



# The **BIG** Picture

Supporting education in  
The Scottish local authority elections

**eis**

The Educational  
Institute of Scotland

[www.eis.org.uk](http://www.eis.org.uk)

## EIS MANIFESTO 2012

Scottish local authority elections May 2012



## EIS Manifesto 2012 / **Foreword**

# The **BIG** Picture

### **Supporting education in The Scottish local authority elections**

Welcome to the EIS Manifesto for the Scottish local authority elections in May 2012.

The EIS has issued a Manifesto for all Scottish Parliament elections since 1999 and previously for Westminster elections. Now, for the first time, we are also publishing an education Manifesto for the Scottish local government elections.

Local councils have responsibility for running schools in their own local authority areas. While national education policy is decided at Scottish Parliamentary level, it is local authority education departments who have the responsibility for implementing that policy in schools across Scotland. This does help to foster local accountability, but can also lead to different approaches to key policies such as maintaining staffing levels, and improving access to pre-school education.

In this Manifesto, the EIS sets out the priorities for supporting a high-quality education system across Scotland. We ask all candidates of all political affiliations to consider seriously the EIS priorities for education in this election.

We urge all our members to pursue EIS priorities with council candidates and local political parties.

The EIS will express no view about which candidates or political parties you should support in this election.

However, we urge you, your family members, friends and colleagues to use your vote on May 3 and to vote for candidates who will support a high quality education system in your local area.

**I commend this Manifesto to you.**



A handwritten signature in black ink, which appears to read 'Alan Munro'. The signature is fluid and cursive.

Alan Munro  
EIS President

# Introduction

## The EIS and the May 2012 elections

The Educational Institute of Scotland (EIS) is Scotland's largest teaching union with around 60,000 members in all sectors of education. Our first commitment is to a sound education for all young people and adult learners in Scotland. Teachers and lecturers through the years have demonstrated their commitment to this principle. However, we continue to face some of the deepest cuts in education budgets seen in Scotland for many years. The cuts impact on all areas of education: nursery, primary, secondary and special schools. In this manifesto we set out EIS priorities for education for the 2012 local authority elections.

We seek to persuade all candidates and all political parties that Scottish education must be defended against the serious impact of budget cuts. Local authorities run our schools and play a key role in implementing national priorities for education. It is vital that all council candidates are fully aware of their responsibilities with regard to education and are committed to delivering a positive future for learners of all ages.

## Much to be proud of

We have a great deal to be proud of in our education system in Scotland

- The comprehensive system in Scotland has proved its worth and is continuing to do much to reduce the effects of inequality in Scottish society.
- The Scottish Qualifications Authority (SQA) examination results show the stability of the Scottish education system, in particular, through Standard Grade and Higher results.
- More young children than ever before have access to pre-5 education. This includes the overwhelming majority of 4 year olds and a growing number of 3 year olds.
- More and more Scottish young people secure qualifications which allow them to access Higher Education. The current proportion moving onto Higher Education in college or university - nearly half of our young people - is the highest ever in Scotland.
- The Curriculum for Excellence for all pupils aged 3 to 18, which is supported in principle by the EIS, is internationally admired and subject to scrutiny well beyond Scotland and the UK.
- New arrangements for assessment, no longer based on tests leading to league tables, provide quality information to pupils, teachers and parents as pupils move on to the next stage of their education.
- All teachers working in schools are fully qualified and must be registered with the General Teaching Council for Scotland (GTCS), the regulator of professional standards in our schools and colleges.
- A one year induction scheme for Probationer teachers working towards the Standard for Full Registration has proved a major success and is admired world-wide.
- The Teaching Profession for the 21st Century Agreement of 2001 has meant the recruitment and retention within the profession of high quality teachers with levels of salary agreed through a national negotiating structure, the Scottish Negotiating Committee for Teachers (SNCT).
- The Chartered Teacher programme agreed as part of the Teaching Profession for the 21st Century Agreement led to significant professional opportunities for thousands of teachers who wished to enhance their professional skills while remaining in the classroom.



## Budget cuts

“Why Must our Children Pay?”

Following the financial crisis and decisions by governments in Westminster and Holyrood most local councils have now implemented major cuts to education budgets. The crisis was caused by a failure in the banking system. It was not caused by children, young people or their teachers. Despite this schools are bearing much of the impact of the cuts. Quality education represents a substantial part of the solution to the problems of our society. Education is an investment with a substantial return – it is not a burden on society. Only by proper funding can education in Scotland deliver for our young people. That is why the EIS has been leading on a campaign with the title “Why Must our Children Pay?”. It is a campaign which continues to enjoy substantial public support. It is the spirit of this campaign which informs our manifesto for the 2012 Scottish local authority elections.

