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and most effective
education trade union

eis



Report of Council & its Committees 2016-2017

Report of Council and its Committees

2016-2017

1. Council

- 1.1 This document represents the official report of Council (and its Committees) to the Annual General Meeting of the Institute. Additional information on any part of this report can be obtained, on request, from the relevant department at EIS Headquarters.
- 1.2 This formal report on Council and its five Committees (Executive, Education, Employment Relations, Equality and Salaries) is set out in the following sections. There does exist a procedure through which delegates can ask questions of Committee Conveners when they present their reports to the Annual General Meeting (Standing Orders 2(iii)). The Vice-President, Nicola Fisher, 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 2016-17 Council has approved resolutions dealing with the following aspects of Institute policy: Workload of Area Officers, EIS/SSTA, School Governance, EI Campaign to Support Turkish & Kurdish Teachers, Rights of Residence in the UK, Religious Observance in Schools, Provision of Learning Support for Pupils, EIS Elections, Trade Union Facility Time, GTCS Council Members, Work Placements – Living Wage Employers, EI Campaign on Refugee Children, ASN Pupils in Mainstream Schools, UN Anti-Racism Day, GTCS Increase in Fees, Attainment & Pupil Equity Funds, Additional In-Service Training Day and Message of Support to sister organisations in the USA in their condemnation of the nomination of Betsy DeVos.

2. Executive Committee

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 2016 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 five times. The Strategy Sub-Committee has met three times and has a broad strategic overview of the work of the Executive Committee, having concentrated on the various strands of campaigning work within the Institute including, this year, the campaigning related to the Scottish Local Elections.

2.2 Finance

The Annual Accounts of the Institute for 2015/16 will be reported to Council in May 2017. These are issued to delegates to the AGM as a separate document and will be presented to the AGM during the private session. The Institute's 2015/16 Accounts are the first to be prepared under the new Financial Reporting Standard, FRS 102, which brings substantial changes to their presentation and content and has had a significant impact on the General Fund's Income and Expenditure Account in particular.

The two most significant changes are, firstly, the requirement to disclose in the Income and Expenditure Accounts (of all Funds) the movement in the market value of Institute investments over the course of the year and to record the market value at the year-end in the Balance Sheet. Formerly investments were shown in the Balance Sheet at cost and profits (or losses) only recognised on their sale through an Investment Reserve Account on the Balance Sheet. As during 2016/17 there were substantial increases in the market values of our investments, this has had a favourable impact on the Income and Expenditure Account with income of almost £1.65 million recognised from this. It has to be said, however, that as investments are held for long term growth and to provide income via dividends – it is questionable whether year on year fluctuations, which of course can be adverse as well as favourable and cannot be budgeted for, should be recorded in a manner similar to the Institute's normal operating costs such as staffing, committees and legal expenses.

The second major change is the requirement to record the movement in the pensions liability as an Income and Expenditure item. The pensions liability, which requires to be calculated in a specific manner by the Scheme's Actuary is completely different to that recorded in the Scheme Accounts which is an annual report conducted each year in which there is not a full actuarial valuation.

Indeed, the Scheme's actuarial report as at 31 August 2016, shows the scheme to be in surplus by over £5 million whereas the FRS 102 valuation discloses a deficit of £5.2 million. Accordingly, there is a serious credibility issue. For FRS 102 there requires to be shown the movement in the pensions liability over the course of the year which adds almost £3 million to the General Fund's 2015/16 Income and Expenditure deficit.

The same arguments can be applied as for investments – funding of pensions is addressed as a long-term issue and the massive fluctuations, both favourable and unfavourable, which will occur using a valuation which is determined by investment market conditions on 31 August each year will distort the reported information.

Aside from these two items the General Fund has moved from an operating surplus of £495,000 in 2014/15 to an operating deficit of £520,000 in 2015/16. The two main reasons for this are detailed below.

Firstly, there has been a £420,000 increase in legal expenses to £1,414,000 largely attributable to the cost of fitness to teach casework and hearings. The increase in legal expenses has continued into the opening months of 2016/17 and accordingly an operating deficit is again highly probable. The legal expenses position is currently under review.

Secondly there has been a turnaround of £492,000 in a further post year-end pensions adjustment – from income of £219,000 in 2014/15 to expenditure of £273,000 in 2015/16. £100,000 of this is attributable to another new FRS 102 requirement which is to charge the General Fund with notional pension administration costs, the remainder being a fall in the expected return of scheme assets.

The Institute's remains in sound financial health, however, with its Consolidated Balance Sheet – now having investments and property shown at market value - showing Funds of almost £33 million.

- 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 & Equalities, Employment Relations, and Organisation (incorporating Further and Higher Education). There are three Officers operating from HQ. This national office establishment is complemented by the Area Officer network which has seven Officers in three locations across the country, offering by far the largest full-time support network of any teacher union in Scotland.
- 2.5 For the second year in succession there have been a substantial number of staffing changes and the retirements of long serving employees. Assistant Secretary Drew Morrice retired in the spring of 2017 and was replaced by National Officer David Belsey. David has assumed responsibility for Organisation with Louise Wilson taking over Drew's role in Employment Relations. Also retiring this year were Area Officers Karen Barclay and Frank Healy. As a consequence of these retirements, and also appointments at Organiser and CPD Co-Ordinator level the Appointments Forum and Panel have again been particularly busy with the President having to convene no less than 17 meetings! Pat Flanagan has been appointed Area Officer for North Scotland, Pauline Buchanan as an Area Officer based in Glasgow, and Anne Keenan as F&HE Officer. Stephen Stewart has been appointed as the Payroll and Pensions Specialist, Lynsey Fraser as Finance Manager, and Lesley Walker as the CPD Co-Ordinator.
- 2.6 Since the 2016 AGM we have welcomed 3 new Organisers – Ruth Winters, Daniel Thompson and Donna Matthews. Recruitment of a replacement for Louise O'Hara (who departs prior to the AGM) is scheduled for May.

Membership

- 2.7 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 recent development of the Organiser initiative shows the commitment of the EIS to recruitment, retention and engagement with members. It is gratifying to report an increase of over 600 members in the Institute's 2016 "official" statistics which are recorded in November each year and used in the calculation of our TUC/STUC/EI contributions, and in the determination of Council members and AGM delegates. The EIS total membership in November 2016 was circa 55,200.

Industrial Relations

- 2.8 The Emergency Sub-Committee met on 5 occasions to make decisions relating to industrial actions in the secondary sector and Edinburgh College, SRUC and the NJNC dispute in the FE sector.
- 2.9 Following a successful statutory ballot on action re SQA generated workload the Institute initiated action short of strike which led to a positive outcome, with Scottish Government agreeing to the removal of unit assessment at National 5, 6 and 7.

Further Education

- 2.10 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.
- 2.11 The EIS-FELA Executive Committee met twelve times in its 2016-17 year.

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):
 - Strike and subsequent 2015-17 Pay Agreement.
 - Implementation of the 2015-17 Pay Agreement including dispute of the missing £100 and the agreement of the NJNC Roadmap. NJNC Central, Side Tables and Short Life Working Groups – progressing the pay and terms & conditions elements separately.
 - Completion of a national indicative ballot and subsequent statutory ballot for national strike action in pursuit of the full implementation of the March 2016 Agreement.
- The President, Vice-President and other officials have visited a number of Branches, increasing visibility and direct engagement with members.
- Glasgow College Regional Board.
- UHI.
- Agreeing to commission research on gender pay.
- Time off for facility time.
- Funding for Learning Disabilities.
- Branch Reports.
- The Code of Good Governance for Scotland's Colleges.
- Engagement with the Government and other stakeholders.
- Workplace travel.

- Supporting Branches facing unilateral variation or withdrawal of local RPAs.
- EIS Victimisation Protocol.
- Engaging with SFC on a number of issues, including its report on college mergers.
- Engaging with Audit Scotland on its Colleges 2016 Report.
- GTCS – regarding college lecturers teaching school pupils.
- SQA Verification Deal.
- Non-UK EU staff post-Brexit referendum.
- Request for information from Skills Development Scotland.
- Reviewed and submitted amendments on the EIS Industrial Action & Guidance.
- Proposed an EIS-FELA Constitutional Amendment.
- SFC guidance on funding of supported courses.
- Liaising with other FE trade unions and the STUC F&HE Forum.

2.12 SFC Government funding for 2016-17 was £526m, with an in-year adjustment of a further £8m for 'operational pressures'. EIS-FELA office bearers met the Minister for Further & Higher Education on two occasions so far in 2016-17.

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

FELA Executive Sub-Committees

2.13 The Salaries and Conditions of Service Sub-Committee met five times in 2016-17.

The Sub-Committee developed a number of positions on NJNC matters that were recommended to and adopted by the Executive Committee. This included coordinating the work of the EIS negotiators at the two NJNC Short Life Working Groups (SLWGs) that ran from October 2016 to January 2017.

Last year the sub-committee also considered:

- Completion of Model National Conditions of Service for Lecturing Staff.
- Local facility time.
- Pay conservation agreements.

2.14 The Education and Equalities Sub-Committee has met five times in 2016-17. Last year the Sub-Committee considered:

- Blended Learning.
- TQFE.
- EIS Victimisation Protocol.
- Working with the EIS Equality Committee – including survey of EIS members across all sectors on homophobia and transphobia.
- 'Supporting Workforce Diversity: Progressing Staff Equality in Colleges' project.

- Prevent Duty.
- Scoping out Gender Pay Research.
- Liaised on the EIS survey into 'Disruptive & Aggressive Behaviour'.

2.15 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.

2.16 **EIS-FELA Surveys & Submissions**

The EIS-FELA issued a FOI on number of Disciplinary, Grievance and Dignity at Work cases in the last 5 years. The Executive submitted to Glasgow Council's Colleges and Lifelong Learning Policy Commission looking at barriers to participation in college learning. The Executive also made a submission to the Public Accounts Committee on college mergers. The Executive also made a submission into the Government's review of the enterprise, skills and funding agencies.

2.17 **Industrial Relations**

There were two days of industrial action consisting of strike action at Edinburgh College that was subsequently resolved to the satisfaction of all parties.

At the time of writing, the national strike action across the NJNC colleges was to be embarked in pursuit of the EIS-FELA aim of implementing the March 2016 NJNC Agreement.

Higher Education

2.18 The EIS-ULA Executive Committee met six times in 2016-17 following its 2016 Annual Conference.

2.19 During the course of the year the Executive Committee was involved in a number of decisions covering the following issues:

- New JNCHES
 - Whilst the other HE trade unions either accepted or noted the 1.1% pay offer for HE staff, the EIS rejected the offer and remains in dispute regarding the offer. There is industrial action short of strike action on-going in support of this dispute.
 - The EIS has submitted a Pay Claim with the other four recognised trade unions at New JNCHES, and at the time of writing the negotiations have not completed.

- SRUC
 - SRUC members rejected their 2016/17 pay freeze and lodged a trade dispute leading to a 1.25% settlement.
- HE Governance
 - The implementation of the Higher Education Governance (Scotland) Act 2016 has begun but is likely to take four years. The EIS continues to press Government and HEIs to expedite implementation – especially the academic oversight by senates (or equivalent) and the new trade union governing body representatives.
 - The Committee of University Chairs has been reviewing the Code of Good Governance for Scottish HEIs, and the EIS has participated with the Leadership Foundation’s work in reviewing the Code.
- Research Excellence Framework (REF) 2021; the EIS submitted a response to the Research Excellence Framework (REF) consultation.
- Research on for-profit provision in Scottish Higher Education; the EIS commissioned this research some time ago and it was released to members and publicly this year. The report maps the presence of ‘for-profit providers’ across and within Scottish Universities and identifies issues arising from their presence.
- Report Into Pay And Key Financial Data Of Scottish Universities (2016); the EIS-ULA carried out an analysis of the financial accounts of Scottish Universities (including GSA, SRUC, UHI and RCS) which had been published in early 2016 and covered the period 2014-15.
- Brexit:

Following the Referendum last year, the EIS asked universities to model their support on the assumption that there will be a ‘hard Brexit’, and to provide specialist employment law and immigration law advice for both staff and their families. The EIS has also called on universities to consider contributing to the costs for them and their families seeking UK citizenship should it be needed in the future.
- EIS-ULA secured agreement for new members to receive three months’ free EIS membership.
- The Executive Committee secured an agreement for Branches to access Branch Funds through a Purchase Order system.
- The EIS-ULA developed a two-day training course for reps and potential reps to held in March (Day 1) and May 2017 (Day 2).
- The EIS-ULA Executive Committee has also considered and contributed to other matters during the year as follows:
 - EIS Guidance on Prevent Duty: ULA provided comments on the EIS’ guidance on the duty.

