

Education Committee, 5 February 2019

Education Committee (4)
4 December 2018, 10.00am – 2.50pm

- (1) Sederunt. Vice-President, Ex-President, General Secretary, Assistant Secretary Bradley, National Officer J Kemp; A Bamford, E Burns, R Constable, A Crosbie, C Findlay, G Gillan, S Kordiak (Vice-Convener), J Lennon, P McEwan, J McIntyre, D Morris, S Quinn (Convener).

Apologies. President, Professional Learning Co-ordinator L Walker; M Bayliss, J Gow and M Kiddie.

- (2) The minute of the meeting held on 30 October 2018 was approved at the September meeting of Council.

- (3) Matters arising from the minute and not otherwise provided for on the Agenda.

(a) The Committee noted that investigations related to the membership of an EIS member on the SQA Advisory Council were underway.

(b) It was noted that the Curriculum Assessment Board - Senior Phase Working Group had sought additional representation from a practising teacher in Secondary. The Committee agreed that Allan Crosbie would participate along with Assistant Secretary Bradley.

(c) Assistant Secretary Bradley reported that members of the CAB – Curriculum Narrative Sub-Group would endeavour to attend a future Education Committee meeting at which the views of the Committee would be sought to inform the work of the Sub-Group around providing clarification of the CfE narrative.

- (4) SECONDARY

(a) National 5 – RPA (Recognising Positive Achievement). The Committee noted the Deputy First Minister's press release outlining that the interim measure of Recognition of Positive Achievement will end from academic year 2019/20. Advice to members had been issued via the ebulletin and Repls bulletin.

- (b) SQA:

(i) Higher Assessment Support Materials. The Committee noted correspondence from Dr Gill Stewart, SQA Director in response to Assistant Secretary Bradley's request for additional Specimen Papers, as per the 2018 AGM

Resolution. Dr Stewart's letter stated that SQA is unable to provide further Specimen Papers and listed the range of available supports for qualification delivery currently provided for teachers, including the ability of individual centres to approach the SQA where they require additional advice and relevant professional learning.

- (ii) EIS SQA Liaison Meeting, 3 December 2018. The Convener reported on robust discussions around the Chief Examiner's report, particularly the language used in relation to internal marking and verification. Other matters raised by the EIS had included National Qualifications- N5 Design and Manufacture, N5 and Higher Maths, the revised SQA entries deadline, Higher History, Advanced Higher Computing Science. The EIS had also raised the 'Insight #SQAfutures' document and the 2018 AGM Resolutions. SQA had also provided an update on the 2018 and 2019 Diets.

(5) CROSS SECTOR

(a) Scottish Government:

(i) National Improvement Framework:

- (a) NIF Professional Associations Meeting, 7 November 2018. The Committee noted a written report of the meeting from Assistant Secretary Bradley. Key items discussed were the SNSAs and Independent Review of P1 Assessments; NIF and Improvement Plan; BGE Benchmarking Tool; SEC, ICEA and Education Leaders Forum; and NIF Evidence Dashboard. It was also reported that work on the development of the Health and Wellbeing Census to be launched in session 2019-20 was underway. The Committee discussed the difficulties of capturing issues related to young people's mental health within a digital survey, and while the emphasis in the area of health and wellbeing was welcomed, concerns were raised in relation to potential workload and training issues for teachers. Monitoring of progress around this matter would continue.

- (ii) Scottish Education Council. The General Secretary reported on the meeting hosted at Musselburgh Grammar on 21 November 2018. As part of the Focus of the Year or Young People, pupils from the School led on a number of Agenda Items. Matters arising had included Health and Wellbeing, Equity and SQA Changes. No discussions on policy issues or decision making had taken place at the meeting, giving rise to questions about the purpose of the SEC going forward.