## Challenges ahead

Scottish Education faces serious challenges in the years ahead.

- Poverty and deprivation affect too many of our young people. Together they represent a major challenge for all levels of government, including Scotland’s local authorities. International research together with work undertaken in Scotland indicate that poverty remains one of the biggest barriers which holds Scotland back from having one of the best education systems in the world. Low levels of attainment for many young people, often associated with poverty, remain a major challenge in our society.
- Much has been done in recent years by local councils, with support from government, to address problems of pupil indiscipline in schools. The problem of the disruptive pupil in classrooms remains a serious challenge. It is a problem which impacts most seriously on other young people in the class. Teachers need to be reassured that they are fully supported in dealing with pupils responsible for indiscipline and, in the most serious of cases, must be supported in removing these pupils from the classroom.

# Defending education at a time of cuts

“Why must our children pay?”

**In 2012 budget cuts are a reality across public services in the United Kingdom. Scottish education is already seeing the impact of cuts in schools. In a number of council areas there have been significant reductions in the number of support staff in schools. This is at a time when the implications of the Additional Support for Learning (ASL) Act are placing greater responsibilities on schools. Teacher numbers have been cut significantly over the past four years and class sizes are rising – just at the time when Curriculum for Excellence is becoming a reality for most pupils. There has been a reduction in the number of instrumental music teachers, meaning that fewer pupils have the opportunity to learn to play a musical instrument. This is despite the emphasis on creativity within Curriculum for Excellence and the clear link between music and singing and the stated Curriculum for Excellence outcomes.**

In financial year 2012/2013 budget cuts will continue to have a major impact in most areas of education. Teacher numbers may start to decline again and class sizes will inevitably rise. Some local authorities are reviewing school staffing, including the removal of many experienced teachers in senior promoted posts. There will also be further reductions in support teachers. Cuts in Quality Improvement Officers and Educational Psychologists are adversely affecting classroom teachers. The number of instrumental music teachers will continue to fall. In addition, funding for teacher professional development is being seriously affected at a time when teachers need training and development in order to be fully equipped to teach Curriculum for Excellence. Teachers need also to be fully prepared for the new assessment arrangements, and in secondary schools, imminent changes to SQA qualifications.

An inevitable result of budget cuts is that the fabric of our schools starts to decline. No longer is there an environment fit for learning and teaching in the 21st Century. We must maintain the quality of our building stock and ensure that buildings are safe, properly heated and pleasant places in which to learn

and teach. The on-going costs of Private Finance Initiative (PFI) schemes are having an adverse effect on local authority budgets.

Some schools may face closure. We would argue strongly that the decision to close a school should only be made on sound educational grounds - not just to save money.

As budget cuts bite deep, the biggest impact will be on the poorest in our society. The biggest single bar to Scottish pupils achieving their full potential is poverty and deprivation. Continuing council cuts will widen further the divisions within our society.

The crisis which is now impacting on our education system was not caused by our schools or young people, it is worth repeating that this was caused by a failure in the banking system and yet it is our young people who will bear much of the impact of the cuts.

Every political party and every council candidate should commit to quality education provision in Scotland, supported by funding which properly meets the needs of the system. The way out of the economic crisis lies in part through a well-educated, well developed workforce, equipped for the world at work and able to play a full part in the society of the 21st Century. In other words, quality education provision represents a substantial part of the solution to the problems being faced by society as a whole. The EIS campaign “Why Must our Children Pay?” continues to enjoy considerable support from teachers, parents and the public in Scotland. 10,000 people turned out on to the streets of Glasgow to support the campaign and, in Edinburgh, the EIS was the largest trade union presence at an STUC organised march and rally where 20,000 marched in opposition to public service cuts. Increasingly, teachers and others are contacting the EIS to report on the impact of the budget cuts in their own areas. The EIS calls on every candidate standing in the May 2012 elections to express their support for Scottish education and for funding to make quality education a reality for all learners.



## Our priorities for Scottish local authorities

Recognition that the way out of the economic crisis lies in part through a well-educated and well developed workforce, well equipped for the world of work and able to play a full part in the society of the 21st century. This requires a properly funded education system.

