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Scotland's largest
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education trade union

AGM

2016 | Dundee
9-11 June

Report of Council & its Committees
2015-2016

Report of Council and its Committees

2015 -2016

1. <u>Council</u>

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, Margaret Smith, 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 2015-16 Council has approved resolutions dealing with the following aspects of Institute policy: support for teacher trade unions in Greece, provision of access to resources for Reps, review of AGM and Council, Islamophobia and Prevent strategies, Justice for Sheku Bayoh Campaign, secondary school management structures, assessment policy, standardised testing, multi-level classes and workload and equality/LGBT and training.

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2. <u>Executive Committee</u>

2.1   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 2015 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 7 times.   The Strategy Sub-Committee has met on 3 times and has a broad strategic overview of the work of the Executive Committee and has concentrated on the various strands of campaigning work within the Institute including, this year, the campaigning related to the Scottish Parliamentary Election.

Finance

2.2   The Annual Accounts of the Institute for 2014/15 will be reported to Council in May 2016. 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 £373,000 which represents 6% of income. The overall surplus is some way above the £252,000 recorded in the previous year. The main reasons for this are detailed below.

Firstly in 2014/15 subscription income showed a £40,000 increase on the previous year. As indicated in 2015 membership numbers, following several years of small declines, have stabilised and indeed have increased in recent months. A 1% rise in subscriptions, which equated to the increase in teachers' salaries in April 2014, was also a contributory factor. 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 £996,000 – a fall of £98,000 on 2013/14 thus reversing, albeit temporarily it is suspected, the trend of regular year on year increases in this cost.

Professional Fees fell by £32,000 which was largely attributable to the fact that the Institute's Office Bearer positions were uncontested in 2014/15 and thus there was no postal election required.

At the midway point in the 2015/16 financial year the Institute 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 been restricted to 1.5%. It is, however, hoped that a number of

factors, including operating for a considerable period below the full staffing complement following retirals and departures will enable a healthy surplus to be recorded.

2.3   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

2.4   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 & Equality, 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.

2.5   It was reported last year that the Institute was about to face the retirals of five long serving employees. As a consequence of this there have been several changes in the current year with the Appointments Forum being particularly busy! Andrea Bradley was appointed Assistant Secretary (Education & Equality) having formerly been the National Officer (Education and Equality) with Jenny Kemp being appointed as her replacement. Louise Wilson moved over from being Assistant Secretary (Education and Equality) to Assistant Secretary (Organisation). Stuart Brown has been appointed Area Officer and will be based in Dundee, with Clare Stephen taking up a new role which includes support for members in the Independent Schools Sector. Several employees have gained internal promotions. Fortunately there are not so many retirements to report this year but the Institute did say farewell to Ian Macaskill of the Employment Relations Department who retired in April. Ian served for 15 years as the EIS pensions "guru" together with covering terms and conditions of employment issues – particularly holiday and maternity pay. His expertise in these areas will be difficult to replace.

2.6   In the early part of the year the Louise O' Hara commenced work as the Institute's second Organiser and it is hoped a further two

Organisers – one to be based in Glasgow and one in Dundee - will be in post soon, thus demonstrating our continuing commitment to sustaining and growing membership numbers.

2.7   2015/16 saw the continuation of the major refurbishment of the Institute's Headquarters at 46-48 Moray Place Edinburgh. The £2.25 million project, which took place over a 16 month period, is now virtually completed apart from "snagging" issues. The refurbishment has left the Institute with top class modernised offices, including vastly improved meeting and training facilities which will benefit members and employees alike. Additionally we have rented out offices to our fellow trade union, the FDA, and have commenced hiring out the training and conference facilities to external organisations with a further fellow trade union, the UCU, recently holding a 3 day training event at Moray Place.

Membership

2.8   The recruitment of new members to the Institute continues to be a priority area of work involving the Area Officer force, the Organiser posts, Local Associations and Self-Governing Associations as well as the national body. The addition of 2 Organisers and the decision to appoint a further 2 Organisers shows the commitment of the EIS to recruitment, retention and engagement with members. There has been over the year an increase in the percentage of student members recruited and there has also been a significant increase in the numbers of members from the FE sector. The current EIS total membership is circa 55,000.

Political Engagement and Campaigning

2.9   During the course of 2014-15 there has been an EIS presence at nearly all of the party political conferences in Scotland. An EIS stall has been staffed by our Organisers and we have hosted a series of fringe meetings entitled: "Standing Up For Scottish Education". These meetings have involved the EIS Office Bearers along with the relevant education spokesperson from the party running the conference.

2.10   Regular meetings have 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 and COSLA. The issues we have been raising included, Workload, Pensions, budget cuts, teacher numbers and a staffing standard, SQA procedures and the EIS indicative ballot for SQA boycott, funding/resources, ASN provision, the Education Bill, National Improvement Framework, Early years and the FE national dispute.

A notable success of EIS lobbying has been the Scottish Government's commitment to legislate on the primary week. This was precipitated by the Labour Parties proposed amendment to

the Education Bill which was encouraged and supported by the EIS.

2.11   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.

2.12   As in previous years the EIS continues to work closely with a 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 and influence movement on Government and within the structures of the Parliament.

2.13   The EIS campaign for the Scottish Parliamentary Election has been led by the Strategy Sub Committee. The EIS Manifesto: Standing Up For Scottish Education was launched and widely distributed and key message from this were used in our press advertising. An Education Hustings was co-hosted by the EIS' SEJ and the GTCS' Teaching Scotland.

Industrial Relations

2.14   The Emergency Sub-Committee met on 7 occasions to make decisions relating to industrial actions in West Dunbartonshire and the FE sector. At the final meeting of Council the success of the West Dunbartonshire industrial action was reported and the achievement of members in protecting the role of subject specialist PTs was recognised. The success of the FE national campaign is detailed below.

2.15   An indicative ballot of Secondary members on the issue of boycotting co-operation with SQA was undertaken and the results indicated members' support for this action. Following the lack of progress made by the National Qualifications Review Group the decision was taken to conduct a statutory of ballot members on industrial action short of strike action to maintain pressure on all parties to deliver the required changes and reduce workload.

Further Education

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

2.17   The growth in membership has led to a larger EIS-FELA Executive Committee for 2016-17, in line with the EIS-FELA Constitution.

The Executive Committee met ten times in 2015-16.

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) and Campaign for the 2015-16 Pay Claim
- Campaigned on coordinating the indicative and statutory ballots on the 2015-16 national Pay Claim
- College Mergers and Regionalisation
- Employment Contracts
- Branch Reports
- Engagement with stakeholders
- Engagement with the Government
- UHI
- Holiday Pay Arising from Non-Contractual Overtime
- Zero Hours Contracts
- Widening Access
- EIS Victimisation Protocol
- Learning Reps
- Additional Support Needs

SFC Government funding for 2015-16 was £526m for the college sector, and it will be the same for 2016-17. The Committee has continued campaigning resolutely for increased funding for the FE sector, and for national bargaining to be funded.

The Executive Committee carried out the following surveys across Scottish Colleges:
- College Mergers
- Remission for training
- Money transferred to ALFs
- Zero Hours Contracts

The Committee has overseen the EIS participation in the National Joint Negotiating Committee for the College Staff (NJNC).

The Committee also called a Special Conference that considered the issues facing national bargaining at the NJNC.

The Committee also coordinated the campaign for a meaningful national bargaining process and the pursuit of the 2015-16 Pay Claim for lecturers, which culminated in a draft pay deal currently out for consultation with members.

The Executive Committee has continued to coordinate regular submissions to the SEJ.

Salaries and Conditions of Service Sub-Committee

2.18   The Salaries and Conditions of Service sub-committee met five times in 2015-16.

The sub-committee developed a number of positions on NJNC matters that were recommended to and subsequently adopted by the Executive Committee. The sub-committee also considered:

- Zero Hours Contracts
- Raising and controlling EIS-FELA Funds
- Development work on the Blue Book – Model National Conditions of Service for Lecturing Staff
- Holiday Pay Arising from Non-Contractual Overtime

2.19   The Education and Equalities sub-committee has met five times in the in 2015-16.

Last year, the sub-committee considered:

- Blended Learning
- TQFE
- College Merger Survey
- Stress Toolkit
- EIS Victimisation Protocol
- Working with the EIS Equality Committee
- Remission for Training

2.20   The first national FE strike for over twenty years was taken in March 2016 in pursuit of the national pay claim. Separate but linked industrial action was also taken at the three Glasgow colleges in pursuit of the EIS' aim for these colleges to sign the NRPA and join the national bargaining process.
All four industrial actions achieved their aims.

2.21   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 that addressed governance.

The subjects covered by the seminars included:

- College Regionalisation
- College Governance
- National Bargaining
- Workplace Stress
- Handling Disciplinaries and Grievances
- Recent College Mergers

Higher Education

2.22 The EIS-ULA Executive Committee met eight times this year. The EIS-ULA Conference was postponed from March 2016 to May 2016.

2.23 The New JNCHES Pay Negotiations for 2015-16 took up much of the Committee's time in 2015-16. The negotiating round started with exploratory talks in March, and resulted in a final offer that was accepted by the support trade unions and ultimately "noted" by the UCU and EIS.

The 2015-16 pay offer included the continuation of two Working Groups; 'Gender Issues' and 'Hourly Paid & Casual Staff' respectively. The EIS was represented by National Officers Bradley & Belsey and Nick McKerrell on the groups. Both Working Groups published their work to date in 2015-16.

The 2016-17 Joint Trade Union Pay Claim was submitted for the 2016-17 New JNCHES Pay Negotiations. The EIS was successful in its aim to include a Scottish New JNCHES Sub-Committee element.

2.24 The EIS-ULA submitted evidence on behalf of the whole EIS on the Government's Consultations on Widening Access to the HE Sector. The EIS-ULA also responded to the SFC Consultation on its Strategic Plan for 2015-18.

2.25 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 once and its future is currently being explored by the Government.

2.26 The EIS confirmed its recognition at Queen Margaret University and the Glasgow School of Art by recently signing new RPAs at both HEIs.

2.27 The EIS-ULA President & National Officer met with the Cabinet Secretary for Education & Lifelong Learning during the year. The EIS and UCU had a bilateral meeting to discuss perceived poaching activities. There was also on-going engagement with Unite, Unison, NUS, STUC, SFC, UCEA and Universities Scotland.