- (iii) Curriculum Assessment Board. Assistant Secretary Bradley had previously provided an oral report of the meeting of the on 26 October 2018; a written report was provided for information.
- (iv) SNSA's:
 - (a) Education and Skills Committee Inquiry to assess the evidence base and the alternative proposals. The Committee noted the call for views from the Education and Skills Committee focussing on: the evidence base for moving away from the Scottish Survey of Literacy and Numeracy and introducing standardised assessments at P1, P4, P7 and S3; international comparisons to understand similar and differing approaches used elsewhere; and what information the Government's assessments can provide that contribute to improving the educational outcomes of children and young people. It was agreed to use the recent survey of members to inform the response. Members were invited to provide information of any new developments in this area to Assistant Secretary Bradley by 6 December 2018.
 - (b) P1 Practitioner Forum. The Committee approved the Convener and Joan Lennon as representatives on the Forum set up by the Scottish Government as an outcome of the Year 1 User Review of SNSAs. The first meeting was scheduled to meet on 10 December.
- (v) Insight Project Board Meeting, 14 November 2018. The Vice Convener provided a written report of the meeting. Matters raised had included Non-SCQF Credit Rated Awards; School Summary Report on Insight, and the need for further training in schools in relation to understanding data. It was agreed to seek information from the Board regarding the potential costs of RICs employing data analysts.
- (vi) The Child's Curriculum International Conference, 3 November 2018 – The Natural Voice of Young Children Making Sense of Learning Through Play. The Committee noted a report from Paula McEwan. It was reported that reference to teachers and education in schools during the course of the conference had been minimal. A presentation had been delivered by Professor Sue Ellis which did not reflect a positive view of teachers. It was decided that future events in this area would be researched before promoting to members.
- (vii) Equity-related Professional Learning Project. Assistant Secretary Bradley updated the Committee on the

appointment of Kait Laughlin (Community) and Sandra Scott (Pedagogy) as Co-leaders of the Equity-related Professional Learning Project. The Project Advisory Board (PAB) had been established involving key stakeholders and academics with relevant expertise, and was scheduled to meet on 5 and 21 December when advice on the draft Project plan would be sought.

(viii) STEM Advisory Group, 29 October 2018. James McIntyre reported on the meeting the main focus of which had been around the recruitment and retention of STEM teachers. Process was in place within RICs and Education Scotland to progress the matter. Matters arising would be raised at the Advisory Group.

(ix) SIG 1+2 Implementation Plan – 2nd year report. The Committee received tabled papers for information-Language Learning in Schools, Strategic Plan for Implementation 2017-2021 and a report of the first year. The Committee were asked for comments around activity against the objectives of the implementation plan over the last 12 months to inform a report on the 2nd year of the Implementation plan. It was decided to indicate the EIS efforts to influence discussions of potential new Career Pathways around pedagogical roles relating to the teaching of Modern Languages in Primary as a means of supporting this aspect of government policy.

(b) Education Scotland:

(i) Scottish Learning Festival 2019 - Management Board, 19 November 2018. The Committee noted a written report of the meeting from the Professional Learning Coordinator. The meeting had also been attended by two Learning Representatives. The meeting had focussed on the close-out report on SLF 2018 and planning for SLF 2019. The next meeting was scheduled for 14 January 2019. A key message from the report had highlighted the need to maximise the attendance of teachers and the Board had sought views on a Friday-Saturday model for the SLF in future. It was decided to explore attendance levels at EIS events held on a Saturday for potential comparison. A word of caution was noted around moving professional learning events to a Saturday and possible 'kick back' from teachers.

(c) SNCT Panel – Career Pathways. Assistant Secretary Bradley provided an update on meetings held on 6 & 27 November at which concerns around timescales had continued to be reiterated. The Committee were asked to provide comments on a tabled paper of draft Recommendations for Teacher Career Pathways along with a diagram illustrating Career Pathway Opportunities. Assistant Secretary Bradley would provide feedback to the Panel,

whose work continues to be confidential, as provided by the Committee, for example, welcome of the intention to use a graphical illustration to reflect career pathways and the importance of all staff and their roles, and opportunities for lateral and vertical progression being reflected in the graphic. In terms of the creation of any new posts, the view of the Committee was that the ambition should be bold, with associated nomenclature accurately reflecting remits that could be captured by the terms of the Chartered Teacher scale. The Committee also raised caution around the inherent tensions in the desire for the co-existence of a national framework alongside the yet to be defined parameters of local autonomy. It was noted that the Salaries Committee would also consider the papers for comment.

(d) GTCS:

(i) Consultation on Entry Requirements. A copy of the Consultation on the Memorandum on Entry Requirements for Initial Teacher Education Programmes in Scotland had been circulated. The Committee gave full consideration to the Consultation and provided comments in the areas of Literacy and Numeracy, Primary, Secondary and Broad General Education on an individual basis. It was agreed to contact subject specialists in certain subjects for further input. It was further agreed that the EIS submission would make reference to the poor articulation of the terms of the proposals within the Consultation. It was noted that the deadline for submission was 21 December.

(ii) Review of the Professional Standards. Copies of correspondence from the GTCS were circulated to the Committee for information. It was noted that there will now be a one-year extension for revision of both the Professional Standards and COPAC as GTCS evaluates impact and implications of the Education Reform Bill.

(iii) Broad General Education Category – Working Group, 12 December 2018. The Committee noted an invitation to join a short-life Working Group, the purpose of which is to develop the rationale and criteria for a new registration category of teacher – Broad General Education (BGE) – who would be qualified to teach across the primary and secondary sector. The Committee agreed to nominate Paula McEwan as the EIS Representative on the Group.