- EIS Industrial Action Advice and Guidance: ULA provided input on the newly released revised guidance.
 - The EIS-ULA has agreed, in principle, to support/sponsor Glasgow School of Art undergraduates' attendance at Graduate Fashion Week in London in summer 2017 with the sum of £1500.
 - The EIS-ULA has been raising concerns on behalf of and supporting members at UWS and RGU following reprofiling and transformation work being undertaken at these HEIs.
 - Newsletters were issued to members during the year providing information on the latest developments in higher education.
- 2.20 There was on-going engagement with UCU, Unite, Unison, NUS, STUC, SFC, UCEA and Universities Scotland.
- 2.21 Branch recruitment toolkits were issued to branches in the summer, including template letters. There has been another rise in EIS-ULA membership during the last year, the fourth year in succession.

External Affairs

- 2.22 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 £2,500 donation has been made to support Scottish Refugee Council, a £300 donation to Scottish Detainee Visitors, a £200 donation to Clydeside Action on Asbestos and a £10,000 donation to the Education International Campaign on Refugee Children.

Relations with Other Trade Unions

- 2.23 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 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).
- 2.24 Representatives from the EIS attended the Conferences of the following kindred organisations during the course of the year: NUT, SSTA, ASTI, INTO, TUI, UCU and UTU.
- 2.25 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 Unions into Schools campaign. EIS representatives have also attended STUC Women's, LGBT+ and Youth Committees.

- 2.26 This year the EIS has been represented on the STUC General Council by Larry Flanagan (General Secretary), Helen Connor and Susan Quinn. Helen Connor was the STUC President for 2016-17.

STUC Congress 2017

- 2.27 STUC Congress was held in Aviemore, from 24 to 26 April. The EIS moved 3 motions on Support for Children & Young People with Additional Support Needs, Cuts to Further Education & the Attainment Gap, and Brexit. The EIS also successfully moved an amendment on 'Hate Crime and Education'.

TUC Congress (2016)

- 2.28 The TUC Congress was held in Brighton from 11 to 14 September 2016. The EIS submitted two motions for consideration by Congress. One dealt with early years education, whilst the other covered refugee crises on children.

International

- 2.29 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 ETUCE mission to Turkey. Other international events included the International Summit on the Teaching Profession (ISTP) and the Atlantic Rim Collaboratory (ARC).

Other Executive Committee Business

- 2.30 Work has continued with colleagues from the TUC's Education Service with a new Partnership Agreement. 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.
- 2.31 The Executive Committee also provided support to a Stand up to Racism rally held in Glasgow on 18 March 2017. 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.
- 2.32 The EIS continues to be affiliated to the following organisations: Action for Southern Africa (ACTSA), Amnesty International, Campaign for Trade Union Freedom, Children in Scotland, Engender, Heads of Instrumental Teaching Scotland, Jubilee Scotland, Justice for Columbia, Labour Research Department (LRD), Public Service Pensioners' Council (PSPC), Scottish CND, Scottish Council on Deafness, Scottish Cuba Solidarity Campaign, Scottish Friends of Palestine, Scottish Pensioner's Forum, Scottish Venezuela Solidarity Campaign, Stop the War Coalition, The Big Issue, The

Disability Alliance (Rights UK), The Equality Network, The Jimmy Reid Foundation, 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).

- 2.33 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.
- 2.34 EIS Office bearers and officials met with representatives of all political parties during the year, and representatives from ADES, COSLA, Church of Scotland, and the Scottish Parent Teacher Council (SPTC). The EIS also had stalls and fringe meetings at all major political conferences.
- 2.35 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.
- 2.36 A further survey of all 32 Local Authorities in Scotland was also conducted in early 2017 (using the Freedom of Information (Scotland) Act) and the results of this survey will advise the ongoing work of Executive and the EIS opposition to cuts and campaigning to ensure appropriate funding for Scottish education.
- 2.37 The Executive Committee has revised and updated the Institute's Industrial Action policy in light of the new TU Act.
- 2.38 In response to motions to Council, Executive Committee considered a working group's review of the structure of the AGM and Council, and endorsed some changes although it declined to support electronic voting.
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AGM 2016 Resolutions
Summary of Action Taken/Outcomes

| | Resolution | Text | Actions |
|----|--|--|--|
| 1 | Implementation of the National Improvement Framework | "That this AGM instruct Council to monitor the implementation of the National Improvement Framework, to raise any emerging workload, resource or professional learning issues with national and/ or local government and partner organisations as appropriate, and to advise local associations accordingly." | Paper to be prepared for a future meeting of the Strategy Sub-Committee. |
| 2. | National Testing: Boycott | "That this AGM resolve that, if the Scottish Government imposes a system of national testing that is unacceptable to the EIS, all members in primary and secondary schools will be balloted on a boycott of the administration and reporting of the test results or of any CfE levels that are derived from them." | The Education Committee has advised Council that that the government's current policy does not breach EIS policy and that the boycott has therefore not been progressed. The Education Committee is keeping the matter under review. |
| 3 | The Role of the SQA: Increased Workload for Scottish Teachers | "That this AGM instruct Council to investigate and report on the role of SQA as a driver of increased workload for Scottish teachers and lecturers." | The Committee is investigating teachers' workload, and has sought views from EIS-FELA Education Sub Committee on lecturers' workload. |
| 4 | Social Inclusion: Campaign | "That this AGM instruct Council to campaign for sufficient support in terms of finance and training in order to sustain and improve social inclusion." | Discussed with COSLA and ADES. (Discussed at various Group Meetings) |
| 5 | Restorative Pay Claim to Restore Wages to Pre-2008 Levels: Campaign Salaries (lead)/ Executive | "That this AGM request that the Council begin a publicity campaign to prepare for a restorative pay claim to be made for teachers to restore wages to pre – 2008 levels in 2017." | Restorative Pay Claim submitted at SNCT. The Salaries Committee at its meeting on 23 March 2017 agreed to recommend to Executive Committee that time should be taken to discuss pay campaigning objectives and strategy. |

| | Resolution | Text | Actions |
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| 6 | Review of the SPPS and STSS Contribution Rate Salary Bands: Campaign | <p>“That this AGM instruct Council to campaign for a review of The Scottish Teachers’ Pension Scheme and The Scottish Teachers’ Superannuation Scheme contribution rate salary bands following the 2015 SNCT Agreement on Teachers’ Pay and Conditions. Furthermore, this AGM instructs Council to seek the following outcomes from the review:</p> <p>(a) tiering of contributions to be more closely linked to SNCT salary scales;</p> <p>(b) restoration of one contribution rate salary band for teachers on points 1-6 inclusive of the main grade scale in nursery, special, primary and secondary schools;</p> <p>(c) a commitment to review contribution rate salary bands following all future increases in teachers’ pay so as to minimise the effect of any increases in STPS and STSS contributions following such future pay increases.”</p> | <p><u>Strategy Sub-Committee, 21st March 2017:</u></p> <p>Review of the SPPS and STSS Contribution Rate Salary bands: Campaign:- The members of the strategy Sub-Committee received a background paper from Assistant Secretary Morrice on the above resolution. It was noted, from the paper, that contribution rate salary bands were not open to negotiation and as such this particular aspect of the pensions campaign could not be pursued at present but remains a priority and kept under review.</p> |
| 7 | Early Retirement – NPA 60 to NPA 65-68: Negotiations | <p>“That this AGM instruct Council to set a deadline of the end of December 2016 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.”</p> | <p>Letter sent to Cabinet Secretary on 28 October 2016.</p> |

| Resolution | | Text | Actions |
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| 8 | Teachers Workload: Ballot | "That this AGM request that the Council organise an immediate ballot on industrial action, including strike action, over the lack of progress on cutting the workload of teachers." | Following a successful statutory ballot on action re SQA generated workload the Institute initiated action short of strike which led to a positive outcome, with Scottish Government agreeing to the removal of unit assessment at National 5, 6 and 7. |
| 9 | SQA | "That this AGM investigate and report on the current arrangements for the management and oversight of the SQA, with a view to bringing recommendations for reform to the Scottish Government, and other relevant bodies, should it become clear that the current system is unsatisfactory." | The Committee is progressing the motion, and has sought information with regards to schools and has sought views from EIS-FELA. Committee will report back to Council in due course. |
| 10 | Scottish Attainment Challenge: Resourcing | "That this AGM call upon Council to campaign to ensure that any additional resourcing from the Scottish Government for the pursuance of the specific objectives of the Scottish Attainment Challenge is not simply allocated by councils to compensate for other cuts to their core budgets." | Raised at meetings with COSLA and the Cabinet Secretary and incorporated in to the EIS Governance Review response. |
| 11 | Cuts in Support Staff: Survey | "That this AGM strongly oppose any cuts in support staff and instruct the EIS to survey members to ascertain the actual impact on learning and teaching, and on health, safety and welfare, of any reduction in the numbers of such staff. Further this AGM resolve that the EIS should advise all members in the school sector not to do any work previously done by support staff whose posts or hours have been cut by Councils in recent years." | Existing policy. Draft survey to be considered by a future meeting of Executive Committee. Advice to be issued with survey. |

| | Resolution | Text | Actions |
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| 12 | Private Funding for Provision of Education in State Sector | "That this AGM request that the Council investigates whether there is increasing use of private funding for the provision of education in the state sector and that the investigation include colleges, training and crowdfunded activities." | Seek information – possible researcher or FOI request and report to future meeting of Executive Committee. |
| 13 | Schools Improving Planning Cycle: New Education Initiatives Education(lead)/ Salaries/Executive | "That this AGM urge Education Scotland and Scottish Government to ensure that the launch of any new education initiatives be timed to coincide with Schools' Improvement Planning Cycle in order to reduce pressure of workload on members." | Write to Education Scotland and include as agenda item for discussion at future meetings with the Cabinet Secretary. Education and Salaries Committees advised to raise as and when appropriate in relevant discussions. |
| 14 | Schools in Scotland that Pay Below SNCT Agreed Pay Scales | "That this AGM resolve to maintain a list, on the public part of the EIS website, of schools in Scotland that pay below SNCT agreed pay scales and do not apply the conditions of service in the SNCT Handbook." | Content and context of the list to be created and discussed at a future meeting of the Executive Committee. |
| 15 | Area Officers within the Institute | "That this AGM instruct Council to investigate and report on the number of Area Officers within the Institute." | <i>Council accepted a report of "Workload of Area Officers & National F&HE Officer from the Executive Committee, as presented by the Finance Sub-Committee.</i> The report, which had been prepared following meetings with Area Officers, National Officers and the Assistant Secretaries, referred to recent staffing changes and developments which had created opportunities to reassess existing operations and the delivery of services to members, and recommended these be allowed to continue to |

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| | | | fruition. The report's findings also identified a number of objectives and suggested areas for development. |
| 16 | Involvement of Student Members: Local Associations, Council & AGM | <p>"That this AGM resolve to investigate and report on:</p> <p>(a) the involvement of student members in local associations;</p> <p>(b) the introduction of appropriate constitutional changes to provide student members with representation on Council and at the AGM as well as a mechanism for the submission of motions."</p> | Organisers to assist with investigation and report to future meeting of Executive Committee. |
| 17 | Impact of School Print Policies | <p>"The AGM instruct Council to investigate and report upon the impact of school Print Policies on:</p> <p>(a) teacher workload;</p> <p>(b) learner equality."</p> | Question to be included in survey on Support staff and report back to the Executive Committee at a future meeting. |
| 18 | Job Share Representatives | "That this AGM recognises that some schools have job share Representatives and instruct Council to investigate and report on ways to update technology in order to best communicate with both." | Passed to Communications for action. |
| 19 | Renewal of Trident Missile System: Campaign | "That this AGM request that the Council produce EIS publicity materials and organise public events to support the campaign against the renewal of the Trident missile system." | Update materials. |

| | Resolution | Text | Initial Actions |
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| 20 | Edinburgh Schools Partnership: PFI/PPP/SFT | <p>That this AGM notes with concern the continuing problems in some Edinburgh schools related to unsafe and unsatisfactory construction standards. It calls on the Scottish Government to work closely with City of Edinburgh Council to:</p> <p>(a) bring pressure to bear on the Edinburgh Schools Partnership to continue to address these concerns as a matter of urgency;</p> <p>(b) ensure that all possible support is given to staff in affected schools to help them cope with the unprecedented and ongoing disruption – this to include, but not be confined to:</p> <p>(i) funding additional planning and preparation time for teachers;</p> <p>(ii) suspending inspections;</p> <p>(iii) providing additional administrative support to schools; providing additional staffing to schools;</p> <p>(c) ensure that the Edinburgh Schools Partnership meets all costs incurred resulting from the disruption;</p> <p>(d) consider legal action against Edinburgh Schools Partnership if the situation is not resolved</p> | <p>EIS is supporting call initiated by the Common Weal for a national inquiry into PFI/PPP.</p> <p>Noted for time being.</p> |