2.28 The EIS-ULA has also considered other matters during the year and has carried out research leading to clear policies on the following:

(a) HE Governance Act

The EIS was a stakeholder in the passage of the HE Governance Bill, which was passed in early 2016. This Act will improve Governance by reinforcing the role of staff and TU reps in governance.

(b) <u>Workplace Stress</u>

A Stress Toolkit was developed and issued to all EIS-ULA members.

(c) <u>Private HE Providers</u>

The final report was completed in early 2016, and will be issued at the EIS-ULA Annual Conference.

(d) <u>EIS-ULA Branch Representatives – Making a Positive Difference</u>

The Executive approved a booklet that the EIS Organiser and National Officer had prepared on building EIS-ULA Branches.

(e) <u>EIS-ULA Campaigning Priorities</u>

The following EIS-ULA campaigning priorities were agreed; Scottish collective bargaining, pay, workload and the HE Governance Bill.

2.29   There has been a small rise in membership of the EIS-ULA during the last year.

External Affairs

2.30   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. This year a £10,000 donation has been made to support Syrian refugees and £500 to the Oxfam Nepal Earth Quake Appeal.

Relations with Other Trade Unions

2.31   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).

2.32   Representatives from the EIS attended the Conferences of the following kindred organisations during the course of the year: NUT, SSTA, ASTI, INTO, TUI and UTU.

2.33   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.

2.34   This Year the EIS has been represented on the STUC General Council by Larry Flanagan (General Secretary), Helen Connor and Ken Wimbor (Ex-Assistant Secretary). Next year Susan Quinn (Glasgow Local Association) will join Helen and Larry as our representatives on the General Council.

STUC Congress 2015

2.35   STUC Congress was held in Dundee, Caird Hall, from 18 to 20 April. The EIS moved 3 motions on Class sizes, on Pensions and on Support for Children of Asylum seekers and refugees. The EIS also moved two emergency motions, the first was on PFI/PPP and Edinburgh Schools and the second was on the West Dunbartonshire dispute. At Congress Scott Mowat (EIS Equality Rep) received the STUC Equality Award for 2016. Executive expressed its congratulations to Scott. Also, congratulations were extended to Helen Connor who has been elected as President of the STUC for 2016-2017.

TUC Congress (2015)

2.36   The TUC Congress was held from 13 to 16 September 2015. The EIS submitted two motions for consideration by Congress. One dealt with the effects on funding cuts to the FE sector, whilst the other covered education and poverty.

International

2.37   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 the EI World Conference in Canada, a Conference of EI affiliates from OECD countries held in Rome and the International Summit on the Teaching Profession held in Berlin.

Other Executive Committee Business

2.38   Work has continued with colleagues from the TUC's Education Service and the first year of Representatives Training has been delivered to 4 groups of Representatives. Training has been held in Edinburgh, Glasgow and Inverness. The training courses are supported by EIS Organisers and have been well attended with positive feedback from those participating. A full evaluation of the

training will be conducted and the provision will be improved and enhanced as required. Strategy Sub Committee of Executive is leading on this and supporting the development of the training.

2.39 A Training Conference for Local Association Secretaries was organised and held on Friday 13 November 2016. The day focussed on the Trade Union Bill, Recruiting and Organising, Work Load campaign issues and updates from the Education and Employment Relations Departments.

2.40 The Executive Committee agreed to provide support to a Unite Against Racism and Fascism rally held on Saturday 19 March 2016 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.

2.41 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).

2.42 In addition, the Institute continues to have representatives on the governing/policy making bodies of the following organisations; Highlands and Islands Educational Trust, Scottish Council on Deafness, Scottish Accident Prevention Council, Scottish Outdoor Education Centres and WEA Scotland.

2.43 As part of the Institute's ongoing anti-austerity work we have continued to cooperate closely with colleagues in other public sector unions through both the STUC and the TUC. As part of the EIS Scottish Election Manifesto, Standing Up For Scottish Education, we have highlighted our opposition to austerity measures and the impact this has had on education services. The EIS supported and participated in the STUC Anti-Austerity Rally held on 20 June in Glasgow.

2.44 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 advise the on-going work of Executive and the

EIS opposition to cuts and campaigning to ensure appropriate funding for Scottish education.

2.45   Since August the Executive Committee has led campaigning on the (Anti) Trade Union Bill. This has involved lobbies of both Parliaments, support for the rally in October outside the Conservative Party Conference and support for a national rally in Glasgow in December. Further campaign activities will continue into the next session.

2.46   In response to motions to Council Executive Committee established a working group to review the structure of the AGM and Council. The work of this group is ongoing and proposals for change will be reported to the next AGM.

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AGM 2015 Resolutions

Summary of Action Taken/Outcomes

EXECUTIVE COMMITTEE

Title of Resolution	Action Taken/Outcomes
Curriculum for Excellence: Two Additional In-Service Days in 2015-2016	This request was made to the Cabinet Secretary for Education and Lifelong Learning.
Additional Support Needs: Maximum Time Limits and Statutory Education Entitlements	Both issues have been raised with the Scottish Government and with ADES. Support for ASN has been part of EIS Scottish election manifesto: Standing Up for Scottish Education.
CfE Management Board	Raised with the Cabinet Secretary Board has continued. Given its continuation EIS have continued to be represented on the Board.
Campaign for a Minimum of 4 Years of Secondary Education	This issue was raised with political parties and directly with the Cabinet Secretary. It has been included in the EIS manifesto.
Trade Union Facility Time: Joint Campaign with the STUC	EIS is actively involved with STUC in campaign against (Anti-Trade Union Bill) and will continue to campaign on this issue.
Poverty and the Scotland Bill	This was raised at a meeting with the Cabinet Secretary for Education and Lifelong Learning.
Restorative Pay Deal: Campaign	Referred to Salaries Committee.
Early Retirement	Referred to Salaries Committee.
Supply Teachers	Referred to Salaries Committee.
National Collective Bargaining	It is the extant policy of EIS to defend collective bargaining in all sectors. The Salaries Committee leading in this for teachers and EIS-FELA and EIS-ULA for Further and Higher Education, respectively. Recent EIS-FELA campaign was successful following industrial action by FE lecturers.

Workload	The resolution was remitted to the Strategy Sub-Committee. Workload now being recognised as an issue of significance by both the Government and stakeholders within Scottish Education. The next stage of the campaign is to focus on local level. Contributions have been sought from both the Salaries Committee and Education Committee.
SQA Internal Assessments: National 5 and National 6	Members balloted in indicative ballot. Further engagement through Government working group. Decisions on future action are pending.
SEEMIS	An investigation of issues had already been conducted in advance of the motion being passed at AGM. It was agreed to distribute the results to Local Association Secretaries and to seek information on any additional issues which had not already been raised with SEEMIS. No further issues were received. The Executive Committee will further follow-up on issues with SEEMIS in the next session.
Teacher Shortages	Referred to Salaries Committee.
EIS Website: Minutes	Draft Council minutes and relative Committee minutes i.e. those approved at the Council are now made available on the members section of the EIS website.
Budget Cuts	Response to Parliament prepared and budget cuts issues have been highlighted in the EIS Manifesto. A publicity strategy is being implemented.
Budget Cuts and Shortage of Basic Resources	Advice was sought from the Education Committee and Equality Committee. Information will be fed into the publicity on impact of budget cuts.
EAL/ASN Provision: Campaign Against Cut Backs	Advice was sought from the Education Committee. Information from this will be fed into the publicity on impact of budget cuts.
Representatives in Schools and Colleges	Major approaches made to encourage members in schools without a Representative to take on the role and a number of TUC Representative Training Courses have been arranged in Edinburgh, Glasgow and Inverness for EIS Representatives to attend training. This is ongoing work.

Pupil Week in Primary Schools	It was decided to raise this with the Cabinet Secretary for Education and Lifelong Learning in the first instance and political parties.
	The Government has now committed to legislate to ensure 25 hours per week for pupils in primary education.
Schools: Charitable Status	A paper was prepared for considered by the Executive Committee and Council in May 2016 and is included in the policy compendium.
Zero Hours Contracts	A paper was prepared for considered by the Executive Committee and Council in May 2016 and is included in the policy compendium.
Student Loans	A paper was prepared for considered by the Executive Committee and Council in May 2016 and is included in the policy compendium.

3.   Education Committee

Introduction

3.1   The Education Committee is responsible for the development of the education policies of the EIS and the pursuit of these policies in educational establishments in Scotland. The Committee is also responsible for the formulation of 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, 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.

3.3   The processing of the 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 the AGM 2015 resolutions follow this report.

3.4   The Education and Equality Department hosted a Conference titled 'Improving Quality and Equity amidst Austerity: blurred vision or a clear-sighted goal?' in March.

3.5   The EIS as an organisation has been a long-standing campaigner on the issue of educational inequality, particularly as it relates to socio-economic disadvantage. In the context of austerity, growing societal inequality and the gap that stubbornly remains between the educational outcomes of Scotland's most and least disadvantaged children and young people, the theme of the conference focussed on equity and quality within education.

3.6   The Conference was attended by EIS members and other representatives from the wider education community, providing an excellent opportunity for exploration and discussion of the challenges of meeting the ambition to achieve both equity and quality in Scottish education against the backdrop of austerity and rising levels of poverty.

Curriculum for Excellence

3.7   Curriculum for Excellence continues to be a priority for the Committee. The work of the Committee since the last AGM has focused on issues related to the new qualifications and wider assessment matters. These wider matters have included the introduction of National Improvement Framework (NIF) and the new standardised national tests the detail of which was contained

within early drafts of NIF. Much work within the Committee was done to develop an EIS position in relation to this and to go on to challenge the position of Scottish Government on this in a range of fora and mediums.

3.8 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. Whilst there were discussions early in the session about the role of the CfE Management Board for the future it was agreed that it would continue in light of on-going work on NIF, Developing the Young Workforce (DYW) and other areas.

3.9 The Committee considered the work of the Reflections Group on the national qualifications and the subsequent group established to address workload directly related to SQA matters.