### This means

- Maintaining teacher numbers.
- Working to reduce class sizes.
- Establishing a national staffing standard in schools.
- Resourcing Curriculum for Excellence development in schools.
- Improving levels of support staff working in schools.
- Maintaining and developing Instrumental Music Teaching in our schools.
- Protecting teacher professional development.
- Protecting and maintaining the fabric of our education establishments.
- Deciding to close a school only on sound educational grounds.
- Tackling poverty and deprivation.

# Valuing teachers

A high quality profession delivers a high quality education system

**A successful education system needs a sufficient numbers of teachers working in our schools. They must be fully qualified and have opportunities for professional development throughout their careers. Teachers deserve job security, decent salaries and good working conditions. Together these create an environment which encourages quality teaching and learning.**

The pay of teachers and associated professionals has been frozen for at least two years. For some teachers (e.g. supply teachers and teachers on a conserved salary) cuts are being made to their levels of pay. Following the McCormac Review of Teacher Employment and the lobbying of many local authorities, the Scottish Government has announced that the Chartered Teacher Scheme will be scrapped. This will put the salaries of many Chartered Teachers and those working towards Chartered Teacher status under threat.

A survey published in December 2011 by the General Teaching Council for Scotland (GTCS) showed that almost 19% of qualified teachers who had completed their induction year were unemployed. Of those new teachers who had found a job only 21% had a permanent post compared to 63% in 2004-2005. High teacher unemployment and increasing casualisation of teacher employment means that many of our highly qualified teachers and students will leave teaching for good. Schools cannot afford such a loss to the profession. There is economic waste in preparing so many able graduates for teaching, both in courses of initial teacher education and an induction year, when so few currently are moving into proper employment. Increasingly, talented Scottish-trained teachers are looking outside Scotland for work – meaning the money invested in training them is lost to the Scottish education system.

The health of all our education institutions depends on the appointment of recently qualified staff replacing older teachers as they retire and vacancies become available. Local authorities must work with the Scottish Government to plan for the future and ensure that, as pupil numbers rise again and as teacher vacancies occur, there is a new generation of well qualified teachers ready to teach in our schools.

Teachers deserve a decent wage for the difficult work they do. The 21st Century Agreement for Teachers, agreed in 2001,

recognised that teachers should be properly remunerated year on year. The cuts agenda proposed by Government at Westminster means that teachers are facing no increase in salary for at least two years, possibly even longer. This is at a time when inflation has been running at around 5%. All public sector workers deserve protection at a time when politically-motivated cuts are being made and salaries are being frozen. Education and training are particularly vital to the economic recovery, so teachers and lecturers must be recognised for the vital role that they play and should remain properly remunerated for the work that they do.

Quality education means well trained teachers. It means teachers having access to professional development throughout their careers. A new curriculum i.e. Curriculum for Excellence (CfE) means new ways of working and must mean access to quality professional development. The continuing cuts agenda will mean that many, perhaps most, local councils will cut the budget for professional development and training for teaching staff. If teachers do not receive the development they require there is a real danger for the future of Curriculum for Excellence. It also means pupils in Scotland not having access to innovative education approaches.

Teachers in Scotland spend more hours teaching pupils than in most countries in the western world. As well as teaching pupils, teachers need time for preparation, development and training, meeting parents and a number of other activities associated with the smooth running of the school. Recently a number of local councils have suggested increasing teacher time for teaching pupils by around two and a half hours per week in order to reduce the number of specialist teachers in the school and save money. At least one council explored removing teachers from schools for part of the day and replacing them with unqualified volunteers, purely as a cost-cutting measure and with no regard to the quality of educational experience for pupils.

The Government, with support from local councils, commissioned a review of the 21st Century Agreement which, in 2001 not only agreed new pay and conditions but provided clear professional recognition for teachers and associated professions. The outcome of this review, chaired by Professor Gerry McCormac, now has serious implications for the working conditions of teachers and the learning environment for pupils.



## Our priorities for Scottish local authorities

Many of the Review Report's findings are cost-driven and could potentially undo all the progress that was secured in the 21st Century Agreement. Local authorities must, as the employers of teachers, enter into proper negotiations with both the Scottish Government and teaching unions to agree which, if any, of the Report's recommendations offer positive developments for Scottish education. The McCormac Review must not be used by employers as a mechanism to enforce further cuts on Scottish education.

Teachers have the right to work in schools where pupils are well disciplined and have reasonable standards of behaviour. Teachers need to know that they are supported when they are dealing with instances of pupil misbehaviour or indiscipline. Equally teachers must know that they have the right to remove from the classroom any pupil who is repeatedly disruptive or violent or who is making the work of other pupils in the class impossible. Local authorities must make appropriate alternative provision for pupils who are disruptive and must fund, support and adequately staff such provision.