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| | | <p>by start of session in August 2016.</p> <p>This AGM recognises that the issues raised around PFI/PPP/SFT go beyond a single project, authority or sector. Therefore, this AGM calls on the Scottish Government to commission an independent inquiry into all PFI/PPP/SFT infrastructure projects in Scotland and to urgently review existing educational PFI/PPP/SFT schemes in terms of:</p> <ul style="list-style-type: none"> (a) impact on education; (b) value for money; (c) levels of service provided; (d) health and safety. <p>The remit of this inquiry should include consideration of opening of contracts and charging regimes to public scrutiny and an examination of the opportunity of historic low borrowing rates on capital to bring back these schemes into the public sector.</p> <p>This AGM believes that contracts which are found to be detrimental to education should be ended and that the inquiry should operate with a view to provide proper safety controls and ongoing value for money.</p> | |
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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 5 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 the many developments that arise in the course of the year. For example, at the time of writing, the Committee had responded in writing to 17 national consultations, on matters as diverse as the promotion of STEM subjects, new guidance on Religious Observance in schools, Standards for Headship, and the content of Personal and Social Education. The actions and outcomes of the work arising from the AGM 2016 resolutions follow this report.

Curriculum for Excellence

- 3.4 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 developments related to CfE Benchmarks, publication of teacher judgement of CfE levels achieved, and development and trial of the National Standardised Assessments.
- 3.5 The Convener of the Education Committee is a member of the CfE Management Board and has used this opportunity to raise issues of concern from all sectors.
- 3.6 On behalf of the Committee the General Secretary submitted EIS evidence to the Education and Skills Committee on decision-making in relation to Curriculum for Excellence, and also gave oral evidence at Parliament. The evidence provided resulted in concerns being raised with the Cabinet Secretary that the CfE Management Board's decisions were not always fully reflective of the practical issues being encountered at school level.

- 3.7 The Committee submitted written and the Convener provided oral evidence to the Scottish Parliament on CFE Priorities and Challenges, focusing on issues surrounding assessment (including standardised assessment and senior phase qualifications), workload, curriculum architecture and decluttering of the Primary curriculum.

Assessment and National Qualifications Review Group

- 3.8 The Committee has engaged fully with the work of the Assessment and National Qualifications Review Group throughout the session, the main focus of which to date has been to address the excessive workload burden on teachers and students generated by internal assessment at N5, Higher and Advanced Higher. Following successful industrial action by the EIS and the subsequent removal of mandatory unit assessments, the Committee has fed into discussions around presentation patterns, recognising positive achievement, N4 assessment and senior phase curriculum architecture.

National Improvement Framework

- 3.9 EIS representation on several key groups focused on the National Improvement Framework (NIF) continues. The Committee submitted a substantial response to the Scottish Government Consultation on NIF Statutory Guidance. Matters of ongoing concern, and on which the Education Committee repeatedly articulates the EIS view within the various NIF groups, include publication of data on teacher judgement of pupils' achievement of CfE levels, the potential pitfalls of the introduction of national standardised assessment, and the risk of additional workload and bureaucracy related to reporting and planning related to NIF.

Nursery Education

- 3.10 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. Key messages from the research were made available through publication of a booklet- 'Sustain the Ambition'- created jointly by the lead researcher and the EIS, and launched at the October 2017 Headteachers' and Depute Headteachers' Conference and at an East Renfrewshire nursery before being circulated to all establishments.
- 3.11 Recent policy developments related to nursery education will be incorporated in a revision of current EIS policy guidance and this work will be carried over for completion early next session.

- 3.12 The Committee provided a response to the further Scottish Government Early Years consultation- A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland. 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

- 3.13 The ASN Network provides support to the Education Committee by providing reflection and comment on key matters related to ASN provision. The on-going work in this area is predominately related to the resourcing of the implementation of the Additional Support for Learning Act and GIRFEC.
- 3.14 The Committee provided written and oral evidence to the Scottish Parliament's Education and Skills Committee on Additional Support Needs in School Education, and collaborated strongly with ENABLE Scotland on the design and distribution of a national survey of teachers' views on the experiences of children and young people with learning disabilities within mainstream education, leading to a final report which has gained much media and political attention. This focus on ASN enabled the Institute to expound its position that ASN has been under-resourced and that the inclusion of children with additional needs in mainstream settings requires significant investment, in a variety of ways, including through participation in a BBC documentary.
- 3.15 The Institute continued to be represented on various fora exploring ASN policy, including the Advisory Group on ASL, at which we advocated for more focus on resourcing, and regular reports of such meetings were shared with the Committee.
- 3.16 The Committee has also begun to engage with schools of education following the Council decision that the EIS commissions research into ASN provision in Scotland. A full tender process will be taken forward in the coming weeks with a view to the research project commencing in the new session if not sooner.

Education Scotland

- 3.17 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.
- 3.18 The meetings with Education Scotland covered a range of topics including the Delivery Plan for Scottish Education, the National

Improvement Framework, education governance, inspections and CfE Benchmarks.

Strategic Board on Teacher Education

- 3.19 The Convener represents the EIS on the Strategic Board for Teacher Education, which was established to take forward work in the areas of teacher professionalism, leadership and management, and consideration of the development of Myprofessionallearning.
- 3.20 In recent months, the EIS has raised questions within the Strategic Board with regards to student placements, the effectiveness of TEI-local authority partnerships and flexible routes towards qualification as a teacher.

SQA

- 3.21 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 2016 AGM Resolutions on: SQA Electronic Documentation: Impact on School and College Budgets; Internal Assessments: Remuneration for Teachers; and Internal Assessment and Support for Assignments of National 5 and the New Higher.
- 3.22 Other matters raised included N5 assessment changes, the future of N4 assessment, N4 to N5 progression and understanding standards.
- 3.23 In response to the changes announced for N5 for session 2017-18 and in light of the absence of advice to schools from the Scottish Government, the Committee issued advice to members on the implications of the N5 assessment changes for senior phase options and timetabling, and later created Frequently Asked Questions advice on the changes, which was updated following the eventual issue of advice to schools by the National Qualifications Review Group and the Scottish Government.
- 3.24 At the time of writing, only headline details of the changes to N5 assessment were available. The Committee will respond as necessary to any emerging issues as more precise detail becomes available.

GTCS

- 3.25 The Committee continues to play a part in briefing EIS supported GTCS Council members ahead of Council meetings and has discussed how such support can be maximised in the future.

- 3.26 The Committee also responded to the GTCS consultation on proposed changes to the GTCS Council Election Scheme and Process.
- 3.27 Partnership working with the GTCS has continued in relation to the professional learning and Professional Update agendas. GTCS colleagues have provided support to EIS Learning Reps and have contributed to an SEJ article on Professional Update as part of the work of the Committee on a 2016 AGM Resolution, while EIS Learning Reps have supported GTCS in engaging with teachers on initial teacher education.
- 3.28 The Committee has given consideration to the forthcoming GTCS elections for which the EIS will be seeking to fill the 11 vacancies with members to ensure that the EIS view in relation to all matters continues to be articulated strongly at GTCS Council and within its committees.

Professional Learning

- 3.29 Professional learning continues to be a significant area of work for the Committee. Learning Representatives have continued to play a key role in facilitating a number of events which have attracted member participation and which have been supported by the Education Department. Events held during the session have covered various topics including health and wellbeing, tackling bureaucracy, professional learning and Professional Update.
- 3.30 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. Following the success of an event in February 2016, a further application to the Leadership Development Fund was successful in its bid to for funding to help build leadership within the union. A dynamic residential event was held on 20/12 January 2017 attended by current activists and new potential activists focused on a range of topics related to leadership within the Union: developing leadership capacity within the EIS; the importance of leadership in trade unions and in the EIS; sharing learning on leadership; and leadership of campaigns- design, vision and strategy.
- 3.31 The Education Committee and CPD Sub-Committee continue to consider professional learning opportunities for members as part of the membership engagement campaign. EIS Council approved an Education Committee decision to set up a funding stream that will support practitioner action research amongst EIS members. To incentivise research by EIS members, individual grants will be £500, with an agreement for the EIS to have the right to publish, disseminate and archive the research.
- 3.32 The purpose of the EIS action research grants is to facilitate both learning and action, and in doing so, offer teaching professionals the opportunity for personal and professional development. The closing

date for the first tranche of applications was 11 May 2017 with a Research Seminar for successful applicants planned for June 2nd with involvement from GTCS and academic partners.

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 is reported to the Education Committee and regular meetings continue in line with the Constitution.

Working closely with the HT & DHT Network, The Education and Equality Department organised a successful national conference for HT and DHT members, entitled 'Leading from the Middle, Closing the Gap'. The conference was attended by delegates from across Scotland with speaking contributions from the General Secretary, the Deputy First Minister, the CEO of SCEL, and Professor Brian Boyd. A series of workshop presentations were offered on Named Person, Closing the Gap, HGIOS 4 and Early Years education with the involvement of various national partners.

IMT Network

- 3.35 The work of the Network is reported to the Education Committee and regular meetings continue in line with the Constitution. The Network's focus this year has been on pursuance of a 2016 AGM resolution on Instrumental Music Teachers' role in delivering National Qualifications in music, and on the position of instrumental music within the curriculum. Members also continue to express serious concerns about cuts to IMT services and increasing charges for instrumental music. A further area of development is an ongoing pilot of IMT registration with the GTCS.

Parental Involvement

- 3.36 The EIS was represented on a group convened to review the Parental Involvement in Schools Act, and the Committee received updates on this work, and engaged with the National Parent Forum for Scotland. The Committee also received updates on the work of the Partnership Schools Reference Group.