National Improvement Framework

3.10 The EIS responded to the introduction of a National Improvement Framework for Scottish Education through various means. EIS Representation on several key groups provided an opportunity to have the EIS view incorporated into the development of the thinking around NIF. The final draft of the NIF reflected a reviewed position with regards to what was then referred to as standardised assessment (in papers) and areas of success for the EIS in ensuring movement by the Scottish government were apparent. Continuing issues surrounding the introduction of new assessments and collection of data remain ongoing. The Committee has begun to work on updated assessment advice to members in this area.

New Qualifications and Assessment – Review Group

3.11 As requested by the EIS and agreed by the Curriculum for Excellence Management Board, the Scottish Government established a new group on assessment and National Qualifications. The group, comprising a range of stakeholders, including the EIS, has debated, considered and made recommendations on adjustments which could be made to the qualifications framework in time to address the alleviation of assessment-related workload for teachers and pupils in the 2016/17 session.

3.12 The EIS was represented on the Group by the General Secretary who attended various meetings. Recognition of the EIS position in relation to overassessment and the related workload were included in the final draft and some progress made towards reducing the workload burden incurred by re-assessment. However, whilst areas for development are identified it is clear the timescales for change do not meet the needs of EIS members. We are clear we provided options to address the short-term issues to allow space to improve matters in the long-term and these were rejected. The EIS continues to strive to address the issues with particular focus on the

early delivery by SQA of improved assessments which avoid duplication and reduce workload.

Nursery Education

3.13 The Committee had commissioned research on the contribution of GTCS registered teachers to Early Years education and childcare in Scotland and a report 'Sustaining the Ambition' was completed. The Executive Summary was made widely available to teachers and further key messages from the research will be made available through publication of a booklet containing the key messages from the report.

3.14 Following the establishment of a Workforce Review of Early Learning and Childcare Across Scotland, the Scottish Government had convened a National Summit to look at how best to deliver an expanded early learning and childcare service that plays a part in tackling poverty and improving lives. The EIS was represented on the Group.

3.15 The Committee had provided a response to the Scottish Government discussion paper requesting feedback to inform the design of a programme of trials in relation to the forthcoming Early Learning and Childcare 1140 Hours Expansion. The Education Committee continues to consider the issues of quality and GTCS teacher contribution within the context of the expansion of the Early Years workforce.

ASN

3.16 The ASN Network provides support to the Education Committee by providing reflection on issues of the day. The on-going work in this area is predominately related to the resourcing of the implementation of the ASN Act and GIRFEC.

3.17 In addition, members of the Education Committee considered issues around the Named Person, although advice in this area will come from the Employment Relations Dept. The Committee finalised work from the sub-group on EAL provision and communication with Scottish Government continues about support in this area as well as in all areas of ASN.

Education Scotland

3.18 Meetings were held throughout the year to discuss a wide variety of issues. The Convener of the Education Committee is also a member on the External Reference group on the review of the inspection process and has used this opportunity to raise issues of concern in the relevant areas.

3.19 The meetings with Education Scotland covered a range of topics including: CfE Senior Phase, CfE BGE, the Attainment Challenge,

and the accessibility of information on reducing/streamlining assessments.

3.20 Consideration was given to future approaches to inspection and review and try outs of some new inspection and review models over the course of 2015-16. Positive feedback suggested that try-out inspections had gone well. Regular updates on the schools involved was provided by Education Scotland to allow us to follow up with requests to school reps for their input that can be fed back to Education Scotland within the External Reference Group. The Committee will continue to consider work in this area as the new inspection regimes are developed.

Strategic Board on Teacher Education

3.21 The Strategic Board was established to replace the National Implementation Board to take forward the NIF in areas of: Teacher Professionalism, Leadership and Management, and consideration of the development of Myprofessionallearning. Of significance was the establishment of a short-life group on work-force planning to consider the current systems used in this area, on which the EIS will be represented. The group also has oversight of those aspects of NIF that relate to teacher education.

SQA

3.22 During the session, the Convener and Vice Convener from the Education Committee, Office Bearers and certain Officials met with representatives of the SQA and raised numerous issues and concerns. These included the terms of the 2015 AGM Resolutions on: potential social inequalities created by N4 and N5 qualification design; workload generated by internal assessment; and marking of externally assessable elements. It had been stressed, by the EIS, the need for a working group to be established with the specific remit of addressing the full range of issues around assessment within new qualifications, workload included, for next session, while emphasising the need for action by the SQA in the short-term. The matter of the exam diets for 2015 and 2016 had also been raised and the SQA was provided with a collation of points reflecting members' comments about the 2015 diet and suggestions for subsequent diets. Other matters raised included CfE Update, new Advanced Higher, N5 and Higher English folio submission, and the accessibility of the SQA website and events.

3.23 Separately the General Secretary and Assistant Secretary Bradley met with representatives of the SQA to discuss the new qualifications and streamlined internal assessment practice in English.

3.24 Workload associated with the internal assessment burden of new qualifications continues to be a concern and we will continue to support Secondary colleagues with a view to seeking a remedy.

GTCS

3.25 The Committee responded to the GTCS Review of Registration and Standard Rules consultation.

3.26 Professional Update 2015/16 reached a closure point in March 2016. The EIS continues to be represented on the GTCS Professional Update Steering Group and My Professional Learning Strategy Group which will be amalgamated in September 2016. Information is still being sought from colleagues of challenges in relation to Professional Update that can be reported to the Group.

3.27 The GTCS Elections in January 2016 produced a good result with all but one EIS supported candidates being elected. The new Council convened in April 2016 with EIS teacher members forming the largest grouping.

Continuing Professional Development

3.28 CPD continues to be an expanding area of the work of the Committee which has increasingly developed over the last year. A number of events have been held during the session on various issues including: health and wellbeing, tackling bureaucracy, professional learning and professional update. Learning Representatives have continued to play a key role in facilitating a number of events which have attracted member participation.

3.29 In partnership with Education Scotland 2 events on Tackling Bureaucracy took place in Aberdeen and Glasgow with a further event scheduled to take place in Stirling in August.

3.30 The EIS had been awarded a grant of £9,000 from Education Scotland in connection with Tackling Bureaucracy and SLF Extra Event projects. These were planned to take place in various cities to ensure widest possible engagement with members.

3.31 The EIS has been successful over recent years in accessing funding from the Scottish Union Learning Fund to run various types of training across Scotland. A new fund, the Leadership Development Fund, has been introduced and the EIS was successful in its bid to for funding to help build leadership within the union. A successful event was held on 6 February attended by EIS staff, current activists and potential activists to discuss a range of topics related to leadership within the union. Topics included: Building Capacity and Succession Planning; Barriers to Participation in the Union by Under- represented Groups; and Communication.

3.32 The Education Committee and CPD Sub-Committee continue to consider professional learning opportunities for members as part of the membership engagement campaign. The numbers of members

attending such events has reduced in the last year, possibly as a consequence of teacher workload; however the EIS is keen to provide opportunities to involve more of the members in such activities.

Sponsorship of the Arts

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

Headteachers' and Depute Headteachers' Network

3.34   The work of the Network has been remitted to the Education Committee and its first meeting took place in March. Discussions are underway for the Headteachers' and Depute Headteachers' Network Conference in October 2016. The Network will continue to support and consider concerns faced by SMT members.

Vote of Thanks

3.35   It has been a particularly busy year for those involved with 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 Sonia Kordiak for her support as Committee Vice-convener.

3.36   Thanks are also due to the Servicing Official and to the staff of the Education Department and LR/CPD Co-ordinator for all their support and hard work. I am delighted to welcome Jenny Kemp to the team in her new role as National Officer, Education and Equality.

3.37   Thanks to those Education Committee members who are standing down after the AGM and to Stuart Brown who is due to take up post as Area Officer.

Education Committee

AGM 2015 Resolutions

Summary of Action Taken/Outcomes

Title of Resolution	Action Taken/Outcomes
Curriculum for Excellence: Two Additional In-Service Days in 2015-2016 *"This AGM calls on Council to campaign for two additional in-service days in 2015-2016 for continued Curriculum for Excellence development in the Early Years, Primary, Secondary and Special."*	Education Committee agreed to support the work of the lead committee on this Resolution as required.
Additional Support Needs: Maximum Time Limits *"This AGM calls on Council to lobby the Scottish Government for legislation to guarantee maximum time limits for pupils who may have Additional Support Needs, (1) to be assessed and, (2) where necessary, to have an agreed support plan commenced."*	The terms of the Resolution were raised at a meeting with the Cabinet Secretary. The issue was also raised by the Assistant Secretary at a meeting of the Advisory Group on Additional Support for Learning (AGASL). Detailed comments regarding the matter were shared with the Chair of AGASL and the lead civil servant with responsibility for Additional Support Needs in preparation for raising the issue again at the AGASL meeting of 10th February, 2016 at which the Cabinet Secretary for Education was scheduled to be present. (Visit postponed; still to be rescheduled.) Initial engagement with ENABLE Scotland's national conversation on mainstreaming is planned. The terms of the Resolution are an agenda item for the first meeting of the ASN Network this session being held in May 2016.

Additional Support Needs: Statutory Educational Entitlements *"This AGM demands that the Scottish Government and Local Authorities ensure that the statutory educational entitlements of children and young people with Additional Support Needs are met in full through the guaranteed provision of sufficient and appropriate resources and support, and through an immediate moratorium on and reversal of any cuts to the number of teachers working in the areas of ASN provision."*	The Assistant Secretary raised the terms of the Resolution at a meeting with the Cabinet Secretary and at the meeting of ASGASL. Detailed comments regarding the matter were shared with the Chair of AGASL and the lead civil servant with responsibility for Additional Support Needs in preparation for raising the issue again at the AGASL meeting of 10th February, 2016 at which the Cabinet Secretary for Education was scheduled to be present. (Visit postponed; still to be rescheduled.) Engagement with ENABLE Scotland's national conversation on mainstreaming is planned. The terms of the Resolution as they relate to cuts have been addressed through relevant EIS publicity. The terms of the Resolution are an agenda item for the first meeting of the ASN Network this session being held in May 2016.
Professional Update: Advice *"This AGM instructs Council to investigate and report, with a view to providing national advice to members, on the implementation of Professional Update across Scotland and to monitor any attempted inappropriate use by employers in relation to Professional Update processes (Standard for Career Long Professional Learning and Standard for Leadership and Management)."*	Education Committee sent a memo to Salaries Committee, as the lead committee, offering the support of the Education Committee and referred the matter to CPD Sub Committee which decided at its meeting of 12th February to supply any relevant comments to Salaries as necessary. A summary report is included in the AGM 2016 Policy Papers Booklet (Salaries).