Teachers also have the right to professional development which will allow them to consider options for their future career. This may mean seeking posts in the management of the school e.g. principal teacher or eventually headteacher. Reductions in professional development mean less preparation for teachers considering moving towards such posts. Already, together with general cuts for the professional development budget, some authorities are ending support for teachers seeking quality professional development which could support them in seeking a headteacher post. Equally teachers have the right to choose to remain within the classroom throughout their careers. In recent years, experienced teachers who wished to remain in the classroom had the opportunity to work towards the grade of Chartered Teacher, which provided quality professional development, recognition for their classroom work and also an enhanced salary. The recent decision to scrap the Chartered Teacher programme is a false economy in terms of developing the teacher workforce of the future. This short-sighted decision will demotivate many dedicated teachers, and could lead to many experienced professionals choosing to leave the classroom.

- Recently qualified teachers who have undertaken the probationer year must have access to employment in schools in Scotland. Local authorities must ensure that sufficient numbers of qualified teachers are employed in their schools.
- There must be planning for a time when older members of the profession retire, and pupil numbers rise. Local authorities must work with the Scottish Government to plan for a new generation of well qualified teachers ready to teach in our schools and ensure that there are posts available for them.
- Teachers must be properly rewarded for the jobs they do. The present situation of a wage freeze while inflation continues to rise is not sustainable. Teacher pay must continue to be negotiated by local authorities, the Scottish Government and teacher trade unions through collective bargaining procedures.
- All teachers should have access to quality continuing professional development (CPD) throughout their careers. This includes quality professional development towards Headteacher posts and any scheme which emerges to replace the Chartered Teacher programme.
- There must be no increase in class contact time for teachers. Scottish teachers already spend more time teaching pupils than most other teachers in Europe.
- Any agreement on teachers' terms and conditions following on from the McCormac Review must recognise the work teachers do and ensure they are properly remunerated for that work. All negotiations on this agreement must take place through the Scottish Negotiating Committee for Teachers (SNCT).
- Pupils and teachers have the right to expect appropriate standards of discipline from pupils. Teachers have the right to expect support in dealing with instances of pupil indiscipline – including, in exceptional circumstances, the right to exclude a pupil from the classroom or the school.
- Local councils must make appropriate alternative provision for pupils who are disruptive and must fund, support and adequately staff such provision.

# Delivering national priorities with local accountability

## Balancing local and national needs

**Schools are changing the way they work in order to deliver Curriculum for Excellence. Many schools are becoming more collegial, encouraging all staff in the school to be involved in important decisions about the way in which the school operates and how education is delivered. Part of this involves encouraging teachers to see themselves as potential leaders within the classroom and within the school as a whole – whether leading learning or in leading individual projects agreed by the school.**

Although this means much more staff involvement in vital decisions about the school, this is not to question the central role of school management and in particular the importance of the role of headteacher. In many parts of the country it is proving increasingly difficult to attract people to apply for headteacher posts when vacancies occur. Part of the solution lies in quality professional development for all staff within the school and in particular development for those seeking management posts and eventually headteacher posts in the school. The EIS believes that the role of headteacher is undermined in those areas where there is a shared headteacher post over two or more schools. We believe that there should be a headteacher for every school in Scotland.

We have argued against new school models in Scotland. The comprehensive principle has served our schools well and

has helped promote equity both within and across schools, as well as allowing standards to improve. We see no place in Scotland for the city academies which exist in England. Equally the free school model which exists in Sweden and which has been imported by ministers in England would not fit well within the Scottish system of education. There is little real evidence about how free schools benefit young people, let alone how such a model could operate in a Scottish context.

Since devolution, the Scottish Parliament has had responsibility for broad educational policies. The 32 local councils who will be elected this May are responsible for the implementation of these policies on the ground. The EIS believes that all too often important Government policies have become diluted at a local level as local councils identify their own policy priorities not always consistent with those of the Scottish Parliament or Government. There are issues also of small local councils delivering the services for which they have legal responsibility at a time of increasing budget pressure. This has led to the loss of dedicated education officer, heads of service and even director of education posts. Currently local councils in Scotland are under particular pressure because of the nationally imposed cuts which they are being required to apply following decisions initially taken by the Westminster Government. Also any system of local delivery of services must include proper democratic accountability so that local views and priorities are taken into consideration.