Vote of Thanks

- 3.37 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.
- 3.38 Thanks are also due to the Servicing Official-Assistant Secretary Bradley, to National Officer Jenny Kemp and to the staff of the Education Department for all their support and hard work. I am delighted to welcome Lesley Walker to the team in her new role as Professional Learning Co-ordinator.
- 3.39 Thanks to those Education Committee members who are standing down after the AGM.
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AGM 2016 Resolutions

Summary of Action Taken/Outcomes

EDUCATION COMMITTEE

| <u>Title of Resolution</u> | <u>Action Taken/Outcomes</u> |
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| <p>Disruptive and Aggressive Behaviour</p> <p>“That this AGM instruct Council to campaign for:</p> <p>(a) Action to defend the right of pupils, students and staff to experience education in an environment that is free from disruptive and aggressive behaviour;</p> <p>(b) an increase in specialist provision both in mainstream and in suitable off-site facilities, to meet the needs of pupils demonstrating violent and aggressive behaviour or whose social, emotional and behavioural needs demand a response;</p> <p>(c) Written recognition from local authorities, colleges and the Scottish Government that teachers and lecturers have the right to do their job, free from abuse or threats, including inappropriate language.”</p> | <p>The Education Committee as the lead Committee sent an FOI to Local Authorities seeking information on the numbers of off-site facilities and number of violent incidents in mainstream settings.</p> <p>The Committee liaised with the Employment Relations and the Further and Higher Education Departments.</p> <p>The terms of the Resolution were raised at the ASN Network meeting held on 12 September.</p> <p>The terms of the Resolution were also communicated to SAGRABIS by the EIS rep on it.</p> <p>In terms of campaigning, the terms of Part (a) were reflected in the EIS submission in response to the Recommendations from the Independent Review on the Death of Bailey Gwynne.</p> <p>The issue was also raised at meetings of AGASL on which the Institute continues its membership.</p> <p>Local Association Secretaries and Branch Secretaries were referred to parts (b) and (c) of the terms of the resolution requesting they raise these matters directly with their employers, in relation to (c)</p> |

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| | <p>specifically with a view to obtaining the written recognition that is sought.</p> <p>The Education Committee will consider the findings of the BISSR data when it is made available with a view to further campaigning as appropriate.</p> |
| <p>Indiscipline Problems</p> <p>“That this AGM call on Council to investigate indiscipline problems in schools which are putting in place barriers to effective teaching and learning and resultant data to be shared with Scottish Government, Local Authorities and relevant Parent organisations.”</p> | <p>The terms of the Resolution and surrounding concerns were raised at SAGRABIS, a group led by Scottish Government with representatives from local authorities and parent organisations, as well as teacher unions.</p> <p>Information was gathered from Local Associations on the types of indiscipline problems that members had raised in the course of casework, visits to schools, and local association meetings, and of how such indiscipline problems were affecting teaching and learning.</p> <p>The Education Committee will consider the findings of the BISSR data when it is made available.</p> <p>The EIS response to both sets of data will be shared with Scottish Government, Local Authorities and relevant parent organisations.</p> |
| <p>Inclusion Practices on the Welfare and Learning of Children</p> <p>“That this AGM call on Council to investigate and report on the consequences, as perceived by</p> | <p>Data was utilised from the ENABLE Scotland survey examining the experiences of children with additional support needs in mainstream education,</p> |

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| <p>nursery, primary and secondary teachers, of current inclusion practices on the welfare and learning of the majority of children.”</p> | <p>the design and promotion of which the Education Department had input.</p> <p>The ASN and HT Networks were consulted on the terms of the Resolution.</p> <p>A summary report is included in the AGM 2017 Policy Papers.</p> |
| <p>Consequences of Presumption to Mainstreaming</p> <p>“That this AGM call on Council to investigate and report on the consequences of Presumption to Mainstreaming in all sectors in terms of funding, resources, workload and impact on staff health and wellbeing.</p> <p>Further, to use the information to campaign for an increase in resources, including staffing, to support all children with additional support needs and the full implications of the <i>ASL Act (as amended 2004)</i>.”</p> | <p>Data was utilised from the ENABLE survey and the teacher census.</p> <p>The ASN and HT Networks were consulted on the terms of the Resolution.</p> <p>A range of campaigning approaches were used including media work, and an evidence submission to the Scottish Parliament.</p> <p>In addition to the campaigning described above, the EIS also included comment on the under-resourcing of ASN in our April 2017 local government manifesto, ‘Stand Up for Scottish Education’, and in our June 2016 report to the Education Cabinet Secretary regarding reducing teacher workload</p> <p>A summary report is included in the AGM 2017 Policy Papers.</p> |
| <p>Moderation Procedures for Literacy and Numeracy</p> <p>“That this AGM welcomes the acknowledgement within the National Improvement Framework of the value of teacher professional judgement but is concerned that</p> | <p>The terms of the Resolution were reflected in the EIS submission to the DFM in June 2016.</p> <p>Thereafter the matter was raised at the joint EIS/Education Scotland meeting on 5</p> |

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| <p>expectations relating to moderation procedures for Literacy and Numeracy are undeliverable in the context of current contractual arrangements, and calls upon Council to raise the issue with national and local government, and Education Scotland.”</p> | <p>September 2016 and has continued to be raised as appropriate at NIF and NQ Review Group meetings.</p> <p>The issue was raised, also, in correspondence to the Scottish Government, Education Scotland and Directors of Education requesting that the concerns within the terms of the resolution be carefully considered in all communications relating to expectations around the use of CfE Benchmarks and moderation procedures.</p> |
| <p>Administering the Literacy and Numeracy Assessments in Secondary 3</p> <p>“The AGM instruct Council to seek clarification on which teachers will have responsibility for administering the Literacy and Numeracy assessments in Secondary 3.”</p> | <p>Information was gathered from Local Authorities on plans for administering the new Standardised Assessments in S3.</p> <p>Clarity was sought on which Secondary teachers would have responsibility for administering these assessments.</p> <p>The terms of the Resolution have been incorporated within a summary report on ‘New National Standardised Assessments for Numeracy and Literacy’, included in the AGM 2017 Policy Papers Booklet.</p> |
| <p>New National Standardised Assessments for Numeracy and Literacy</p> <p>“That this AGM instruct Council to investigate and report upon the potential workload impact on teachers of the new national standardised assessments for Numeracy and Literacy for pupils in Primary 1, Primary 4, Primary 7 and Secondary 3.”</p> | <p>Information was requested from Scottish Government, and from the 5 local authorities and/ or Local Associations in which national standardised assessments were trialled.</p> <p>Feedback from School Reps and HT members in the schools involved in trialling of assessments in relation to workload was sought.</p> |

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| | <p>A summary report is included in the AGM 2017 Policy Papers.</p> |
| <p>Internal Assessment and Support for Assignments of National 5 and the New Higher</p> <p>“That this AGM call on Council to work with all relevant bodies to ensure that there is a consistency of approach around the internal assessment and support for assignments of National 5 and the new Higher to ensure equality of provision for all candidates.”</p> | <p>The terms of the Resolution were raised with the SQA at a joint EIS/SQA meeting on 3 December 2016 and thereafter by written communication.</p> <p>Correspondence was issued to Directors of Education and College Principals outlining the terms of the Resolution and underlining the need for adequate time for teachers and lecturers set aside within working time arrangements, to engage in understanding standards and to become fully familiar with conditions of assessment.</p> <p>The matter was also raised at meetings of the NQ Review Group.</p> |
| <p>SQA Electronic Documentation: Impact on School and College Budgets</p> <p>“That this AGM instruct Council to recognise the impact on school and college budgets of SQA documentation being delivered solely in an electronic format and to raise this matter with the SQA and the Scottish Government.”</p> | <p>Data was gathered from Secondary members of the Education Committee, Subject Specialist groups, the EIS FELA Education Committee and the HT and DHT Network.</p> <p>At meetings with the SQA and at the NQ Review Group, the terms of the Resolution were raised.</p> <p>The matter was also raised through written correspondence with COSLA, Colleges Scotland, Scottish Government and ADES.</p> |
| <p>Instrumental Music Teachers: National Qualifications in Music</p> <p>“That this AGM instruct Council to recognise the importance of Instrumental Music Teachers in</p> | <p>Work was carried out with the IMT Network to ascertain IMTs’ role in delivering NQs in Music, through a member survey, and</p> |

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| <p>delivering National Qualifications in Music and to campaign for instrumental music to be regarded as part of the core curriculum.”</p> | <p>to devise a campaign rationale and strategy.</p> <p>A summary report of progress thus far is included in the AGM 2017 Policy Papers. This work will continue in the new session.</p> |
| <p>Language Learning in Scotland: A 1+2 Approach</p> <p>“That this AGM instruct Council to call for the provision of suitable training for all primary teachers in the delivery of the Scottish Government's policy Language Learning in Scotland: A 1+2 Approach.”</p> | <p>Information was gathered from Primary members of the Education Committee and EIS Learning Reps on local relevant CPD provision with regards to duration, timing and the quality of the training provided to teachers to support the delivery of 1+2.</p> <p>The feedback was thereafter communicated via letter to the Scottish Government and Local Authorities calling for collegiate working to address the issues raised, with a view to ensuring coherence of approach and adequate resourcing, in order that the aims of the 1+2 Language Learning policy can be met. The letter received national press publicity and its terms publicly supported by the Scottish Association for Language Teaching.</p> |
| <p>CfE: Decluttering of the Primary Curriculum</p> <p>“That this AGM call on Council to campaign for a decluttering of the Primary Curriculum as promised in CfE.”</p> | <p>The terms of the Resolution were reflected in the submission to the Deputy First Minister in June 2016.</p> <p>The terms were reiterated, also, in written and oral evidence provided to the Scottish Parliament Education and Skills Committee in September 2016.</p> <p>The matter is reflected within the advice issued by the Education Committee in relation to new</p> |

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| | <p>Literacy and Numeracy Benchmarks and accompanying statements from Education Scotland and the Deputy First Minister in August 2016 and March 2017.</p> <p>Lobbying of Education Scotland has continued at scheduled meetings and the issue raised at NQ and Assessment Review Group meetings also.</p> |
| <p>Early Level Learning and Teaching within the 3-18 Curriculum</p> <p>“That this AGM call on Council to review and revise current EIS policy on Nursery Education to reflect the needs of Early Level learning and teaching within the 3-18 curriculum.”</p> | <p>Recent policy developments related to nursery education and key campaign messages from the ‘Sustaining the Ambition’ research will be incorporated in a revision of current EIS policy guidance. This work will be carried over for completion early next session.</p> |
| <p>PRD and Professional Update Processes</p> <p>“This AGM call upon Council to produce resources in an appropriate range of media which will provide guidance and advice to members about how the PRD and Professional Update processes should be undertaken.”</p> | <p>The Education Committee invited the GTCS to contribute to an article focused on PRD and Professional Update for the SEJ (April edition), alongside EIS comment.</p> <p>Existing GTCS resources were signposted in the bulletins.</p> <p>Checklists of key points for members are being made available in leaflet form and will be accessible on the EIS website also.</p> |
| <p>HGIOS: Family Learning Quality Indicator</p> <p>“That this AGM call on Council to issue advice to members on how the stated expectations of the Family Learning Quality Indicator found in</p> | <p>Information was gathered from the Education Committee, Subject Specialist Groups, Local Association Secretaries and the HT and DHT Network on how the</p> |

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| <p>2.5 of HGIOS (4th edition) can be achieved within teachers' contractual hours."</p> | <p>QI is being interpreted and on any consequential workload.</p> <p>The terms of the Resolution were also raised at a meeting with Education Scotland querying the level of expectation associated with the QI.</p> <p>Education as lead Committee liaised with Salaries Committee.</p> <p>A summary report is included in the AGM 2017 Policy Papers.</p> |
| <p>"Into Headship" Qualification</p> <p>"That this AGM instruct Council to investigate and report on the potential effects of the requirement that all newly appointed Headteachers from session 2018/19 must have completed the "Into Headship" qualification."</p> | <p>The Education Committee liaised with the Employment Relations Department on the issue of current HT shortages.</p> <p>Relevant teacher census data has been identified for analysis.</p> <p>The terms of the Resolution were also raised at the HT and DHT Network.</p> <p>The situation will continue to be monitored.</p> <p>A summary report is included in the AGM 2017 Policy Papers.</p> |
| <p>Closing the Attainment Gap</p> <p>"That this AGM instruct Council to investigate and report on the ways in which education authorities will mitigate the demands on teachers to continually improve Scottish education and to close the attainment gap at a time of cuts to school budgets."</p> | <p>The Education Committee submitted a FOI to Directors of Education requesting information set out in the terms of the Resolution. Specific questions in relation to workload were raised.</p> <p>Thereafter details of the responses were circulated to individual Local Association Secretaries for comment.</p> |

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| | <p>The matter was also raised with the HT and DHT Network.</p> <p>A summary report is included in the AGM 2017 Policy Papers.</p> |
| <p>Impact of Teacher Shortages on Pupils’ Learning, Teaching and Attainment</p> <p>“That this AGM call on Council to highlight and publicise the serious impact of teacher shortages on pupils’ learning and teaching and overall attainment.</p> <p>Furthermore, it should also publicise the detrimental effect on the health and wellbeing and workload of teachers in schools where there are staff shortages.”</p> | <p>The Education Department liaised with Employment Relations Department regarding teacher shortages.</p> <p>An article will feature in the May edition of the SEJ, accompanying press release will follow in due course and media interest will be sought.</p> <p>Messages related to the impact of teacher shortages will continue to be fed into all relevant discussions with stakeholders and the media.</p> |
| <p>Reduction in Educational Psychological Services</p> <p>“That this AGM instruct Council to investigate and report on the impact that the reduction in educational psychological services has had on children’s access to the service.”</p> | <p>Education Committee liaised with and received relevant information from Salaries.</p> <p>Members of the Educational Psychologists’ and ASN Networks were consulted on the terms of the Resolution.</p> <p>A summary report is included in the AGM 2017 Policy Papers.</p> |
| <p>Support for Newly Appointed Teaching Staff</p> <p>“That this AGM instruct Council to investigate and report on the support given by Local Authorities to newly appointed teaching staff including newly promoted staff.”</p> | <p>Information was gathered from Local Associations and is being sought from Directors of Education, in relation to the supports provided to teachers post-probation, newly employed within an authority, and to newly promoted PTs, DHTs and HTs.</p> <p>A summary report is included in the AGM 2017 Policy Papers.</p> |