National Qualifications System: Social Inequalities *"This AGM instructs Council to investigate and review the National Qualification system to determine whether social inequality has been created and if so to bring forward reforms to the system."*	Relevant information was gathered from the Subject Specialist Groups, collated and analysed. The matter was raised at a meeting with SQA at which there was agreement that it was a matter of concern which should be addressed within an Assessment Review Group in the event of one being set up. Subsequently, the Working Group on Assessment and National Qualitifications has been set up and this matter will be discussed within the range of issues to be addressed in the coming months. A meeting with the Scottish Parent Teacher Council took place in April 2016 and the matter discussed. A summary report is included in the AGM 2016 Policy Papers Booklet.
National Qualification System: Internal Assessment *"This AGM instructs Council to seek a review and reform of the National qualification system based on:* *(i)increased workload for teachers created by internal assessment requirements;* *(ii)negative impact that excessive internal assessment has on pupils."*	The terms of the Resolution were raised by the General Secretary and Assistant Secretary at meetings of the New Qualifications Reflections Group. This Resolution was a key agenda item at meeting with the Cabinet Secretary. It was also a key agenda item at the meeting with the SQA. The Scottish Government set up the Working Group on Assessment and National Qualifications, announced on 7th January, 2016. The General Secretary represents the EIS on the Group and has raised the

	terms of the Resolution consistently within that forum. The matter was discussed with representatives of the Scottish Parent Teacher Council in meetings at which concerns were shared. Various EIS publicity on the matter has addressed the issue.
N5, Higher and Advanced Higher Courses: Externally Assessable Elements *"This AGM instructs Council to investigate and report on the degree to which members currently mark externally assessable elements of the N5, Higher and Advanced Higher courses as part of their establishment based duties."*	Information was sought from the Subject Specialist Groups. The matter was raised with the SQA at the November 2015 meeting at which the SQA agreed that measures would require to be taken to address this issue. It will be a key agenda item at the meeting with the SQA scheduled for May 2016. A summary report is included in the AGM 2016 Policy Papers Booklet.
GTCS Registered Teachers: Classes of children under the age of 16 years *"This AGM resolves that only GTCS registered teachers or lecturers can have responsibility for teaching classes and delivering course content to all children under the age of 16 years. In addition, this AGM instructs Council to investigate and report on the extent to which children under the age of 16 are currently being taught by non-GTCS registered teachers in schools and colleges."*	Information was gathered from Local Association Secretaries and FE Branch Secretaries, collated and analysed. A summary report is included in the AGM 2016 Policy Papers Booklet.

Violence by Young People: National Survey on Discipline *"This AGM instructs Council to follow up on the National Survey on Discipline by campaigning to ensure teachers are not subject to routine violence at the hands of any school pupil. Further to consider the impact of such violence on other pupils in classes where violence occurs and to work with Parent Groups."*	Relevant poster material was reissued with the September 2015 Reps' Bulletin. The matter was discussed with the Scottish Parent Teacher Council at a meeting in April 2016. It was decided to raise the matter with the National Parent Forum, at a meeting scheduled to take place in May. The Education Committee will consider the findings of the BISSR when it is made available next session.
Attainment and Achievement Gaps Created by Poverty *"This AGM calls on the Scottish Government to ensure that:* *(i)measures aimed at reducing the attainment and achievement gaps created by poverty are adequately resourced and staffed by allocating long term protected ring-fenced funding;* *(ii)all measures introduced are properly focussed on establishment level interventions that are evidence based; and* *(iii)all measures introduced are supported by good quality training and support for staff."*	Representation echoing the terms of the Resolution was made in response to the draft National Improvement Framework: various meetings; evidence given at the Scottish Parliament; and in the written submission to the Education and Culture Committee, all outlining EIS priorities in this regard. The matter was raised at a meeting with Education Scotland. The matter was raised at two meetings with the Cabinet Secretary for Education. Scottish Government announced additional funding of £80 million for the Scottish Attainment Challenge in mid-February. A national conference was held in Dundee at which many of the relevant issues were addressed. Various EIS publicity has reiterated the aims of the Resolution.

SQA Assessments *"This AGM instructs Council to campaign for:* *(i)the reduction of workload and bureaucracy involved in testing, retesting and marking of internal SQA assessments;* *(ii)the production of approved assessments by SQA."*	The matter was raised by the General Secretary and Assistant Secretary at meetings of the Reflections Group on New Qualifications. The terms of the Resolution were a key agenda item at the first meeting of the session with the Cabinet Secretary. There terms of the Resolution were raised in conjunction with another related Resolution at a meeting of the SQA. Two events- one in Aberdeen, the other in Glasgow- were held in conjunction with Education Scotland, within which assessment-related bureaucracy generated by senior phase assessment was addressed. A further event is scheduled to take place in Stirling early in the new session. The terms of the Resolution are being pursued by the General Secretary within the Working Group on Assessment and National Qualifications. To support the campaign, evidence was collected from over 500 Secondary members, specialist in 28 subjects, of duplication of assessment across internal and external assessment elements. The evidence was collated in the form of a report and shared with the Working Group. Various EIS publicity has been employed in support of the campaign, also.

SQA Internal Assessments: National 5 and National 6 *"This AGM resolves to ballot secondary school members by December 2015 on industrial action, amounting to a boycott of cooperation with SQA, including the marking of unit assessments at National 5 and National 6 levels until such time as the SQA reduces the enormous burden and reforms the nature of internal assessments for all courses."*	The matter was raised by the General Secretary and Assistant Secretary at meetings of the Reflections Group on. The terms of the Resolution were a key agenda item at the first meeting with the Cabinet of the session. The terms of the Resolution were raised in conjunction with another related Resolution at a meeting of the SQA. The Education Committee referred the Resolution to the Executive Committee to take the decision on the ballot. Following publication of the draft report of the Working Group on Assessment and National Qualifications, the Education Committee advised Executive Committee by memo that inadequate progress had been made towards satisfying members' concerns about assessment-related workload.
1+2 Languages *"This AGM calls on Council to issue to schools and local association secretaries guidelines relating to the workload demands of and the Career Long Professional Learning needs for the implementation of 1+2 languages in all educational sectors."*	The Education Committee wrote to the EIS representative on the Modern Languages Strategic Implementation Group, requesting relevant feedback. The matter was also raised with the CPD Sub-Committee which agreed to seek information from Local Associations on best practice and training models, with a view to producing guidance to members. Local Associations were also requested to supply information relating to existing local authority policies, guidelines and procedures relevant to the

	delivery of 1+2. Guidelines will be produced.
	Work on collation and analysis is ongoing and the Committee will continue consideration of the terms of the Resolution into Session, 2016-17.
Bi-Level and Multi-Level Classes *"This AGM instructs Council to investigate the use of bi-level and multi-level classes in schools, with particular regard to the issues of workload and stress, and to report back to members by December 2015 with their findings and recommendations."*	Information was gathered from Local Associations, collated and analysed. A summary report is included in the AGM 2016 Policy Papers Booklet.
Faculty Structures *"This AGM instructs Council to investigate and report on the impact of the introduction of faculty structures in schools with particular regard to:* *(a)the workload and stress implications for all teachers;* *(b)the provision of timeous advice to members on any workload and stress issues which arise."*	Education Committee remitted the Resolution to Executive Committee.
P7 and S3 Profiles *"This AGM instructs Council to investigate and report:* *(i)the workload implications as a result of the P7 and S3 profiles;* *(ii)to what extent the profiles are beneficial in supporting transitions."*	Information was sought from Local Associations. Work on collation and analysis is ongoing and the Committee will continue consideration of the terms of the resolution into Session 2016-17.

Budget Cuts and Shortage of Basic Resources *"This AGM instructs Council to investigate, report and publicise the impact of budget cuts and shortage of basic resources in the classroom on teaching and learning and the capacity of teachers to deliver high quality courses. This report to also include the impact of government austerity measures on learners. Concerns identified as part of the investigation should be raised with the Scottish Government, Education Scotland, Parent Groups and should be publicised as widely as possible in the media."*	To support the work of the Executive Committee the Education Committee agreed to contact Subject Specialist Group members teaching courses that charge students for materials and therefore participation (eg. CDT and Health and Food Technology) and provide feedback. A report will be submitted to Executive. The Committee also agreed to provide information gathered recently on Additional Support Needs and EAL provision to the Executive Committee, as well as the relevant SEJ article focusing on EAL once it is finalised.

AGM Report 2016

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 Benevolent Fund Accounts for the year to 31 August 2015 show that the overall value of the Fund stands at £2,758,072. The Committee met on 6 occasions and awarded 69 grants totalling £125,503. The maximum grant remains at £2,100 but under the discretion of the Committee can rise to £2,500. 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.

4.4   The Committee remains concerned at the levels of debt faced by some members seeking benevolent support. Such members require professional debt advice. The Committee has previously taken advice from Payplan and the Committee will often make engagement with Payplan on condition of support.

4.5   From time to time Benevolent Fund correspondents are invited to EIS HQ for training. Training was organised on 3 September 2015. This event marked the end of the administration of the Fund being led by Sheila Harris who retired after many years of service to the EIS. Sheila was thanked for her contribution and her successor Clare Clark was introduced to the correspondents.

Legal Affairs

4.6   Throughout the year the Committee considered 189 cases and secured £517,487.53 for 31 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.   While Employment Tribunal cases have fallen significantly with the introduction of fees to lodge claims and to appear at Tribunal the EIS will pay such feels where our advising solicitors advise that a case has reasonable prospects of success.   Members may also be supported following workplace accidents which cover both physical injuries and psychiatric injuries.   After injuries, which are normally pursued through the civil courts.

