1% but indicated a willingness to enter into a deal extending beyond one year. The Employers' Side also indicated a willingness to reach agreement on teacher workload. However, the Employers' Side resisted any restoration of pay and conditions for supply teachers from day 1 of any engagement. In its response, the Employers'

Side stated that the SNCT Report on Supply Teacher to address the processes attending supply, had to have time to bed down. In relation to teacher numbers the Employers' Side argued that this matter was being considered elsewhere. At the SNCT on 9 March the Teachers' Side sought an improved offer.

- 6.6 On 10 March 2015 the Employers' Side tabled a formal offer of 2.5% over two years, offering further discussions centred on the distribution. The Teachers' Side rejected this and offered in return for an improved offer a 28 month deal to tie in with SNCT discussions to harmonise pay and leave years. The Teachers' Side sought commitment from the employers' side to review supply within one year and to remind Council of Handbook provisions to uplift pay in circumstances.
- 6.7 At the Salaries Committee on 19 March the Committee decided to continue to press for an improved offer and to maintain a dialogue with other local government unions on progress on their pay discussions.
- 6.8 During 2013-15 the SNCT established a Working Group on teacher supply. This group was established as part of the 2013-15 Pay and Conditions Agreement and set out a number of recommendations to assist addressing supply shortages. Following the SNCT agreeing to the recommendations the SNCT has been taking steps to improve the administration of supply.
- 6.9 The SNCT has two standing working groups. The Conditions of Service Working Group has reached a principled agreement to harmonise the pay and leave years. A specification for pay has also been agreed but requires further dialogue with payroll providers.
- 6.10 The Conditions of Service Working Group has also agreed a revision to Family Leave to make provision for Shared Parental Leave.
- 6.11 The Review of LNCTs Working Group has developed the SNCT website. The new format is compatible for viewing on mobile phones as well as tablets. The Working Group is responsible for setting out on the SNCT Website examples of local steps taken at local level to manage workload.
- 6.12 The Workload Group is also seeking information from Councils on steps taken to minimise the impact of the removal of lifetime conservation in the 2011-13 Pay and Conditions Agreement.
- 6.13 During the year the SNCT issued the following circulars: (i) SNCT 14/46–Administrative and Other Non Teaching Tasks; (ii) SNCT 14/47–Handbook Changes; (iii) SNCT 14/48 Antenatal Appointments for Qualifying Periods; (iv) SNCT 14/49 Practical Class Size Subjects; (v) SNCT 14/50 Distant Islands Allowance; (vi) SNCT 14/51 Allowances for Teachers in Remote Schools; and (vii) SNCT 15/52 Family Leave.

Teacher Numbers

- 6.14 In the discussions with COSLA to set the Scottish Budget for 2015-16 the Cabinet Secretary for Finance, John Swinney agreed to establish a working group to look at an outcomes based approach to educational outcomes to move away from reliance on teacher numbers.
- 6.15 The Cabinet Secretary for Education and Lifelong Learning at the time, Michael Russell, assured teacher union involvement. The EIS agreed to participate reluctantly. The Group has met on 3 occasions but discussions between COSLA and Scottish Government in relation to the final budget were influenced by the drop in numbers in the 2014 teacher census.
- 6.16 When agreement could not be reached with COSLA on maintaining teacher numbers in 2015-16 in line with pupil rolls Scottish Government set a budget with an incentivisation of £10m to Scottish Councils which would set targets on teacher numbers and pupil-teacher ratios. All 32 Councils signed up to this Agreement. Part of the Scottish Government approach was to continue the Teacher Outcome group but, at the time of writing, no further meetings have been agreed.

Superannuation

- 6.17 From 1 April 2015 the Scottish Teachers' Pension Scheme 2015 and the new Local Government Pension Scheme came into effect. The principal factors features of STPS 2015 are:
- (i) a scheme pension age in line with the Stage Pension Age;
 - (ii) a Career Average Revolved Earnings Scheme (CARE);
 - (iii) an accrual rate of 1/57;
 - (iv) indexation of pension to be CPI plus 1.6% for active scheme members; and
 - (v) indexation for deferred members and retired members to be CPI.
- 6.18 Those who were within 10 years of retirement on 1 April 2012 have full protection and will enjoy current STSS benefits until retirement. Those who were within 3.5 years of full protection on 1 April 2012 will have their date of entry to the scheme deferred by 3.5 years. Entrants to the new scheme will have two pension pots; the first, a final salary pot up to the date of transfer to the new scheme, the second, a CARE pot from the date of joining the new scheme.
- 6.19 As part of discussions with Scottish Ministers during the formation scheme it was agreed to establish a working longer, early retirement group to address service issues arising from an ageing workforce and to provide early retirement opportunities for those who face a retirement age of 67 or 68 having entered a final salary

scheme with NPA 60. This group's work was significantly delayed when COSLA withdrew. Progress has been made in recent months.

6.20 The main features of the Local Government Pension Scheme revisions are:

- (i) a Career Average Revalued Earnings (CARE) scheme;
- (ii) the scheme retirement age to be set by the State Pension age;
- (iii) accrual set at 1/49;
- (iv) indexation set in line with the CPI;
- (v) an opportunity to pay 50% contributions for 50% scheme pension.

The local government scheme has a protection for current scheme members.

6.21 Pensions leaflets were prepared setting out the changes to both the teachers and local government schemes.

6.22 As part of the changes in the Pension Act 2013 improved governance arrangements have to be established. Agreement was reached on both a Scottish Teachers' Pension Scheme Pension Board and a Pensions Advisory Board and the Salaries Committee submitted nominations to both bodies. Agreement was reached across the teacher organisations involved in discussing the scheme changes and a constitution was agreed for the operation of a Teachers' Side of the Scottish Teachers' Scheme Advisory Board.