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| <p>Internal Assessments: Remuneration for Teachers</p> <p>“That this AGM instruct Council to campaign to reinstate remuneration for teachers in those subjects where internal assessment constitutes part of the final external grade.”</p> | <p>The terms of the Resolution have been raised at consecutive meetings with the SQA and through interim email correspondence containing details of additional subjects in which teachers are marking items of assessment that contribute to the final mark, but, as yet, are excluded from SQA plans for remuneration.</p> <p>To date, the SQA and local authorities have reached agreement on payment for Technologies teachers only, with some exclusions. The EIS will therefore continue to push for fair remuneration for all teachers involved in IACCAs and for back-payment of marking fees.</p> |
| <p>Schools Improving Planning Cycle: New Education Initiatives</p> <p>“That this AGM urge Education Scotland and Scottish Government to ensure that the launch of any new education initiatives be timed to coincide with Schools’ Improvement Planning Cycle in order to reduce pressure of workload on members.”</p> | <p>The terms of the Resolution were reflected in submission to the DFM in June, 2016; raised within the Working Group on NIF Statutory Guidance and reiterated within the NIF Statutory Guidance consultation process; echoed in various NIF quarterly update meetings; and were raised at EIS/ES meeting 5 September, 2016.</p> <p>In advance of publication of the second suite of CfE Benchmarks, letters were sent both to Education Scotland and Scottish Government underlining the need for alignment of initiatives with the SIP and WTA cycle.</p> |

AGM Report 2017

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. The administration of the Fund is undertaken on a day-to-day basis by Clare Clark, Admin. Assistant Grade A in the Employment Relations Department. Cases are then considered against a set of criteria on eligibility for benevolent support. The contribution of benevolent correspondents is vital in ensuring the successful operation of benevolent support and, in many cases, for supporting members who face the most difficult circumstances.
- 4.3 The Benevolent Fund Accounts for the year to 31 August 2016 show that the overall value of the Fund stands at £2,758,000. The Committee met on 7 occasions and awarded 68 grants totalling £122,000. The maximum grant has risen to £2,500. The Fund's income in 2016 arose from three main sources, namely an annual donation from the Institute's General Fund which equated to 0.5% of membership subscription (this donation will not apply in 2016), investment income, and donations from local associations. The 2016 Benevolent Fund Accounts will be circulated, for information only, to delegates attending the 2017 Institute AGM.
- 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.

Legal Affairs

- 4.5 Throughout the year the Committee considered 219 cases and secured £817,713.50 for 28 members.
- 4.6 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.
- 4.7 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 fees 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. Such claims are normally pursued through the civil courts.

- 4.8 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.
- 4.9 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.
- 4.10 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.

Health and Safety at Work

- 4.11 The Committee considers health and safety issues relating to stress, violence, workplace conditions, environmental hazards and accidents in the workplace. The Committee maintains an overview of any proposed legislative changes. The Committee, through the Convener and the servicing Officials, co-ordinates the response of the EIS to changes to Health and Safety Regulations and ACoPs (Approved Codes of Practice) through the STUC and the TUC.
- 4.12 The 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.
- 4.13 During the year, the Health and Safety Executive (HSE) developed its Helping Great Britain work well campaign. This campaign reflects the broad agreement about the future direction and priorities for health and safety in Great Britain. These priorities will focus on work-related stress, musculoskeletal disorders and occupational lung disease. The HSE has encourages members to comment on the strategies and plans, share ideas and tell the HSE what is being done to help improve Britain's record on work-related health. Members can follow the conversation on social media: #HelpGBWorkWell and the LinkedIn discussion group and network.
- 4.14 The HSE has also published Sector Plans for health and safety in public services. These Sector Plans cover range of services, including health and social care, education, local and central government, the emergency services and the military. A five-year plan for stress is being led by the Stress team. The intention is to produce additional sector guidance that can be rolled out across the sector for wider pilot and testing. HSE agreed to provide an automated tool, for completion by all school employees, to analyse that data and produce report of findings. Following this action plans to be formulated. These plans should:

- Identify the current situation

- Identify what actions schools currently taking to reduce stress in the workplace
- Identify any barriers to taking action to reduce stress.

Further pilots commencing in Health (Scotland) should commence over the next 12 months.

- 4.15 Since the last AGM, the HSE has revised and updated guidance on the Manual Handling Operations Regulations 1992. This new guidance, L23 Manual handling: Guidance on Regulations, explains how to avoid, assess and reduce the risk of injury from manual handling. The full risk assessment checklists are now online only and do not appear in the book. The publication can be found on HSE's Publications Website where printed copies can also be ordered.

<http://www.hse.gov.uk/pubns/books/l23.htm>

Criminal Injuries Compensation Scheme 2012

- 4.16 Changes made to the Criminal Injuries Compensation Scheme (CICS) on 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 still unable to receive any form of compensation for these assaults or attacks.

Personal Injury Claims

- 4.17 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.
- 4.18 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.
- 4.19 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. To date, this has not proved to be an issue of concern for the EIS or its members.
- 4.20 On 3 April 2017, new Court Rules introduced a mechanism by which a pursuer (the EIS) can put forward a formal offer in settlement of a personal injury claim. The Rules will apply in the Court of Session and the All Scotland

Personal Injury Court. Under the new Rules, a defender (the employer or insurance company) who delays unnecessarily in accepting a pursuer's offer, or who fails to accept an offer to settle at a sum no greater than what is ultimately awarded, incurs a financial penalty over and above the normal consequence of continued liability for expenses. It is hoped that these new rules will speed up settlements for EIS members and avoid unnecessary evidential hearings in the Courts.

Policy Papers

4.21 The Committee approved the following papers:

- (1) Rating of Teachers by Parents and Pupils.

AGM 2016 Resolutions

Summary of Action Taken/Outcomes

Employment Relations Committee

| RESOLUTION | ACTION |
|--|---|
| <p>1. Disruptive and Aggressive Behaviour</p> <p><i>"This AGM instructs Council to campaign for:</i></p> <p><i>(a) Action to defend the right of pupils, students and staff to experience education in an environment that is free from disruptive and aggressive behaviour;</i></p> <p><i>(b) an increase in specialist provision both in mainstream and in suitable off-site facilities, to meet the needs of pupils demonstrating violent and aggressive behaviour or whose social, emotional and behavioural needs demand a response;</i></p> <p><i>(c) Written recognition from local authorities, colleges and the Scottish Government that teachers and lecturers have the right to do their job, free from abuse or threats, including inappropriate language."</i></p> <p><i>Action: Education (lead)/Employment Relations</i></p> | <p>The Education Committee referred parts (b) and (c) of the terms of the resolution to local association secretaries and branch secretaries in further and higher education raise with their employers with a view to obtaining the written recognition that is sought.</p> |
| <p>2. Wellbeing Support Meetings: Right to Representation</p> <p><i>"This AGM instructs Council to inform members of their right to have representation at Wellbeing Support Meetings and other meetings purporting to support employee wellbeing and to investigate and report on any evidence of inappropriate actions by employers."</i></p> | <p>The Committee noted that very few Local Associations referred to "Wellbeing Support Meetings" and most referred to "Managing Absence Meetings", "Maximising Attendance Meetings", and/or "Return to Work Meetings." There were no reports of difficulties in accompanying and/or representing members at these meetings.</p> |

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| | <p>The Committee decided to include "Wellbeing Support Meetings" in its generic advice to members about accompaniment at "Managing Absence Meetings", "Maximising Attendance Meetings", and/or "Return to Work Meetings."</p> |
| <p>3. Service Provided by Teachers: Local Associations Survey</p> <p><i>"This Council resolves to survey Local Associations to ascertain:</i></p> <p><i>(a) the extent to which schools and local authorities carry out exercises where pupils and parents are invited to rate or comment upon the service provided by individual teachers or groups of teachers;</i></p> <p><i>(b) the nature of such exercises and their ascribed purpose;</i></p> <p><i>(c) the impact of such exercises on teachers."</i></p> | <p>A policy paper entitled <i>Rating of Teachers by Parents and Pupils</i> was produced.</p> |
| <p>4. "Reasonable Adjustments": Investigation and Guidance</p> <p><i>"This AGM instructs Council to:</i></p> <p><i>(a) investigate the types of "reasonable adjustments" which have been requested from each Local Authority, together with the decisions taken and the reasoning behind the decisions;</i></p> <p><i>(b) issue guidance to members and representatives on the legal aspects of requesting "reasonable adjustments."</i></p> <p><i>Action: Equality (lead)/Employment Relations</i></p> | <p>The Equality Committee resolved to produce a guidance note. Powers were given to Officials and Conveners of the Employment Relations Committee to make an appropriate input.</p> |

5. Older Women and Work: Consultation

"This AGM instructs Council to consult with older women (women aged 50-64 as defined by the STUC and in the Scottish Commission on Older Women Report – Older Women and Work: Looking to the Future) members on the issues which affect them at work and thereafter prepare specific guidance on supporting older women members in the workplace."

Action: Equality (lead)/Employment Relations

The Equality Committee will produce a guidance document. Advice had been provided, through Officials, to the Equality Department.

5. Equality Committee

Introduction

- 5.1 The Equality Committee is responsible for the development of the equality policies of the EIS and the promotion of these policies in educational establishments in Scotland. The Committee is also responsible for the formulation of EIS responses to equality initiatives from a wide range of stakeholders including national and local government, third sector organisations, and educational bodies. Further, the Committee oversees and supports the development of the Equality Representatives' Network.
- 5.2 The Committee is advised and assisted by two sub-committees, 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 2016 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 the many developments that arise in the course of the year. A summary of actions and outcomes arising from AGM 2016 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 challenges presented by the cover crisis and member workload. There has been significant interest in this role. We now have 31 fully qualified Equality Representatives, and 21 reps in training, 13 of whom are expected to complete Stage 2 training in May 2017. A further 24 members nominated by Local Associations and FE/HE Branches are registered for Stage 1 training next session. This session, as with last session, members have experienced challenges in attending training due to the cover crisis and workload pressures, but those members who have secured release time have participated fully in the training and become active in the Institute in various ways.
- 5.5 We have identified that at present, in a number of Local Associations, there are several Representatives and in five Local Associations and some College/University Branches there are none. It is our intention

to continue to seek to encourage participation and address geographical imbalances.

- 5.6 In September 2016 we held the first residential Equality Representatives' Network meeting, in the Stirling Court Hotel. The aim was 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. In addition, the meeting provided an opportunity for Equality Representatives to network informally and share experiences and learning. The event was very well evaluated, and the Committee agreed to repeat it in future.

Equalities Training: Survey

- 5.7 The Committee took forward an AGM resolution on Equalities Training, and specifically on members' access to this throughout their career. A sample survey of members was conducted and a report on the survey findings was compiled and included in the 2017 AGM Papers. Notable findings include that workload and the lack of cover were the most significant barriers to members accessing equalities training, and that members needed more training on the Equality Act.

International Trade Union activity

- 5.8 The Committee proposed that Assistant Secretary Bradley represent the Institute on the European Trade Union Standing Committee for Equality.

Prejudice-based bullying

- 5.9 The Committee responded to a call for evidence from the Scottish Parliament's Equality and Human Rights Committee, providing both written and oral evidence to its inquiry into prejudice-based bullying, in November 2016.

Gender issues

- 5.10 At the heart of the Committee's work on gender is the Gender Issues Working Group chaired by Vice Convener of the Equality Committee, Caroline Yates. All aspects of this section of the report were taken forward initially by the Gender Issues Working Group, including continuing work on an earlier AGM resolution on Misogynistic Attitudes, as well as two 2016 AGM resolutions, one on 'Older Women and Work: Consultation' and the other on 'Flexible Working Arrangements: Analysis'.