4.9   While, to date, there have been no successful stress cases in Scotland, the Committee secured some settlements for members during this year. It is important to note that the test to produce a claim is to demonstrate a psychiatric injury. 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   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.   While no agreement was reached progress was made in three regards.   These related to a willingness by GTCS to further consider the publication of outcomes, a recognition that certain cases involving sensitive information could be heard in private and that GTCS would consider how other regulators operate in publicising outcomes. These points will be pursued in further meetings.

Health and Safety at Work

4.13   The Committee considers health and safety issues relating to stress, violence, workplace conditions, environmental hazards and accidents in the workplace.   The Committee maintains an overview of any proposed legislative changes.   The Committee, through the Convener and the servicing Officials, co-ordinates the response of the EIS to changes to Health and Safety Regulations and ACoPs (Approved Codes of Practice) through the STUC and the TUC.

4.14   The 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

4.15 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

4.16 The Courts Reform (Scotland) Act 2014 established a sheriff court with Scotland-wide jurisdiction for personal injury cases. The court was established on 22 September 2015 and is located in Edinburgh. It is called the All-Scotland Personal Injury Court (ASPIC). The Act also extended the exclusive jurisdiction of sheriff courts to actions with a value of up to £100,000.

4.17 Claims from EIS members with a potential value above £100,000 will continue to be litigated in the Court of Session. However, most EIS personal injury claims are likely to have a value below £100,000 and will be pursued either in the ASPIC or in the local sheriff court. There is no automatic right to instruct Counsel in sheriff courts. It will now be for the sheriff to decide whether it was appropriate for Counsel to be employed in the case and, accordingly, for any fees to be recoverable.

4.18 The Committee sought advice from our advising solicitors and agreed that all future personal injuries cases with a value of up to £100,000 should normally be litigated through the new All-Scotland Personal Injury Court in Edinburgh. The Committee agreed to monitor the use of Counsel in personal injuries cases with a value of less than £100,000, as the courts will decide whether or not to authorise Counsel's fees. A review will be conducted and reported at the 2017 Annual General Meeting.

Policy Papers

4.19 The Committee approved the following papers:

(1)   False and Defamatory Allegations Against Teachers.
(2)   Workplace Bullying.

Convener

4.20 At the Annual General Meeting the Convener Mairi Raeburn steps down from her role as Convener and from Council following her retirement from teaching. The Committee thanked Mairi for her long service to the Institute and her stewardship of the work of the Committee.

AGM 2015 Resolutions

Summary of Action Taken/Outcomes

Employment Relations Committee

RESOLUTION	ACTION
1. False and Defamatory Allegations Against Teachers *This AGM calls upon the EIS nationally to develop comprehensive strategies for responding to false and defamatory allegations against teachers and lecturers.*	A policy paper was produced.
2. Health and Safety Issues: Survey *This AGM instructs Council to survey how satisfied its members in schools, colleges and universities are on a range of Health and Safety issues, and to produce EIS Health and Safety posters advising members of action they can take to remedy the most frequently occurring problems.*	It was agreed to survey local association secretaries and branch secretaries in the first instance. Two Violence posters were re-issued at the beginning of the session. A poster highlighting the dangers for health and safety representatives contained within the provisions of the Trade Union Bill 2015 was distributed in the Autumn and a poster on Slips and Trips was distributed in Winter.
3. GTCS Fitness to Teach Panel *This AGM calls upon the GTCS to review its procedures in relation to the publication of matters overtaken by the GTCS Fitness to Teach Panel.*	The terms of the resolution were noted meantime. Representatives from the Employment Relations Committee and our advising solicitors continued to discuss with GTCS the public reporting of decisions taken.

4. Workplace Bullying	
This AGM instructs Council to:	A policy paper was produced.
(a) investigate and report on what guidelines, procedures and strategies Local Authorities and colleges currently have in place to deal with workplace bullying;	
(b) review and revise, as appropriate, the EIS guidelines and advice regarding workplace bullying with particular reference to the role of EIS school and college Representatives.	
5. Violence by Young People: National Survey on Discipline	
This AGM instructs Council to follow up on the National Survey on Discipline by campaigning to ensure teachers are not subject to routine violence at the hands of any school pupil. Further to consider the impact of such violence on other pupils in classes where violence occurs and to work with Parent Groups.	The terms of the resolution were noted meantime.
Action: *Education Committee (lead) / Employment Relations Committee.*	

5. Equality Committee Report

Introduction

5.1 The Equality Committee is responsible for the development of the equality policies of the EIS and the promotion of these policies in educational establishments in Scotland. The Committee is also responsible for the formulation of EIS responses to equality initiatives from a wide range of stakeholders including national and local government, third sector organisations, and educational bodies. Further, the Committee oversees and supports the development of the Equality Representatives' Network.

5.2 The Committee is advised and assisted by two sub-groups, one ad hoc working group and one informal network. These are the Gender Issues Working Group, the Anti-Racist Sub Committee, the Poverty Campaign Working Group, and the LGBT Informal Network. These committees and groups meet regularly throughout the year.

5.3 There have been five meetings of the Equality Committee since the last AGM. Along with the work outlined above, the processing of AGM resolutions is a large part of the work of the Committee, alongside responding to developments arising throughout the year. A summary of actions and outcomes arising from AGM 2015 resolutions accompanies this report.

Cross-Cutting Issues: Equality Representatives

5.4 The development of our Equality Representatives' Network over the year has continued, despite the significant challenges presented by the cover crisis and member workload. We now have 47 Equality Representatives, 14 of whom will complete Stage 2 training in the new session. A further 24 members nominated by Local Associations and FE/HE Branches are registered for Stage 1 training next session. This session, due to the cover crisis and workload, members have experienced challenges in attending training.

5.5 We will continue to monitor Equality Representatives' access to facility time, which was acknowledged by the Fair Work Convention as an important issue.

5.6 We have identified that at present, in a number of Local Associations there are several Representatives and in other Local Associations and College/University Branches there are none. It is our intention during session 2016-17 to continue to focus upon those Local Associations and College/University Branches in which there are no Equality Representatives and seek to encourage participation and address geographical imbalances. A promotional article about the importance of Equality Representatives was provided for the May 2016 SEJ.

5.7   We are currently in the early stages of planning for the first residential Equality Representatives' Network meeting, which it is hoped will take place in September 2016 in Stirling. The aim is to provide an opportunity for further training for Representatives on the range of equality resources available from the EIS, and to build their capacity to take forward work locally on a range of equality issues. The meeting will also provide an opportunity for Equality Representatives to network informally, share experiences and develop a shared understanding of the value of this role.

5.8   It is our intention to make more use of the Equality Representatives' forum on the website, and to update the website content pertaining to equality over the course of the next session.

Cross-Cutting Issues: Education and Equality Conference

5.9   We held a joint Education and Equality conference on 12 March 2016, in the Apex Hotel, Dundee, entitled 'Improving Quality and Equity amidst Austerity: blurred vision or a clear-sighted goal?' This provided members with an opportunity to hear from a range of keynote speakers and panellists about the issues affecting equity and quality in Scottish education. Keynote speakers included Professor Louise Hayward from the University of Glasgow and Professor Aline-Wendy Dunlop from the University of Strathclyde while guest panel contributions were made by Professor Terry Wrigley of the University of Northumbria, Professor John McKendrick of Glasgow Caledonian University, and representatives from Child Poverty Action Group, Education Scotland and ADES.

Cross cutting issues: Equality Impact Assessment

5.10   The Committee took forward an AGM resolution on Equality Impact Assessment (EIA), and specifically whether EIA had been conducted in relation to teacher workload associated with Curriculum for Excellence. It was ascertained that Local Authorities, as the employer, had responsibility for conducting EIA. Local Association Secretaries were asked if they were aware of EIA having been conducted in their area, and the responses collated into a paper, with recommendations for future use of Equality Impact Assessment.

Gender issues

5.11   Under the convenership of Mary Matheson, the Vice-Convener of the Equality Committee, the Gender Issues Working Group continued its work to take forward the motions passed by the 2014 AGM. The Working Group focused primarily on the motion on misogynistic attitudes among children and young people. As the terms of the motion pointed out, this is a growing problem. The Committee undertook work on this motion with a number of our equality partners, notably Engender and Zero Tolerance.

5.12   The Committee agreed to involve EIS members in its investigation of such attitudes, and so two focus groups of members were held, facilitated by colleagues from Engender and Zero Tolerance. Equality Representatives assisted in populating these focus groups, which provided valuable insights, which in turn informed the drafting of a report, which was agreed at January Council.

5.13   The report on the extent of misogynistic attitudes and means to address them, called 'Get it Right for Girls', is in the final stages of production and will be formally launched at an event with partners in the Glasgow Women's Library early in the new session. This event is being planned at the time of writing. AGM delegates will be provided with a copy of the report in their delegate packs. Dissemination of this report will be a priority for the Equality Committee and the Gender Issue Working Group in session 2016-17.

5.14   The Working Group monitored EIS participation in a range of groups; and suggested inputs to the work of the Equally Safe Capacity and Capability Group and the Whole School Approach to Violence Prevention steering group.

5.15   The Gender Issues Working Group also progressed a range of projects including producing posters concerning violence against women, and gathering data on women in promoted posts in the education sector. Members of the Group also attended a range of events on the theme of gender equality.

5.16   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. Assistant Secretary Bradley was our representative on the STUC Women's Committee last year and will continue to represent the Union in that forum.

5.17   Our delegation to the 2015 STUC Women's Conference in November 2015 took forward two motions, one on Misogynistic Attitudes towards Women in Public Life and one on Schools and Gender Equality.

5.18   A key date for the Gender Issues Working Group is 8 March, International Women's Day. The EIS contribution to IWD 2016 was twofold. Firstly, we sent copies of the Inspiring Women book produced by the STUC to all secondary schools in Scotland, with an insert explaining that the EIS was providing this. Secondly, we used social media channels to share short audio clips of EIS women members talking about why women should join trade unions. These were shared on Twitter throughout the course of IWD, and had over 5,000 'impressions' (number of times seen), and were also shared and 'liked' a number of times by Twitter users.

5.19 As is usual, the Working Group prepared a number of responses to consultations including one on the revised Pregnancy and Parenthood in Young People Strategy.