(e) Study visit in Scotland by a French delegation. Assistant Secretary Bradley reported on a request from the French teachers' union, SE-Unsa for EIS involvement in a study visit focused on inspection in Scotland. The Committee agreed to the request with the visit scheduled for 23 until 25 January 2019, involving engagement with Education Scotland; school visits in and around Edinburgh; and a meeting with EIS Office Bearers,

and the Conveners and Vice Conveners of the Education Committee and the HT & DHT Network, followed by a dinner.

- (f) STEP Conference, 23 March 2019, Stirling Court Hotel, Stirling. The Committee noted the date for the annual conference and that the Deputy First Minister had been secured as a keynote speaker. A request for National Officer Jenny Kemp to deliver a workshop on 'Getting it Right for Girls' and sponsorship had been received. The Committee agreed to sponsor the event in the normal manner of £500 and to a workshop delivery contribution.

(6) INCLUSIVE EDUCATION

- (a) Public Petitions Committee: Real and meaningful change for autistic people. The Committee noted the EIS submission for information.
- (b) Included, Engaged and Involved Part 1: Short Life Working Group Attendance in Scottish Schools, 8 November 2018. The Vice Convener reported that the Group continued to rework the existing IEI1 around categorising in terms of attendance and the challenges therein.
- (c) Children in Scotland Strategic Forum & AGM, 8 November 2018. The Committee noted a written report from the Vice Convener. Matters highlighted from the report included an updated paper on Governance relating to election of the CiS Board, and Mental Health. It was further noted that views would be sought from the EIS in relation to mental health services being offered by local authorities.
- (d) Working Group Additional Support for Learning – Code of Practice, 27 November 2018. National Officer Jenny Kemp reported on the meeting established to revise the Code of Practice (the statutory guidance to the Education (additional Support for learning (Scotland) Act 2004 (as amended)). The main focus of the meeting had been to make the document more accessible and to agree the remit, terms and membership of the Group. It was noted that there would be a 3-month consultation period providing further opportunity to comment.

(7) OTHER BODIES

- (a) National Parental Engagement Working Group, 16 November 2018. The Committee noted a report from National Officer Jenny Kemp from the first meeting of the working group, to consider and develop training and support resources for teachers to facilitate parental engagement. It was noted that a teacher with an early years background had been sought and it was agreed to seek to identify a representative from Council.

- (b) Partnership Schools Scotland, Reference Group, 28 November 2018. National Officer Jenny Kemp reported on the meeting, convened by Connect. The work carried out so far by Skills Development Scotland in relation to the Partnerships Schools project was reported, which had not been seen as a robust piece of work. A watching brief would continue around implications for teachers in terms of workload in relation not the project.

(8) SPONSORSHIP OF THE ARTS

- (a) The Committee considered applications for funding from the 2018-19 budget and it was decided to support the following organisations:

- (i) Imagine, £1,000
- (ii) Catherine Wheels, £1,500
- (iii) Scottish Opera, £1,000.

(9) AGM RESOLUTIONS 2017

- (a) Holocaust Education: CfE

"This AGM requests that Council supports a campaign to establish Holocaust Education as a feature of the Curriculum for Excellence."

Assistant Secretary Bradley reported on the professional learning seminar, 'Sharing Practice on Holocaust Education', of 3 November at which the briefing paper to support the provision of Holocaust Education had been formally launched. The seminar had outlined the EIS perspective on Holocaust Education, its relationship to the wider anti-racist work of the EIS and to CfE, and had provided three different member perspectives on the delivery of Holocaust Education within the BGE and the senior phase, all of which which had been well received by members who had attended. A follow up article would be published in the next SEJ.

(10) COUNCIL MOTION 2017

- (a) *"That this Council resolve that the Executive Committee establish an EIS Teacher Education Partnership informal network to enable the sharing of relevant information and knowledge about university programmes of teacher education, and to advise, as appropriate, the CPD Sub-Committee; the members of the network to include the EIS rep from each Teacher Education Partnership in place in Scotland."*

The Committee noted the Note of the first meeting of the Teacher Education Informal Network (TEPIN) held on 16 November. The meeting had provided an opportunity for representatives on the partnerships to give feedback on how each of their partnerships were

working, with the opportunity for discussion of key issues. An email group for current representatives on Partnerships and Local Association Secretaries of Partnerships that did not have representatives would be established to facilitate discussion. It was further noted that representatives on TEPIN would advise the Education and Salaries Departments of issues as appropriate. EISHQ would keep the TEPIN reps advised on national developments to facilitate exchange of information.