- 5.11 Our new "Get it Right for Girls" booklet has proven to be a worthy successor to our Impact of Poverty on Education report published in session 2015-16. "Get it Right for Girls" was launched at the Glasgow Women's Library on 24 August 2016 and the Equality and Communications Departments secured a significant amount of associated press coverage. The event was chaired by the President; Caroline Yates also spoke as did spokeswomen from Engender and Zero Tolerance, the charitable organisations which had assisted with the development of the advice. A number of MPs and MSPs attended the event including the Convener of the Scottish Parliament's Equality and Human Rights Committee, Christina McKelvie, and the MPs Alison Thewliss and Chris Stevens.
- 5.12 In line with the 2014 AGM resolution on misogynistic attitudes and with EIS and STUC policy on highlighting the impact of violence against women as a workplace issue, a suite of posters concerning different manifestations of domestic abuse was produced and distributed to establishments.
- 5.13 The Institute delegation to the 2016 STUC Women's Conference was led by the President and motions on "The Impact of Domestic Violence on Children and Young People" and "Support for Women Asylum Seekers and Refugees", and an emergency motion on the displacement of refugees from the Calais camp, were successfully carried. Arrangements for the 2017 STUC Women's Conference are now in hand. Assistant Secretary Bradley continues to represent the Institute on the STUC Women's Committee.
- 5.14 The Institute participated in the social media dimension of the 16 Days of Action Against Gender Based Violence campaign, between 25 November and 10 December 2016, highlighting relevant aspects of the "Get it Right for Girls" advice.
- 5.15 The Committee agreed to give appropriate publicity to the unveiling of the Mary Barbour Memorial Statue in Govan when this is confirmed, having financially supported this statue's creation.
- 5.16 A key date for the Gender Issues Working Group is 8 March, International Women's Day. Our contribution to International Women's Day 2017 was a postcard campaign themed around the "Get it Right for Girls" advice, with appropriate publicity overtaken via social media and the Institute website.
- 5.17 Members of the Group also attended a range of events on the theme of gender equality around this time, including a WASPI campaign national demonstration that took place in London on the 8th March

2017, regarding pension inequality affecting women, and a celebration of IWD that took place in the Scottish Parliament.

- 5.18 As per the 2016 AGM resolutions passed to the Gender Issues Working Group, draft guidance on issues affecting older women in the workplace, and a report on flexible working arrangements for teachers and lecturers were drafted during the course of the year and were tabled at May Council for consideration.
- 5.19 In addition to the above, the Committee considered a draft paper on Women and Promoted Posts which was passed to the Executive Committee for further deliberation; and, as is usual, it prepared a number of responses to consultations including one on Gender Representation on Public Boards.
- 5.20 Lastly, the Committee received a presentation on the impact of domestic abuse on children and young people from a specialist in this area employed by Orkney Women's Aid, which was well received.

Race issues

- 5.21 The Committee is advised on race equality matters by the Anti-Racist Sub Committee. The structure of this 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 2016-18 includes a number of members who bring a wealth of knowledge and experience in BME equality issues. The contributions of the members of the Anti-Racist Sub Committee, both those who and are not Council members, has been of the highest standard.
- 5.22 The 2015 AGM tasked the Committee with producing materials to tackle head on the myths of immigration which have become a central part of political discourse in the UK, in Europe and further afield.
- 5.23 Our Myths of Immigration booklets were launched at an event in the Scottish Parliament in February 2017, with Show Racism the Red Card and the Scottish Refugee Council, and also involving Equality Committee member Samreen Shah. It should be noted that all of the contributions from representatives across the entire political spectrum were positive and well received, and that members' contributions were universally valuable. The three booklets were designed for use by our members in the Early Years/early stages of Primary, the upper Primary and Secondary and Secondary senior phase/College stages respectively, and were disseminated through various means including member bulletins and social media.

- 5.24 Our campaign to resist the imposition of compulsory 'Prevent' duty training of teachers and lecturers developed over the summer period with a significant amount of reportage in various media outlets. The Committee also considered a further draft of a policy and advice paper on Prevent before its submission to the Executive Committee who then took it forward to completion.
- 5.25 Our delegation to the 2016 STUC Black Workers' Conference successfully took forward two motions on "The Prevent Duty" and "Removing Barriers: Race, Ethnicity and Employment". Arrangements for the 2017 Conference are in hand at the time of writing. Khadija Mohammed, a co-opted member of the Anti-Racist Sub Committee and a member of EIS Council, was our nominee for the STUC Black Workers' Committee in 2016-17 and she will continue to act as our representative on that Committee in 2017-18.
- 5.26 In partnership with Edinburgh Local Association we contributed to the 2016 Refugee Festival with an event in late June involving Edinburgh Local Association and Show Racism the Red Card in Broughton High School, where refugee inclusion education was delivered to approximately 250 senior pupils, and messages of solidarity gathered for distribution to refugees living in Scotland.
- 5.27 In 2016 one of our most effective partners in our anti-racist work, Show Racism the Red Card, faced yet another funding crisis, which has had a significant impact upon its Scottish operation. We agreed to do what we could to lobby against the reduction in its funding by the Scottish Government. We continue to work with Show Racism the Red Card and look forward to working with them in the coming session. On a more positive note, their Refugee Inclusion proposal had managed to secure significant funding from the Robertson Trust along with most of the match funding from various STUC affiliates. The Committee agreed to donate £1,000 towards this project.
- 5.28 Assistant Secretary Bradley and I attended an Education International Conference in Stockholm on the theme of providing education to refugee children from conflict areas in the middle east. There were fellow teacher trade unionists from many continents including Africa and the Middle East, from Northern and Southern Europe. It is clear that teachers, near and further away from war zones, are doing what they can, often with very limited resources to improve the quality of life and educational opportunities of young people caught up in the refugee crisis.
- 5.29 One of the 2016 resolutions that the committee has been tasked to take forward is to produce a welcome pack for newly arrived young people. As is sometimes the case, the development work for this new resource has taken some time, and work on this will continue into the next session. It is the Committee's intention that packs will be compiled over the summer period ready for distribution at the start

of the new session. A second 2016 resolution, on 'Solidarity with Refugees', was pursued through various means, which are set out in the actions and outcomes paper.

- 5.30 As is usual, the Sub Committee prepared a number of responses to consultations including one on the Shortage Occupation List (Teachers), conducted by the Migration Advisory Committee, which afforded an opportunity to highlight EIS opposition to derogatory treatment of refugees and our support for more efforts to diversify the teaching profession.
- 5.31 The Committee noted further progress regarding the 2015 resolution calling on us to gather and analyse data on Black and Minority Ethnic people employed as teachers and to raise this issue with government. Council member Khadija Mohammed's input, drawing on her own PhD research, continues to play an important part in this work. In December 2016, the Committee received a presentation on this research, titled '*I'm Just a Teacher!*' - *Negotiating Professional Identities: A Case Study of Minority Ethnic Teachers' Experiences*, which was well received. In addition, National Officer Kemp and myself had a fruitful initial meeting with the Scottish Government's new Race Equality Framework Adviser, and further discussions with her on the issue of diversity in the teaching profession, and wider connected issues, are in train.
- 5.32 There are now two important anti-racist marches on the political calendar, the St Andrews Day Anti-Racist March and Rally in November and the Stand Up to Racism March and Rally in March, held in recognition of the United Nations Anti-Racism Day. I am proud of the Institute's excellent participation in both. Assistant Secretary Bradley was a key speaker at the March 2017 rally, and Committee members were present in good numbers at both Glasgow marches this year, and at the parallel march held in Aberdeen.
- 5.33 The Committee agreed to organise an engagement event for BME members, which will take place in May 2017, with a focus on teacher leadership and anti-racist education. This will feature a range of guest speakers and participative workshops, including inputs from SCEL, Show Racism the Red Card and the STUC. This will build on the BME members' event of May 2016.
- 5.34 Lastly, the Committee considered research on pupils' experiences of Islamophobia, and proposed submission of a motion from Council to the 2017 AGM proposing that the Institute refresh its advice on this matter.

Poverty issues

- 5.35 The Committee continues to be advised on poverty matters by the Poverty Working Group and the Impact of Poverty on Education campaign goes from strength to strength. For instance, early in the session we were invited to be involved in the organisation of an NHS Scotland conference on child poverty and in February Equality Committee member Derek Ross delivered a workshop on the impact of poverty in the classroom at the Aberdeen Learning Festival on behalf of the EIS. Members also attended and spoke at a various Common Weal seminars that were focused on the issue and invited a representative of Common Weal to a meeting of the Poverty Campaign Working Group to enable full briefing on the EIS position.
- 5.36 We launched our "School Costs" film in June 2016 in Glasgow as well as further showcasing our "Face Up to Child Poverty" booklet and the associated PowerPoint, both of which are downloadable from the EIS website. The launch attracted parliamentarians from every party represented in the Scottish Parliament and some Glasgow Councillors. There has also been additional publicity in the SEJ, EIS website, Facebook page and Twitter, and in bulletins. These resources are designed to equip members in general and EIS Reps and Equality Reps in particular in whatever setting and at whatever level, to take forward our campaign whether in the classroom, the lecture theatre, the staffroom or beyond.
- 5.37 The Committee also distributed an updated survey of members' perceptions of the impact of poverty in the classroom, the results of which have been considered and at the time of writing are being summarised in booklet format for distribution to members, MSPs, local authorities and other interested parties. We propose to overtake the survey again in 2018.
- 5.38 We responded to the Scottish Government consultation on a Child Poverty Bill and in an SEJ article to the Scottish Government's Report on the Child Poverty Strategy published in December.
- 5.39 The Committee agreed to sponsor free ticketed screenings of Ken Loach's latest film, 'I, Daniel Blake' alongside the EIS film 'School Costs' as part of the ongoing impact of poverty campaign. Three simultaneous screenings took place on the morning of Saturday 4th March in the Belmont Cinema, Aberdeen; the Filmhouse Cinema, Edinburgh; and the Grosvenor Cinema, Glasgow. The author of the screenplay, Paul Laverty, was delighted to respond positively to our request that he take part in the panel discussion that accompanied the Grosvenor Screening and has since written warmly about the coverage that the event received in the SEJ. STUC President and EIS

Council member Helen Connor also spoke at the event alongside Hanna McCulloch of Child Poverty Action Group (Scotland). Committee members Derek Ross and Alison Thornton introduced the screenings in the Belmont and the Filmhouse respectively, while I chaired the Glasgow event.

- 5.40 Ongoing concerns about the costs associated with the school day, including school uniform and meal costs, have been reflected in the Committee's proposal that Council submit a motion to the 2017 AGM on the impact of poverty on education.

Disability issues

- 5.41 The primary focus for the Committee in terms of disability was a 2016 AGM resolution on 'Reasonable Adjustments', which was the subject of a focus group held with Equality Reps and of an FOI request issued to local authorities. Draft guidance on this is in development and is expected to be considered by the Committee at its first meeting of the new session.
- 5.42 The EIS delegation at the STUC Disabled Workers' Conference in November 2016 successfully moved two motions, on "Cuts to Disability Benefits and the Impact on Child Poverty" and "Under-Representation of Disabled People in the Workforce". Julie Ferguson has continued to act as our nominee for the STUC Disabled Workers' Committee, and will continue in this role during 2017-18.

LGBT issues

- 5.43 The Committee's work in this area has been supported by the advice of the LGBT Informal Network, under the convenorship of Pam Currie.
- 5.44 At its first meeting of the cycle the Committee reflected on the Equality Department's fringe meeting on supporting transgender learners, and the LGBT Network stall, at the 2016 AGM, which were both felt to have been successful, particularly for boosting the profile and membership of the EIS LGBT Network and for demonstrating the Institute's commitment to inclusive education.
- 5.45 The Committee's work stream related to LGBT issues has grown considerably over recent years to the extent that the level of activism amongst our LGBT members warrants consideration of how that activism could be further developed. The Committee discussed the future organisation of the Network, and discussions about this are continuing.