Race issues

5.20 The structure of the Anti-Racist Sub Committee is different from the Gender Issues Working Group in that some of the membership is drawn from the Equality Committee and some members are formally co-opted for a period of two years after an electoral process involving the BME (Black and Minority Ethnic) membership of the EIS. The group elected for 2014-16 included a number of members who brought a wealth of knowledge and experience in BME equality issues. It is encouraging to note that a number of the co-opted members are now standing for EIS Council. At the time of writing, an election for co-opted members for the coming two years is underway.

5.21 Two motions from the 2015 AGM were passed to the sub-committee to take forward: a motion on the myths of immigration and one on the numbers of BME people employed as teachers generally, and additionally the numbers holding promoted posts. The Committee also continued to explore issues pertaining to a 2014 AGM resolution around the compatibility of BNP membership with teaching.

5.22 The Committee agreed that a range of booklets for different stages, combating the negative myths around immigration, would be developed in partnership with Show Racism the Red Card, and this was a focus of activity for much of the year. These will be made available after the result of the EU referendum is known.

5.23 The terms of the motion relating to BME teachers in Scotland have, in the first instance, led to a meeting with the Scottish Government and a discussion with COSLA. The Scottish Government has no specific plans to support BME people into teaching or to explore issues they might face in relation to progression. At the time of writing, a follow-up meeting with the Scottish Government is planned, to discuss new research findings and explore their response to the Scottish Parliament Equal Opportunities Committee's inquiry into ethnicity and employment, 'Removing Barriers'.

5.24 In taking forward the motion relating to BNP membership and the compatibility or otherwise of such with membership of the teaching profession, discussions were held with the Scottish Government Equality Unit, GTCS and Colleges Scotland. During these discussions, the GTCS intimated that it would value EIS involvement in a review of the Code of Professionalism and Conduct (COPAC), part of which would involve providing more detailed guidance to teachers on the relationship between political activism and classroom practice.

5.25　The Committee has continued to engage this session with the Scottish Refugee Council via membership of their Refugee Festival Advisory Group, and by planning of events to take place during the 2016 Festival, including an event for an Edinburgh High School and a CPD event for members, both of which are being finalised at the time of writing.

5.26　Asif Chisti, a co-opted member of the Anti-Racist Sub Committee, was our nominee for the STUC Black Workers' Committee in 2015-16 and he will continue to act as our representative on that Committee in 2016-17.

5.27　Our delegation to the STUC Black Workers' Conference in October 2015 successfully took forward motions on EAL Provision and Combating Islamophobia.

5.28　Increased publicity was given to promoting the St Andrew's Day Anti Racist March and Rally both among EIS members and among members of the public on the day. In addition to specially designed leaflets and placards, the national banner, along with some others, was prominent. Notable also was the strong EIS presence at the March and Rally, and also at the Stand Up to Racism March and Rally held on 19 March 2016 in Glasgow.

5.29　Council decided at its January 2016 meeting to campaign against the Prevent duty, agreeing a motion that stated Council's opposition to Islamophobia and which called for "a campaign of resistance against attempts to make training in Prevent strategies mandatory for all teachers and lecturers". The motion further stated that Council will campaign against "the threats to freedom of speech in educational institutions posed by the definition of extremism contained in the joint UK and Scottish Government guidance." At the time of writing the Equality Committee is drafting advice to members on this matter and conducting meetings with various stakeholders. At the 2016 STUC Congress, the Equality Committee Convener, as part of the EIS delegation, spoke in support of the UCU motion on Prevent.

5.30　The Committee received a presentation on 'Young people and everyday geopolitics' by Napier University researcher Kate Botterill, whose research looks at young people's experiences of racism and Islamophobia, and the impact on their behaviours and aspirations, including self-silencing and self-surveillance behaviours.

5.31　The Committee agreed to organise an event for BME members, which will take place on 7 May 2015, with a focus on trade union practice and teacher activism. This will feature a range of guest speakers including Hakim Din and Rowena Arshad.

Poverty Issues

5.32 The EIS campaign to highlight the impact that poverty is having on learning and teaching has continued throughout 2015-16, overseen by the Poverty Campaign Working Group, whose membership is drawn from the Equality Committee.

5.33 Over the year, representatives of the Working Group attended a series of events to participate in 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.

5.34 The design of the 'Face Up to Child Poverty' booklet was finalised and the publication launched in September 2015. The content of the booklet was informed by discussion within the Committee and by engagement with Child Poverty Action Group and the Cost of the School Day Project to which the EIS provided advice through memberships of the project steering group. The booklet has been well received by the EIS membership and by the wider educational community, and is seen as a valuable resource. Further dissemination of the booklet will continue in the next session.

5.35 The Committee also oversaw a survey of members on the impact of poverty in the classroom conducted in the latter months of last session. During 2015-16 the Working Group considered the responses and use of the data as part of the ongoing campaign. Survey data was included in a number of press releases which gained significant media attention over the Christmas period. The Working Group also considered when and how to repeat the poverty survey in future sessions to monitor developments around this issue.

5.36 The Equality Committee has worked with the Child Poverty Action Group (CPAG) to produce a short awareness-raising film on the topic of the costs associated with school from the perspective of parents on low incomes, which will be launched in June 2016. The launch event is being arranged at the time of writing.

5.37 The Working Group has also examined the issue of school dress codes and their impact on poverty, as per a 2015 AGM resolution on this topic. A paper on this issue has been prepared based on responses from local authorities, Child Poverty Action Group and Local Associations.

5.38 Group members have also had a range of meetings with relevant partner organisations including the Trussell Trust (who provide food banks).

5.39 The Equality Committee also heard a presentation from the chair of Renfrewshire Council's Poverty Truth Commission, the findings of which informed the work of the Poverty Campaign Working Group.

Disability issues

5.40 At the outset it should be noted that welfare reforms are impacting not only on learners and parents but also on our disabled members.

5.41 Julie Ferguson has continued to act as our nominee for the STUC Disabled Workers' Committee, and will continue in this role during 2016-17.

5.42 Julie attended the Scottish Council on Deafness national conference and provided a report to the Equality Committee.

5.43 The two motions moved by the EIS delegation at the Disabled Workers' Conference in November 2015 were on the Scottish Independent Living Fund and on ASN provision and college sector cuts.

5.44 The motion on the Scottish Independent Living Fund, which was successfully moved, sought recognition of the impact of the closure of the Independent Living Fund by the Westminster Government in June 2015, which left thousands of people with complex disabilities facing uncertainty at best and complete withdrawal of financial support to live independent lives at worst. The motion called for the Disabled Workers' Committee to engage in discussions with Scottish Government and ILF Scotland ahead of the extension of the Scottish IL Fund, with a view to securing a decision that in part it would be used to address the issue of disproportionately low employment rates of disabled people in Scotland.

5.45 The motion on ASN provision focused on the significant decline in ASN provision for students since the Scottish Government began implementing funding cuts for FE colleges five years ago; and the alarming variation in the level of ASN provision across colleges and geographical areas. The motion called for the STUC Disabled Workers' Committee to raise the issue as a matter of urgency with Scottish Government, lobbying for a restoration of funding for Further Education to 2009/10 levels; and equity of provision within regional outcome agreements for disabled learners across geographical areas.

LGBT issues

5.46 It should be noted that the LGBT Network is an informal network and that one of its aims, to encourage activism within the formal structures of the Institute, seems to be bearing fruit.

5.47 Under the convenership of Pam Currie, the LGBT Network has assisted in the work associated with two 2015 AGM resolutions, one on members' experiences of homophobia and transphobia in education; and one on supporting LGBT staff, pupils and students.

5.48 The resolution on members' experiences of homophobia resulted in a series of meetings with relevant equality organisations, including LGBT Youth Scotland, Stonewall Scotland, TIE (Time for Inclusive Education) and the Equality Network. These discussions informed the development of a survey of EIS members. The survey (which went to a random sample of members and also to all members with an expressed interest in the work of the LGBT Network) was issued in April. Analysis of the data gathered and decisions on how to respond to the findings will form part of the Equality Committee's agenda in 2016-17.

5.49 The resolution on supporting LGBT staff and learners was also discussed in meetings with the organisations noted above, and a range of actions to progress the issue was agreed, with a focus on building the capacity of Equality Representatives to address these issues and seeking to embed LGBT equality issues within existing approaches e.g. the National Approach to Anti-Bullying. This work will form a long-range priority for the Equality Committee and the LGBT Network and so will continue in the next session.

5.50 The tackling of homophobic attitudes in education has been a high-profile issue in the past year, and the TIE (Time for Inclusive Education) campaign on LGBT inclusion in education has gained significant cross-party support and media coverage, including the support of the First Minister. It is likely that new initiatives which emerge post-election on LGBT inclusive education will form a discussion item for the Equality Committee in the new session. TIE began its campaign with a petition to the Scottish Parliament, to which the EIS responded in December 2015..

5.51 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 there is a private EIS LGBT Network Facebook page, which enables Network members to communicate and share resources etc. between meetings, which enables members to support and advise each other and, it is hoped, will strengthen participation in face-to-face Network meetings, which currently happen twice yearly.

5.52 Pam Currie served as our representative on the STUC LGBT Workers' Committee in 2015-16 and will continue to do so in 2016-17.

5.53 Our delegation to the LGBT Workers' Conference in May 2016 will take forward two motions, one on inclusive language and one on supporting transgender learners.

5.54 The Equality Department 2016 AGM Fringe meeting is themed on Supporting Transgender Learners, and will include contributions from two of our partners on LGBT equality issues- Stonewall Scotland, and LGBT Youth Scotland, as well as a Network member. The meeting will also be attended by the Scottish Transgender Alliance. A stall at the AGM will offer a further means of promoting the Network and updating members on its activities, as well as offering a channel for disseminating our LGBT guidance.

5.55 The LGBT Network has supported and attended a range of events throughout the year, including Pride Edinburgh, Pride Glasgow, a conference on workplace issues for LGBT people, and an event for LGBT teachers. At the time of writing, planning is underway for EIS stalls at Pride Edinburgh and Glasgow in summer 2016.

Vote of thanks

5.56 I wish to offer my thanks to the members of the Committee for all their contributions, and especially to those who are stepping down from the Committee after the AGM. Thanks are also due to sub-committee and network members for all of their assistance.

5.57 Thanks to Mary Matheson for her Convenorship of the Gender Issues Working Group; Pam Currie for her Convenorship of the LGBT Network; and to Asif Chishti, Julie Ferguson and Pam Currie who are our representatives on to various STUC Committees.