6.23 The Teachers' Panel Teachers' Superannuation Working Party which dealt with superannuation discussions with UK Government across England and Wales, Scotland and Northern Ireland will shortly be disestablished. On a proposal from EIS the UK unions recognised on the Teachers' Panel have agreed to maintain an informal liaison.

Policy Papers

6.24 The Committee approved the following policy paper:

- (i) COSLA: Impact for Teachers in Local Authorities which have withdrawn from COSLA.

Salaries Committee
AGM 2014 Resolutions
Summary of Action Taken/Outcomes

RESOLUTION	ACTION
<p>1. Named Persons</p> <p><i>"This AGM instructs Council to investigate and report on the additional burdens placed on all teaching staff as a result of the introduction of 'Named Persons' and those with 'Key Adult' status in schools in Scotland. This investigation to consider legal advice and legal protection for those involved."</i></p> <p><i>Action: Education Committee (lead) / Salaries Committee</i></p>	<p>A formal consultation from Scottish Government awaited.</p>
<p>2. Pensions Negotiations</p> <p><i>"This AGM resolves to continue to oppose changes to teachers' pensions including the increase to the Normal Pension Age to bring it into line with the State Pension Age and the increases, including any future increases, in teachers' pension contributions. This AGM, therefore, instructs Council to set a deadline of the end of 2014 for a satisfactory outcome to the present negotiations on early retirement measures and, if no satisfactory outcome is forthcoming, to ballot members for industrial action up to and including strike action."</i></p> <p><i>Action: Salaries Committee (lead) / Executive Committee</i></p>	<p>Report to Executive Committee.</p>

<p>3. Class Size Regulations</p> <p><i>"This AGM resolves to seek a review of class size regulations in the context of increasing class sizes where significant numbers of vulnerable children with additional support needs, are being allocated to mainstream."</i></p>	<p>To be continued into policy on a minimum national staffing standard.</p>
<p>4. SNCT 2014 Package: Impact of Changes</p> <p><i>"This AGM calls on EIS members on the SNCT to monitor the 2014 SNCT package relating to teacher workload flexibility and the revised list of duties through both the SNCT and LNCTs and to report to the 2015 AGM the impact of changes agreed in the package."</i></p>	<p>Agreement reached at SNCT on monitoring.</p>
<p>5. Campaign to Restore Teachers' Pay Levels</p> <p>This AGM instructs Council to organise a campaign around the 2015/16 pay negotiations to restore teachers' pay levels. The campaign proposal would be in place for December 2014 and include:</p> <ul style="list-style-type: none"> (a) a pay claim based on full consideration of the deterioration in living standards; (b) a timetable for consultation with employers and Government; (c) a timetable for balloting for industrial action, including strike action, in the event of a failure to secure a satisfactory wage rise by April 2015; (d) a commitment to ballot on the outcome of any negotiations; (e) a principled commitment to no deterioration of conditions of service in exchange for salary. 	<p>Subsumed into SNCT pay discussion.</p>

<p>Action: Executive Committee (lead) / Salaries Committee</p>	
<p>6. Teachers' Working Conditions</p> <p><i>"This AGM resolves to oppose any attempt by COSLA or any Local Authority and/or the Scottish government to:</i></p> <p><i>(a) negotiate further 'flexibility' which is likely to result in a deterioration of teachers' working conditions;</i></p> <p><i>(b) tie any pay settlement in 2015 to a deterioration of teachers' working conditions;</i></p> <p><i>(c) tie any settlement on teacher numbers in 2015 to a deterioration of teachers' working conditions."</i></p>	<p>Referred to EIS representatives on SNCT.</p>
<p>7. Campaign for a National Minimum Staffing Standard and Retention of Total Teacher Numbers</p> <p><i>"This AGM instructs Council to campaign for both a national minimum staffing standard which includes class teacher allocation, management allocations and management time and for the retention of the total teacher numbers as agreed by the SNCT Agreement in June 2011. This campaign to include:</i></p> <p><i>(a) seeking to persuade the Parties contesting the next Scottish Parliamentary elections to support the adoption of a national staffing standard;</i></p> <p><i>(b) highlighting the current 'postcode lottery' of pupil/teacher ratios and number of teaching posts, promoted posts and support staff;</i></p>	<p>Referred to EIS representative on Teacher Outcomes Working Group</p>

<p>(c) ensuring adequate provision in terms of workforce planning for the recruitment of sufficient permanent, temporary, fixed term and supply teachers to deal with specific difficulties in a variety of geographical areas.</p> <p>Action: Salaries Committee (lead) / Executive Committee"</p>	
<p>8. SNCT Handbook: Absence as a Result of Miscarriage</p> <p>This AGM calls for the SNCT to amend the relevant wording in Part 2: Section 7 of the Handbook of Conditions and Service to recognise:</p> <p>(a) that absence as a result of miscarriage should be regarded as a pregnancy related illness;</p> <p>(b) that employers ensure that no employee be subjected to a formal absence review procedure as a result of any absence attributable to miscarriage;</p> <p>(c) that employers treat absence attributable to miscarriage separately from their normal occupational health procedures and with due sensitivity and discretion.</p>	<p>Referred to EIS representatives on SNCT.</p>
<p>9. COSLA: Impact for Teachers in Local Authorities which have withdrawn from COSLA</p> <p>"This AGM instructs Council to investigate and report on the implications for teachers in Local Authorities who have indicated their intention to withdraw from COSLA."</p>	<p>Paper approved by Council – March 2015</p>