- 5.46 Two very successful stalls at Pride Glasgow and Pride Edinburgh were staffed by activists during summer 2016. At the time of writing, planning is underway for similar member-led stalls EIS stalls at Pride Edinburgh and Glasgow in summer 2017.
- 5.47 The Committee continued its work on the 2015 AGM resolution on LGBT equality, 'Homophobia and Transphobia in Education', through a member survey, a member focus group and the development of a new report of the survey findings and on LGBT inclusive education more broadly, tabled at May 2017 Council for consideration.
- 5.48 The Committee held a national event for the LGBT Network on the 11 March 2017 in the STUC building in Glasgow. It was a very successful event involving a range of partner organisations and member activists, and members from all sectors and from fifteen different local associations and various FE/HE branches.
- 5.49 The Committee put in place arrangements to organise motions and our delegation to the May 2017 STUC LGBT Workers' Conference. The motions cover Facility Time for Trade Union Equality Reps, and Inclusive Education and Employment. Pam Currie served as our representative on the STUC LGBT Workers' Committee in 2016-17 and will continue to do so in 2017-18.
- 5.50 The tackling of LGBT discrimination 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. The EIS has been invited to participate in a new Scottish Government LGBTI Inclusive Education Working Group, beginning in May 2017, and will be represented by National Officer Kemp.
- 5.51 Members of the LGBT Network have attended a range of events throughout the year, and an article highlighting the role and work of the Network was included in the SEJ during this session.

Recurring themes

- 5.52 A recurring theme at the Committee this session has been the issue of parity of equality strands, and the importance of reiterating this whenever possible. The issue of teachers' exposure to equalities matters during Initial Teacher Education has also been central to several discussions, and has formed the basis of a proposal for a motion from Council to the 2017 AGM. Likewise, members' access to Professional Learning on equalities matters arose throughout the session.

Vote of thanks

5.53 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; to Caroline Yates for her Convenorship of the Gender Issues Working Group and her work as Vice-Convener of the Committee; and to Pam Currie for her Convenorship of the LGBT Network.

Lastly, I offer my thanks to the servicing officials and to the administrative staff of the Equality Department.

AGM 2016 Resolutions

Summary of Action Taken/Outcomes

EQUALITY COMMITTEE

| Title of Resolution | Action Taken/Outcomes |
|---|---|
| <p>Asylum Seekers and Refugees</p> <p>"That this AGM resolve to continue to display solidarity with asylum seekers and refugees by:</p> <p>(a) continuing to challenge the demonisation of refugees and asylum seekers, including through continued collaboration with partner organisations such as the STUC, Scottish Refugee Council and Show Racism the Red Card and continue to support initiatives by Stand up to Racism and publicise its activities;</p> <p>(b) supporting calls for the UK Government to accept a greater number of refugees, including unaccompanied children, from Europe;</p> <p>(c) campaigning for adequate provision of EAL and pastoral care for refugee children and young people in schools, colleges and universities;</p> <p>(d) lobbying Scottish Government to provide support to refugees to Scotland who are teachers to enable access to the profession."</p> | <p>The Committee took forward this resolution in a wide-range of ways throughout the session. In particular, we:</p> <ul style="list-style-type: none"> • participated in Refugee Festival Scotland advisory group and attended the Scottish Refugee Council AGM • developed a Refugee Inclusion Education session for delivery within a large secondary school, to mark World Refugee Day (20 June) and co-delivered this with Show Racism the Red Card (SRtRC) to around 300 pupils • gathered in 'Solidarity' postcards and distributed these to refugees and asylum seekers in Scotland, via the charity, 'Refuweegee' • responded to a Migration Advisory Committee consultation response re: the Shortage Occupation List (Teachers) which highlighted EIS concerns about migration narratives and refugee teachers' access to the profession • supported the St Andrews Day march and rally, through organising for a high turnout, provision of placards, and pre-and post-event publicity, including SEJ articles |

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| | <ul style="list-style-type: none"> • supported Stand Up To Racism march and spoke at rally, and contributed to organising meetings, including a conference in Glasgow and an organising meeting in Edinburgh • launched 'Myths of Immigration' resources and engaged in publicity through various channels, and involved SRtRC and Scottish Refugee Council in the launch event • continued membership of the SRtRC Scottish Advisory Committee • assisted SRtRC with their Creative Competition judging • assisted Scottish Refugee Council with IWD publicity, sharing concerns re: refugee teachers' access to the profession • raised issues regarding refugee teachers' access to the profession with the Scottish Government's new Race Equality Adviser and with officials in the Learning Directorate • included concerns about immigration narratives in a submission to the Scottish Parliament inquiry on bullying and harassment • supported a SRtRC refugee inclusion funding bid with a donation of £1,000 • spoke on refugee issues at TUC Congress and at STUC Women's Conference, highlighting the particular plight of unaccompanied children • participated in an Education International conference on education for refugee children • participated in the Scottish Association of EAL |
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| | <p>Teachers’ annual conference, discussing our concerns about demonisation of refugees and about EAL provision with teachers.</p> |
| <p>“Reasonable Adjustments”: Investigation and Guidance</p> <p>“That this AGM instruct Council to:</p> <p>(a) investigate the types of “reasonable adjustments” which have been requested from each Local Authority, together with the decisions taken and the reasoning behind the decisions;</p> <p>(b) issue guidance to members and representatives on the legal aspects of requesting “reasonable adjustments.”</p> | <p>The Committee held a focus group on this issue at the Equality Representatives’ residential event, then issued an FOI request to local authorities.</p> <p>We collated data from the FOI responses and began to analyse policies received; discussed existing policy and legal guidance with the Employment Relations Department; consulted re: existing practice with the EIS delegation at STUC Disabled Workers’ conference 2016; and researched existing legal guidance.</p> <p>The Committee has begun to draft guidance for members and reps on reasonable adjustments. This work will be carried over to the next session to enable detailed consideration of the data received and consultation with lawyers and the Equality Committee re: the draft guidance.</p> |
| <p>Older Women and Work: Consultation</p> <p>“That this AGM instruct Council to consult with older women (women aged 50-64 as defined by the STUC and in the Scottish Commission on Older Women Report – Older Women and Work: Looking to the Future) members on the issues which affect them at work and thereafter prepare</p> | <p>Focus group discussion took place at the Equality Representatives’ residential event to inform our approach to this issue and identify key themes for guidance.</p> <p>The Committee conducted desk-based research into existing reports, policies, and guidance; and discussed issues arising with the Employment Relations Department.</p> |

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| <p>specific guidance on supporting older women members in the workplace.”</p> | <p>We met with the Scottish Women’s Convention to discuss issues arising from their older women consultation event, and thereafter organised and facilitated a focus group at EIS Headquarters for members from all sectors/areas, and also communicated with members unable to attend, to gather rich data on EIS members’ experiences.</p> <p>Guidance was drafted, and this was approved at the May 2017 meeting of Council. Publication of the guidance will be arranged.</p> <p>The guidance is included in the AGM 2017 Policy Papers.</p> |
| <p>Provision of Equalities Training for Teachers: Survey</p> <p>“That this AGM request that Council conduct a survey of the provision of Equalities training for teachers and lecturers throughout Scotland with a view to assessing the quality, accessibility and effectiveness of the training.”</p> | <p>The Committee compiled a survey, and issued this to a sample of the membership, using an online survey tool.</p> <p>Survey responses were analysed and a detailed report of the survey findings was considered by Council at its May 2017 meeting.</p> <p>A summary report is included in the AGM 2017 Policy Papers.</p> |
| <p>Flexible Working Arrangements: Analysis</p> <p>“That this AGM call upon Council to conduct a gendered analysis of flexible working arrangements for teachers and lecturers as applied within local authorities, colleges and universities throughout Scotland, and to report the findings.”</p> | <p>The Committee held a focus group on this issue at the Equality Representatives’ residential event to ascertain current practice.</p> <p>An FOI request was issued to colleges, universities, and local authorities, and collated and analysed data and policies received from over 60 respondents.</p> |

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| | <p>We consulted with 'Close the Gap' to discuss gender issues regarding flexible working.</p> <p>A report of all findings was considered by Council at its meeting of May 2017.</p> <p>A summary report is included in the AGM 2017 Policy Papers.</p> |
| <p>Rights of Pupils in a Scottish School: Welcome Pack</p> <p>"That this AGM request that the EIS produce a 'Welcome Pack' to be given to young people who are newly arrived in Scotland which advises them of their rights as pupils / students in a Scottish school, College or University and presents a positive and welcoming picture of Scotland as a nation."</p> | <p>The Committee conducted desk-based research on existing provision for newly arrived children; and met with the Glasgow EAL service to identify needs/gaps.</p> <p>We met with the Office of the Children's Commissioner to examine their resources on children's rights; and also consulted with the Scottish Refugee Council; 'Refuweegee'; and members in Support for Learning roles about newly arrived children's needs and existing provision.</p> <p>The Committee has explored the possibility of producing a member-led welcome film and will pursue this in the next session.</p> <p>An outline of a welcome pack has been created and work will be carried over to enable compilation and distribution of the packs early in the new session and additional accompanying materials to be fully developed.</p> |

AGM Report 2017

Salaries Committee

- 6.1 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). Much of the work of the Committee has been focussed on resolutions from the 2016 AGM and a detailed report is contained within the table provided as Appendix 1.

SNCT

- 6.2 The SNCT has met on 2 occasions during the year. The Joint Chairs are Clare Hicks (Scottish Government), Councillor Bill Hendry (COSLA) and Tom Tracey (Teachers' Side).
- 6.3 The Teachers' Side Pay Claim for 2017/2018 has been submitted to the COSLA and was based on the claim developed and agreed by the Salaries Committee. The pay claim contains the following objectives:
- (i) to reference the shortfall in teachers' salaries from the value of the 2003 element of the agreement *A Teaching Profession for the 21st Century* (8.1%) (CPI) or 16.4% (RPI) and set out a strategy to seek in the first instance to pursue a salary increase to bring Scottish Teachers into line with average teachers' salaries across the OECD and graduate earnings across the economy.
 - (ii) to emphasise the importance of reward at the top point of the main grade scale in the retention and recruitment of teachers particularly following the decline in career structures since the 2001 National Agreement.
 - (iii) to restore the pay and working hours of short-term supply teachers to the level of other teachers.
 - (iv) to bring class contact time of Scottish teachers into line with OECD figures and to pursue a reduction in class sizes to control teacher workload.
 - (v) to pursue further a national staffing standard and protection of teacher numbers.
 - (vi) to consider the issue of masters' level pay to support Masters' level qualifications.
- 6.4 Since submission of the claim there have been 3 meetings of the Extended Joint Chairs but, unfortunately, negotiations have had to be suspended because of the Scottish Local Government elections. Negotiations will be resumed as soon as the COSLA Side is reconvened.

- 6.5 The Salaries Committee has identified issues for campaigning for Executive Committee to carry forward with respect to the 2017/2018 pay claim. It has also identified the need for a strategic review of teachers' pay and for Executive Committee to give this consideration.
- 6.6 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. The report from the Supply Teacher Review Group has been issued (JS/17/70). The Teachers' Side have made explicit the demand for restoration of pay and working hours within the 2017/2018 pay claim.
- 6.7 The SNCT is continuing work on the administration of supply. An online booking system has been investigated with external providers and this "Supply Portal" is being finalised.

SNCT Support Group

- 6.8 Last 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 Group. The Support Group met on 3 occasions and has been continuing work on a number of issues including Workload (the report was issued by Joint Secretaries' letter - JS/16/69), job sizing FAQs and advice (JS/17/71) and the pay specification model.
- 6.9 Work on the pay specification has been ongoing for a long period of time. Payroll providers and Payroll managers for Scottish Councils have now met with SNCT representatives and it is hoped that the new pay specification model will be in operation from August 2017. This will, hopefully, reduce issues of members not being paid appropriately when they leave employment and clarify arrangements for maternity pay and sick pay payments. There has also been discussion with SPPA on pension calculations under the proposed new arrangements.
- 6.10 The Support Group also considered accelerated incremental progression, reckonable service in relation to spent on the Induction Scheme and practical class sizes. The first two issues are being further considered but the Teachers' Side request to review practical class sizes was not agreed and it was decided that concerns should be dealt with on a case-by-case basis with referral to the SNCT complaints procedure for issues that cannot be resolved locally.

SNCT Circulars

- 6.11 During this year, the SNCT issued the following circulars:
- (i) SNCT/17/56 – Salary Placement of Teachers on the Chartered Teacher Spine who move to Teaching Posts in Other Council Areas.
 - (ii) SNCT/17/57 – Periods of Notice.

- (iii) SNCT/17/58 - Allowances for Teachers in Remote Schools.
- (iv) SNCT/17/59 – Distant Islands Allowance.