5.58 Lastly, I offer my thanks to the servicing officials and to the administrative staff of the Equality Department for all their support and hard work during what has been an extremely busy year for the Department.

Equality Committee

AGM 2015 Resolutions

Summary of Action Taken/Outcomes

Title of Resolution	Action Taken/Outcomes
Homophobia and Transphobia in Education *"This AGM resolves to undertake and report on a survey of all EIS members on teachers' and lecturers' direct or indirect experiences of homophobia and transphobia in education".*	This was discussed with the LGBT Informal Network in November 2015 and an approach centred on building Equality Rep capacity was agreed. An initial meeting with the EIS Communications Department to discuss member survey methodology was held in January 2016. Meetings with 4 stakeholder organisations to discuss related survey contents and reports were held in the first quarter of 2016. A survey for EIS members was drafted and considered by the Equality Committee in Feb 2016 and a re-drafted survey was considered at Equality Committee in March 2016. A survey issued in April and will be reported on once the survey data has been collated and analysed. The LGBT Informal Network met in March 2016 and discussed progress to date. This work will be carried forward into next session.
LGBT Staff, Pupils and Students *"This AGM resolves to support LGBT staff, pupils and students within the school and college sectors by:*	This was discussed with the LGBT Informal Network in November 2015 and an approach centred on building Equality Rep capacity was agreed.

(a) Working in partnership with stakeholders as appropriate to ensure that:
 	
  (i) all establishments develop and implement policies on homophobic and transphobic bullying;
 	
  (ii) the needs of LGBT learners are considered during curricular planning, work experience and school college partnerships;
 	
  (iii) schools and colleges collate and publish Equality and Diversity Indicators relating to sexual identity for staff and learners.
 	
(b) Undertaking and reporting (in partnership with other bodies as appropriate) on a survey of the experiences of LGBT learners in Scotland's colleges similar to that conducted by Stonewall Scotland within the 'School Report' (2012) and 'Teachers' Report' (2014)".
	Meetings were held with LGBT Youth Scotland, Stonewall Scotland, the Equality Network and TIE, with several LGBT Network members, to discuss partner agencies' work and how it might support the resolution, in early 2016.
	
	Other potential allies and partners were identified and contacted in March 2016 and meetings are pending.
	
	The Equality Committee agreed to hold a fringe meeting at EIS 2016 AGM on Supporting Transgender Learners.
	
	A plan for delivering the resolution aims over the medium to long term, through our Equality Reps and via participation in a range of fora and working groups, was developed, and later agreed by the Equality Committee in March 2016.
	
	The LGBT Informal Network met in 22 March 2016 and discussed progress to date.
	
	The EIS presented at an event for LGBT teachers in April 2016.
	
	This work will be carried forward into the next session.

Myths of Immigration: EIS Booklet *"This AGM calls for the production of EIS booklets on 'the myths of immigration', tailored to different age ranges, for teachers' and lecturers' use in the classroom".*	A scoping exercise to identify materials and resources to assist in producing a range of booklets for each age and stage of education was undertaken. Show Racism the Red Card (SRTRC) partnered with the EIS on this and began developing booklets.

	SRTRC presented on their progress to the Anti-Racist Sub Committee in January 2016
	Related materials, statistics etc. were gathered in the meantime, and ongoing discussions held with SRTRC, who drafted a myth buster and an activity guide. SRTRC subsequently handed drafting of the stage-specific resources back to the EIS, due to staff shortages.
	Resource drafting was ongoing throughout March/April 2016, but the Equality Committee decided in March 2016 to defer distribution of these until post-EU referendum and to issue interim advice through other means e.g. SEJ, re-issue of Asylum Seekers and Refugees Guidance etc.
	An item on anti-racist education was provided for the May SEJ.
Black and Minority Ethnic People Employed as Teachers *"This AGM calls upon Council to gather and analyse data on the numbers of Black and Minority Ethnic people employed as teachers and lecturers and the numbers of BME teachers holding promoted posts, and to raise any issues that may emerge in relation to under-representation with Scottish Local Government and Colleges Scotland".*	We wrote to the Scottish Government, COSLA and Colleges Scotland seeking data, and to discuss issues emerging. We met with the Scottish Government in February 2016 and proposed a range of means for taking this issue forward. We held an initial conversation with COSLA in February 2016. We engaged in ongoing gathering of data and monitoring of relevant reports, research etc. A follow-up meeting with the Scottish Government and a member of the Anti-Racist Sub Group is planned for May 2016.

Attainment and Achievement Gaps Created by Poverty	The issue was discussed at a meeting with the Cabinet Secretary for Education in the context of the National Improvement Framework and the Education Bill, on 9th September 2015.
"This AGM calls on the Scottish Government to ensure that:	
(a) measures aimed at reducing the attainment and achievement gaps created by poverty are adequately resourced and staffed by allocating long term protected ring-fenced funding;	The issue was raised as a separate agenda item at a meeting with the Cabinet Secretary on 16th March, 2016- outcome tbc.
(b) all measures introduced are properly focussed on establishment level interventions that are evidence based; and	At a meeting with Education Scotland on 16th November, 2015 EIS highlighted the issue of teacher recruitment has impacted on Attainment Challenge projects in some areas and generally how difficulties arise through lack of careful planning which takes resources into consideration. Furthermore concern was expressed about the effectiveness of some of the projects currently underway, and which are dependent on finite resources, in leading to long-term system change.
(c) all measures introduced are supported by good quality training and support for staff".	
	Education Scotland indicated that it would be issuing advice in the future on core strategies identified as being effective in mitigating the impact of poverty on attainment.
	The terms of the Resolution have been echoed within a number of submissions to and meetings with the Scottish Government on Early Education and Childcare, and the National Improvement Framework.

Poverty and the Scotland Bill "*This AGM instructs Council to call on the Scottish Government to assess the impact on poverty of the forthcoming new Scotland Bill using equality impact assessment methodology and to publish the results*".	The Convener and Assistant Secretary Bradley attended a seminar organised by Child Poverty Action Group exploring how social security powers earmarked for devolution might be used to further the rights and wellbeing of children in Scotland. The Vice Convener attended a seminar organised by CPAG Scotland outlining Universal Credit Early Warning System.
Impact of Poverty in Education Campaign "*This AGM notes the work being overtaken by the Cost of the School Day Project conducted by the Child Poverty Action Group in collaboration with Glasgow City Council and other partners, and resolves to consider the implications of the project's research findings for our 'Impact of Poverty in Education' campaign*".	The findings of the report were considered at meetings of the Equality Committee and the Poverty in Education Campaign Working Group. They informed the recommendations made by the EIS within the Face Up to Child Poverty booklet; Sara Spencer, the Cost of the School Day Project Manager was a panel guest at the EIS Education and Equality Conference on 12th March 2016, and the Cost of the School Day Report was referenced significantly within the Equality Committee report on the financial impact of school dress codes.
Renfrewshire Council Tacking Poverty Commission "*This AGM instructs Council to promote the findings of Renfrewshire Council's Tackling Poverty Commission with specific reference to the impact of austerity on the educational outcomes for the most economically disadvantaged in our schools*".	Councillor Mike Holmes, Chair of Renfrewshire Council's Tackling Poverty Commission, presented to the EIS Equality Committee on the report at its meeting of 27th October, at which point it was clear that the findings were consistent with the EIS position, and would therefore be reiterated as appropriate.
Equalities Impact Assessment "*This AGM instructs Council to:*	Legal advice regarding the ballot on assessment-related workload within the new CfE qualifications identified local authorities as the

(a) seek information on which public body is responsible for carrying out an Equalities Impact Assessment for teachers regarding the impact of CfE workload; *(b) determine whether the public body carried out an EIA in order to:* *(i) ensure that an EIA has been carried out, and* *(ii) use the EIA to help teachers struggling with the CfE workload".*	public body responsible for teacher workload. Correspondence was issued to local authorities and Local Associations to ascertain the use of EIAs within the process of CfE implementation. Responses will be collated into a report which will follow in due course.
School Dress Codes *"This AGM calls on Council to investigate and report on the financial impact of school dress codes on Scottish families".*	Information was requested from local authorities, parent bodies, relevant anti-poverty partners and local associations. Information was collated, analysed and a summary report produced.

AGM Report 2016

Salaries Committee

1.   The Salaries Committee met on 5 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

2.   The SNCT has met on 3 occasions during the year. The Joint Chairs are Clare Hicks (Scottish Government), Councillor Bill Hendry (COSLA) and Tom Tracey (Teachers' Side).

3.   At the time of the 2015 Annual General Meeting the SNCT had not reached agreement on a pay settlement for 2015-16.

4.   The claim for 2015 had been approved by EIS Council in November 2014 and stated:

> *As a first step in restoring teachers' salaries to the values established in <u>A Teacher Profession for the 21st Century,</u> 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.*

5.   During the summer of 2015 and into autumn 2015 the SNCT Extended Joint Chairs continued to have discussions of a pay settlement to cover the period from 2015 to 2017.

6.   In addition to these discussions the EIS maintained a dialogue with SJC unions. COSLA brought forward across both bargaining groups a 2 year pay proposal of 1.5% for 2015-16 and 1% for 2016-17. This proved the basis for agreement in the SJC. This also allowed the SNCT to put together a pay deal.

7.	The Salaries Committee agreed a package which was subject to a ballot of members with 83% voting to accept the offer. The offer was accepted by the Teachers' Panel and agreed at the SNCT on 24 October 2015. The formal offer stated;

1.	*Pay – A 1.5% uplift in pay from 1 April 2015 to 31 March 2016. Thereafter, a 1.0% uplift in pay from 1 April 2016 to 31 March 2017.*

2.	*Supply – To agree that an evaluation and review of the impact of the recommendations of the Supply Teachers' Working Group will be conducted by January 2016 with a view to addressing any ongoing issues in the delivery of supply teaching.*

3.	*Workload – To agree a statement and principles for manging teacher workload.*

8.	In addition to the formal SNCT pay agreement as set out above, the Teachers' Side received a written confirmation from the Scottish Government Joint Chair that Scottish Government will maintain its commitment to teacher numbers for the entirety of the period covered by the pay deal. The protection of teacher jobs was central to our agreement.