Teachers' Panel

6.12 There have been 3 meetings of the Teachers' Panel. EIS Representatives have raised the following issues with the Panel and the EIS position on these have been adopted:

- (i) Opposition to the increasing use of Support for Learning teachers being used for supply cover.
- (ii) Opposition to any attempt to remove non-contact time for primary teachers.
- (iii) Strengthening of Working Time Agreements.
- (iv) Timing of "initiatives" to coincide with School's Improvement Planning Cycle to reduce pressure of workload.

6.13 At the meeting on 12 December, Assistant Secretary Louise Wilson was appointed as the Teachers' Panel Secretary and became, therefore, the Teachers' Side Joint Secretary to the SNCT.

EIS-ADES Group – Towards a National Staffing Standard

6.14 This group, which includes COSLA and Scottish Government, as well as ADES and EIS, has considered differing approaches by Councils to staffing in the primary sector. The EIS is pursuing a national staffing standard policy and this has been raised throughout the year by Officers and Office Bearers at meetings with Government, political parties, COSLA, ADES and in all relevant consultation responses.

Teacher Workforce Planning

6.15 The Teacher Workforce Planning group met on 15 December and the intake for TEIs for 2017/2018 was discussed. At this meeting the EIS raised concerns about supply cover. Drew Morrice has now been replaced on this group by Louise Wilson (Assistant Secretary).

Superannuation

6.16 Since the last AGM the Working Longer, Early Retirement Group (formed at EIS request to Scottish Ministers which was 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) had come to a halt. As there had been no progress within this group, the EIS pursued the issue with Scottish Government, initially with the former Cabinet Secretary for Education and Lifelong Learning, Angela Constance. This issue was again raised with Government by letter and during our Office Bearers' meeting with John Swinney, Cabinet Secretary for Education.

- 6.17 The EIS has been advised by Mr Swinney to provide a proposal to Scottish Government. Executive Committee has been leading on this approach to Government and has approved seeking actuarial support for this. Executive Committee has requested the assistance of Salaries Committee with preparation of the proposal for the actuary to consider and with the development of the proposal for Scottish Government. This work is ongoing.
- 6.18 The EIS have been represented on the Scottish Teachers' Pension Board by Ken Wimbor, Pat Flanagan and Ian Macaskill. Dave McGinty (National Officer) is to fill the vacancy created by Ian Macaskill's resignation and the Committee will consider finding a replacement for Pat Flanagan who has demitted this role following his appointment as Area Officer. Currently on the Scottish Teachers' Pension Scheme Advisory Board are the Salaries Convener and Vice-Convener, Assistant Secretary Wilson. The governance of both Boards has been under review and there will be future changes which may see the size of the Boards reduced.

Policy Papers

6.19 The Committee approved the following policy papers:

- (i) Teachers' Payslips
- (ii) E-Learning Initiatives

Governance Review

6.20 The Salaries Committee contributed to the EIS response on Governance. The commitment of the EIS to the continuation of the SNCT negotiating arrangements was highlighted in our response.

Farewells

6.21 At the meeting in December, the Convener and Committee thanked Assistant Secretary Drew Morrice for his excellent service to the Committee over the years and wished him well in his retirement.

The last meeting of the cycle was also the last Salaries Committee meeting for the Convener. The Vice-Convener, Helen Connor, gave a vote of thanks to Tom Tracey for his many years of service on Salaries Committee, as member and as Convener.

AGM 2017 Resolutions

Summary of Action Taken/Outcomes

Salaries Committee

| RESOLUTION | PROPOSED ACTION |
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| <p>1. Support for Learning – Supply Cover</p> <p><i>"This AGM reaffirms its commitment to the key role that Support for Learning teachers have in primary schools and commit to highlighting our opposition to the increasing use of Support for Learning colleagues as supply cover for other colleagues in their school."</i></p> | <p>The Committee <u>agreed</u> to refer the terms of the resolution to Local Association Secretaries to raise through LNCTs and to EIS representatives on the SNCT.</p> <p>Letter sent to LA secs 26 Sept requesting that this is raised with employers at LNCTs.</p> <p>Memo was considered by EIS Reps on the Teachers' Panel 5 October 2016. Resolution to be presented to the full Teachers' Panel on 23 February 2017.</p> <p>This resolution has been processed.</p> |
| <p>2. HGIOS: Family Learning Quality Indicator</p> <p><i>"This AGM calls on Council to issue advice to members on how the stated expectations of the Family Learning Quality Indicator found in 2.5 of HGIOS (4th edition) can be achieved within teachers' contractual hours."</i></p> <p><i>Action: Education (lead)/Salaries</i></p> | <p>Memo from Education Committee to Salaries Committee considered on 2 February 2017.</p> <p>This resolution is now with Education Committee.</p> |
| <p>3. Impact of Teacher Shortages on Pupils' Learning, Teaching and Attainment</p> <p><i>"That this AGM calls on Council to highlight and publicise the serious impact of teacher shortages on</i></p> | <p>Terms of the resolution to be incorporated into Education Committee submissions to DFM and Scottish Parliament.</p> |

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| <p><i>pupils' learning and teaching and overall attainment.</i></p> <p><i>Furthermore, it should also publicise the detrimental effect on the health and wellbeing and workload of teachers in schools where there are staff shortages."</i></p> <p><i>Action: Education (lead)/Salaries</i></p> | <p>This resolution is being carried forward by the Education Committee.</p> |
| <p>4. Flexible Working Arrangements: Analysis</p> <p><i>"This AGM calls upon Council to conduct a gendered analysis of flexible working arrangements for teachers and lecturers as applied within local authorities, colleges and universities throughout Scotland, and to report the findings."</i></p> <p><i>Action: Equality (lead)/Salaries</i></p> | <p>The Equality Committee to submit FIO request to Education Departments. No action points have been identified for the Salaries Committee.</p> |
| <p>5. Restorative Pay Claim to Restore Wages to Pre-2008 Levels: Campaign</p> <p><i>"This AGM requests that the Council begin a publicity campaign to prepare for a restorative pay claim to be made for teachers to restore wages to pre – 2008 levels in 2017."</i></p> <p><i>Action: Salaries (lead)/Executive</i></p> | <p>A preliminary paper was tabled at the meeting of the Committee on 1 September 2016.</p> <p>It was <u>agreed</u> to have preliminary discussions on the issues with the Teachers' Panel and to produce a detailed paper incorporating the views from Committee for the next meeting of the Salaries Committee. That paper was then sent to Executive Committee for action.</p> <p>This resolution has been processed.</p> |
| <p>6. Removal of Non-Contact Time for Primary Teachers</p> <p><i>"This AGM instructs Council to oppose any attempt to remove the non-contact time of primary teachers and reaffirms the entitlement for all full time primary colleagues to receive 2.5 hours reduced class contact per week;</i></p> | <p>Note as policy. The Committee agreed to refer the terms of the resolution to LA Secretaries to raise through LNCTs and to EIS representatives on the SNCT.</p> <p>Letter sent to LA secretaries 26 Sept requesting that this is raised with employers at LNCTs.</p> |

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| <p><i>and furthermore for this time to be allocated in minimum blocks of not less than 45 minutes per block."</i></p> | <p>Memo was considered by EIS Reps on the Teachers' Panel 5 October 2016. Resolution to be presented to the full Teachers' Panel on 23 February 2017.</p> <p>This resolution has been processed.</p> |
| <p>7. Impact on Teachers' Conditions and Workload: Supply Teachers</p> <p><i>"This AGM instructs Council to investigate and report on the impact on teachers' conditions and workload resulting from the lack of supply teachers."</i></p> | <p>The Committee agreed to write to Local Association Secretaries seeking evidence on the terms of the resolution.</p> <p>A summary of responses from LA Secretaries was provided to Council. Advice will be provided to LA Secretaries, Representatives and members.</p> |
| <p>8. Contractual Maximum Pupil Contact Time within the Working Week: Advice</p> <p><i>"This AGM resolves to ensure that employers and establishment managers do not ask teaching staff to breach their contractual maximum pupil contact time within the working week and instruct the EIS to issue detailed advice to members on what to do should such requests be made of them."</i></p> | <p>The terms of the resolution were drawn to the attention of local association secretaries for information in a letter sent to LA secretaries 26 Sept.</p> <p>This resolution has been processed.</p> <p>It was agreed that advice on this issue be included in advice on workload.</p> |
| <p>9. After School Certificate Classes in Secondary Schools</p> <p><i>"This AGM instructs Council to reject any attempt to impose after school certificate classes in secondary schools."</i></p> | <p>Noted as policy.</p> <p>Letter sent to LA secretaries 26 Sept requesting that the terms of the resolution be drawn to the attention of secondary school representatives.</p> <p>This resolution has been processed.</p> |
| <p>10. Named Person</p> <p><i>"This AGM instructs Council to investigate and report on the workload, contractual and legal implications arising from the role of</i></p> | <p>The Committee <u>agreed</u> to prepare a paper for consideration at a future meeting and to liaise with the</p> |

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| <p><i>the Named Person and how this role can be achieved within a 35 hour Working Week and 195-day Working Year. This report should provide information and advice to promoted and un-promoted members on the Named Person role and should indicate members' legal and contractual responsibilities."</i></p> | <p>Communications Department on preparing advice to members.</p> <p>The Committee continues to await developments from Scottish Government and the DFM.</p> <p>This resolution has been carried forward to be part of the Salaries Committee work for 2017-2018.</p> |
| <p>11. Reduction in Educational Psychological Services</p> <p><i>"This AGM instructs Council to investigate and report on the impact that the reduction in educational psychological services has had on children's access to the service."</i></p> <p>Action: Education (lead)/Salaries</p> | <p>A memo was sent to Education Department re: the incorporation of the issue of funding of training of Educational Psychologists related to Educational Psychologists Workforce Planning.</p> <p>This resolution is now with Education Committee.</p> |
| <p>12. Working Time Agreements</p> <p><i>"This AGM instructs Council to:</i></p> <p><i>(a) investigate how Working Time Agreements can be altered to better reflect and deal with the range of duties undertaken by staff in schools;</i></p> <p><i>(b) investigate how the WTAs can be strengthened to ensure employers do not add in extra tasks, meetings etc. for staff without removing items from the WTAs;</i></p> <p><i>(c) explore alternatives to WTAs as a mechanism for managing workload, should suitable alterations not be possible."</i></p> | <p>The Committee <u>agreed</u> to refer the terms of the resolution to Local Association Secretaries to pursue at LNCTs and to EIS representatives on the SNCT.</p> <p>A letter sent to LA secretaries 26 Sept requesting that this is raised with employers at LNCTs.</p> <p>A memo was considered by EIS Reps on the Teachers' Panel 5 October 2016. Resolution to be presented to the full Teachers' Panel on 23 February 2017.</p> <p>This resolution has been processed.</p> |
| <p>13. Teacher Pay Slips</p> <p><i>"This AGM calls upon the Salaries Committee to campaign for the</i></p> | <p>The Committee <u>agreed</u> to refer the terms of the resolution to Local Association Secretaries to seek evidence on current practice.</p> |

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| <p><i>right for all teachers to be given a hard copy pay slip.”</i></p> <p>A policy paper was produced and approved.</p> | <p>Letter sent to LA secs 26 Sept requesting a report on the current arrangements in each Council.</p> <p>A policy paper was produced and approved.</p> |
| <p>14. E-Learning Initiatives</p> <p><i>“This AGM instructs Council to investigate and report on the work load and contractual implications for teachers and lecturers of e-learning initiatives.”</i></p> <p>Final wording will say:</p> <p>A policy paper was produced and approved.</p> | <p>The Committee <u>agreed</u> to write to the Local Association Secretary of the LA which proposed the motion in the first instance.</p> <p>Letter sent to LA secretary 26 Sept seeking information on the requirements for teachers who deliver e-learning in relation to class contact, assessment and reporting requirements on those teachers and other practical issues that arise.</p> <p>A policy paper has been approved and sent to Local Association Secretaries.</p> |
| <p>15. Schools Improving Planning Cycle: New Education Initiatives</p> <p><i>“This AGM urges Education Scotland and Scottish Government to ensure that the launch of any new education initiatives be timed to coincide with Schools’ Improvement Planning Cycle in order to reduce pressure of workload on members.”</i></p> <p>Action: Education (lead)/Salaries/Executive</p> | <p>A memo was considered by EIS Reps on the Teachers’ Panel 5 October 2016. Resolution to be presented to the full Teachers’ Panel on 23 February 2017.</p> <p>This is now taken forward as and when appropriate by the EIS Representatives on the Teachers’ Panel.</p> |