9.	The SNCT in February 2016 noted a detailed report on supply teacher issues. This confirmed that supply problems were reported as becoming more pressing across Scotland's Councils. The report to the SNCT has been the basis for further discussion including discussion on supply teachers' rates of pay. These discussions are ongoing.

10.	In addition, the SNCT is undertaking further work on the administration of supply. An online booking system has been investigated with external providers and is still under consideration.

11.	During the year the SNCT brought together 2 working groups, the Conditions of Service Working Group and the Review of LNCTs Working Group into a single Group, the SNCT Support Working Group which met on 3 occasions. This group has been undertaking detailed work on a pay specification model. This work has been ongoing for a period of time. Payroll providers for Scottish Councils have been in dialogue with the SNCT. There has also been discussion with SPPA on pension calculations under the proposed new arrangements.

12.	The SNCT has also established a working group to look at staff wellbeing. This working group will be a short-life working group but the timescale and remint have to be finalised.

13.	During the year the SNCT issued the following circulars: (i) SNCT 15/52 Family Leave – Revised, (ii) SNCT 15/53 – Allowances for Teachers in Remote Schools, (iii) SNCT 15/54 - Pay Agreement, (iv) SNCT 16/55 Distant Islands Allowance.

Teacher Workforce Planning

14. In 2015 the EIS agreed to participate in a Scottish Government Group on educational outcomes which was designed to consider teacher numbers as part of a suite of outcomes to be considered by Scottish Government and COSLA.

15. The Working Group was discontinued, having made no progress.

16. Scottish Government has, however, agreed to conduct a review of Teacher Workforce Planning in a working group which will be conducted within the auspices of the Strategic Board for Teacher Education established to consider the ongoing work arising from Donaldson report.

Superannuation

17. From 1 April 2015 the Scottish Teachers' Pension Scheme 2015 and the new Local Government Pension Scheme also came into effect. The principal features of STPS 2015 are:

> (i)   a scheme pension age in line with the Stage Pension Age;
> (ii) a Career Average Revalued 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.

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.

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. As progress within this group has been limited the EIS has pursued the issue with Scottish Government, initially with the Cabinet Secretary for Education and Lifelong Learning.

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 Pension Scheme has a protection for current scheme members.

21.   As part of the changes in the Pension Act 2013 improved governance arrangements have to be established. The EIS is represented on the Scottish Teachers' Pension Board by Ken Wimbor, Pat Flanagan and Ian Macaskill. Currently on the Scottish Teachers' Pension Scheme Advisory Board are the Salaries Convener and Vice Convener, Assistant Secretary Morrice and National Officer McGinty. Substitutes are allowed on the STPS Advisory Board and the General Secretary will attend if the situation requires. To support the work on the Advisory Board the Teachers' Side of the Board meets separately.

22.   The Committee approved pension advice to some members who were losing salary protection in 2016 following the ending of lifetime conservation. That advice encouraged members to take a break from the pension scheme to ensure that their higher salary was protected if they were more than 10 years from retirement.

Policy Papers

23.   The Committee approved the following policy papers:

(i)   Professional Update: Advice

(ii)   Newly Qualified Teachers: Non Class Contact Time

AGM 2015 Resolutions

Summary of Action Taken/Outcomes

Salaries Committee

RESOLUTION	PROPOSED ACTION
1. Professional Update: Advice *This AGM instructs Council to investigate and report, with a view to providing national advice to members, on the implementation of Professional Update across Scotland and to monitor any attempted inappropriate use by employers in relation to Professional Update processes (Standard for Career Long Professional Learning and Standard for Leadership and Management).* Action: Salaries Committee (lead) / Education Committee	A paper was agreed and approved by Council.
2. Competency Procedures *This AGM instructs Council to investigate and report on the support mechanisms adopted across local authorities and colleges to help teachers and lecturers who are subject to competency procedures.*	It was agreed to write to local association secretaries and branch officials in the first instance requesting copies of policies and procedures.

3. Class Size *This AGM rejects COSLA's assertion that teacher pupil ratios and attainment are not linked and calls on Council to reinvigorate the campaign to reduce class sizes. In addition, this AGM calls on Council to initiate negotiations within the SNCT in order to achieve EIS policy on class size maxima of 20 for all classes in all sectors.*	The terms of the resolution were referred to the EIS representatives on the SNCT.
4. Maximum Class Contact Time *This AGM instructs Council to resist any attempt by Local Authorities to increase maximum class contact time.*	The terms of the resolution were referred to the EIS representatives on the SNCT and to local association secretaries
5. Maximum Class Contact Time: Campaign to Reduce to 20 hours per week *This AGM instructs Council to campaign to reduce maximum class contact time to 20 hours per week and that the reduction be added to teachers' personal preparation and correction time.*	The terms of the resolution were referred to the EIS representatives on the SNCT.
6. New EIS Members: Awareness of Conditions of Service *This AGM instructs Council to provide new members with information regarding their conditions of service with the aim of promoting awareness of conditions of service among such members and of encouraging them to become involved in the work of the EIS at local and national level.*	A leaflet was approved and passed to communications.

7. Restorative Pay Deal: Campaign *This AGM instructs Council to campaign for a restorative pay deal for teachers which does not link an increased salary with detrimental changes to conditions of service. If no satisfactory outcome is forthcoming members are to be balloted for industrial action up to and including strike action.* Action: Salaries Committee (lead) / Executive Committee	The terms of the resolution were referred to the EIS representatives on the SNCT.
8. Attainment Scotland Fund Scheme and Performance Related Pay *This AGM instructs Council to seek assurances from the Scottish Government that there will be no element of performance related pay in relation to those schools participating in the Attainment Scotland Fund Scheme.*	The terms of the resolution were referred to the EIS representatives on the SNCT.
9. Early Retirement *This AGM instructs Council to set a deadline of the end of October 2015 for a satisfactory outcome to the present negotiations on early retirement for those conscripted from NPA 60 to NPA 65-68 and, if no satisfactory outcome is forthcoming, to ballot members for industrial action up to and including strike action.* Action: Salaries Committee (lead) / Executive Committee	The terms of the resolution were referred to the EIS representatives on the Working Longer and Early Retirement Working Group.
10. Practical/Non Practical Subject Status: Re-Evaluation *This AGM instructs Council to seek to negotiate at the SNCT a re-evaluation of practical/non practical subject status.*	The terms of the resolution were referred to the EIS representatives on the SNCT.

11. Newly Qualified Teachers: Non Class Contact Time *This AGM instructs Council to investigate and report on the contractual working arrangements of newly qualified teachers and in particular on any variations imposed on newly qualified teachers with regard to contractual non class contact time.*	A paper was agreed and approved by Council.
12. National Staffing Standard *This AGM resolves to pursue a National Staffing Standard to take account of each category of teaching post and school size as part of the development of the Standard.*	The terms of the resolution were referred to the EIS representatives on the SNCT.
13. Teacher Workforce Planning *This AGM instructs Council to demand from the Scottish Government and Local Authorities firm commitments to effective teacher workforce planning mechanisms at national and local levels. These mechanisms must be responsive to present and future needs, strike the appropriate balance between minimising the risks of shortages and surpluses in the teacher workforce and consider, within their calculations, the number of part-time teachers who actually work part-time.*	The terms of the resolution were referred to the EIS representative on the Scottish Government Advisory Group on Teacher Workforce Planning.

14. Working Time Agreements *This AGM instructs Council to encourage LNCTs to ensure that school Working Time Agreements are specific as to how collegiate hours are to be used and contain an agreed, specific and unambiguous statement about the process by which agreement has been reached.*	The terms of the resolution were referred to the EIS representatives on the SNCT and to local association secretaries.
15. Supply Teachers *This AGM instructs Council:* *(a) to call on the SNCT to recognise the damage being done to Scottish Education by the shortage of supply teachers;* *(b) to secure agreement on the implementation of the recommendations of the Supply Teacher Review Group as a matter of priority;* *(c) to campaign to reinstate the full pre-2011 terms and conditions for short term supply teachers.* *Action: Salaries Committee (lead) / Executive Committee*	The terms of the resolution were referred to the EIS representatives on the SNCT.
16. Impact of the Lack of Supply Teachers *This AGM calls on Council to investigate and report on the impact of the lack of supply teachers on promoted teachers, support for learning teachers, visiting specialists, and class teachers.*	

17. National Collective Bargaining *This AGM instructs Council to use all appropriate means, up to and including industrial action, to defend National Collective Bargaining."* Action: Salaries Committee (lead) / Executive Committee	Note as policy. The terms of the resolution were referred to the EIS representatives on the SNCT.
18. Management Structures: Job-Sizing Toolkit *This AGM instructs Council to investigate and report on management structures throughout Scotland. As part of this consideration to be given to how the job-sizing toolkit is used in each Local Authority as part of their management staffing formula and how this reflects on the actual remits of individuals.*	
19. Staffing Structures in Primary Schools *This AGM instructs Council to investigate and report on the staffing structures in primary schools with regard to promoted posts.*	
20. Workload *This AGM calls upon Council to ensure that all Local Authorities meet their legal duty of care to protect their teacher employees from excessive workload demands which damage health and wellbeing. This AGM further resolves that the EIS should ensure that:* *(a) agreement is secured through the SNCT and LNCTs to establish a Workload Committee in every school;* *(b) employers abide by the*	It was agreed to note the terms of the resolution meantime.

contractual maximum 35 hour week; *(c) the principles and recommendations of the CfE Working Group on Tackling Bureaucracy are enshrined in all local and school based "Working Time Agreements";* *(d) evidence is gathered on the progress being made at Local Authority and school levels of the impact on teaching and learning of the elimination of excessive bureaucracy as a result of the report of the Curriculum for Excellence Working Group on Tackling Bureaucracy. This evidence to be reported back to Council and then disseminated to Local Association Secretaries.* Action: Executive Committee (lead) / Salaries Committee.	
21. Teacher Shortages *This AGM instructs Council:* *(a) to investigate and report on the impact of teacher shortages across Scotland;* *(b) to call on the Scottish Government to take steps to address the current recruitment challenge facing the teaching profession.* Action: Executive Committee (lead) / Salaries Committee	