## **Our priorities for Scottish local authorities**

- Local authorities should, through professional development, encourage all teachers to see themselves as leaders in the classroom including leading pupil learning and leading particular projects in the school.
- Local authorities should encourage genuine collegiality among teachers and all staff in the school, ensuring they have a voice which is listened to and which influences decision making in the school.
- Headteachers should be fully supported by their employers in the important work they undertake, including through high quality professional development throughout their careers. Every school should have its own headteacher.
- The comprehensive school should be supported and encouraged to develop. Alternative models of running schools being developed in England and in some other European countries should not be imposed upon the system in Scotland, and local authorities must not use alternative educational proposals as a mask to hide budget cuts.
- All local authorities must work constructively with government to ensure that national priorities are fully delivered at a local level.

# Moving forward with a new curriculum

## Delivering a bright educational future for Scotland's pupils

**The Curriculum for Excellence (CfE) intended for all pupils aged 3 to 18 is well underway in nursery, primary, secondary and special schools. CfE is supported in principle by teachers as it represents for the first time a coherent approach to learning and teaching for the whole 3 to 18 age range. CfE also promotes the use of innovative and creative approaches to teaching. Pupils should have the opportunity to learn through a wider range of experiences than were previously available. All young people should have the opportunity to develop the four key capacities needed for an active participative role in 21st century society: young people should be successful learners, confident individuals, responsible citizens and effective contributors.**

Pupil assessment is being developed to allow pupils through primary school and the first years of secondary school to have information about their progress which assists them, their teachers and their parents to understand the progress they are making and what they need to learn in the future. The new arrangements bring to an end a divisive system of testing which led to league tables which set school against school in many local council areas. Schools are now able to access a National Assessment Resource (NAR) which provides assessment material without imposing divisive tests.

The EIS supports Curriculum for Excellence and the methods of assessment associated with it. However, the EIS believes that Curriculum for Excellence can only be successfully implemented if it is properly resourced. Above all there must be quality professional development available for all teachers. Some of this should be delivered nationally at conferences and other national events. Some should mean

teachers working with other teachers in their own school and beyond in developing the new curriculum and new ways of working within the school. However, there is already clear evidence that professional development, at a time of budget cuts, is an easy target for local councils. Fewer and fewer teachers are able to access the developments they require. Without high quality teacher professional development, in simple terms, Curriculum for Excellence will fail.

Curriculum for Excellence also cannot succeed in large classes or where there are few if any support staff, yet both these areas are under threat because of budget cuts. There is little commitment by local councils to seek to cut class sizes as teacher numbers have been cut. Also one of the first effects of budget cuts in many schools has been a reduction in the number of support staff working with pupils in the school.

The Scottish Government currently intends that the Scottish Qualifications Authority (SQA) should bring into being new qualifications, to be known as Nationals, with effect from 2013-14. These qualifications will replace the current Standard Grade and Intermediate exams. The EIS recognises a need for change but has argued that the timescale which the Government is seeking to impose is far too short. Evidence from the Government's and EIS surveys of secondary teachers indicates serious and significant disquiet about the new qualifications and the timescale for delivery. Detailed arrangements for these new qualifications have yet to be confirmed. Teacher development to prepare for the new qualifications has not yet taken place. The EIS believes that all schools should have the option of a delay in the introduction of the new exams, if teachers believe that this is in the best interests of pupils.



## **Our priorities for Scottish local authorities**

- Curriculum for Excellence must be properly resourced at all levels and stages.
- Teacher professional development in relation to CfE, including introduction of the curriculum, assessment and future qualifications, must be a priority and must be properly resourced.
- Class sizes must be reduced through time, to a maximum of twenty, which would allow for the successful implementation of CfE.
- All schools should have the option of delaying introduction of new CfE qualifications for at least a year to allow for full clarification of the new arrangements and the required professional development for all secondary teachers.

# Nursery education

## A quality education for our youngest learners

**We can be proud of the expansion of pre-5 education in Scotland. Successive Scottish administrations have made a strong commitment to nursery education which includes a commitment that all pre-5 children should have access to a qualified teacher. Many local authorities share this commitment to expanding access to high-quality nursery education, although the implementation of this policy is highly variable across the country.**

Nursery schools and nursery classes with appropriately qualified teachers mean quality educational provision for our youngest learners before they move on to primary schools. Currently all of Scotland's youngest learners have the opportunity to experience pre-5 education. The benefits of nursery education and classes with qualified teachers are becoming ever more apparent, especially now that Curriculum for Excellence is underway.

Recent research together with policy statements from the Organisation of Economic Cooperation and Development (OECD) from the Scottish Government and from Her Majesty's Inspectorate of Education (now part of Education Scotland) all point to the important role qualified teachers play in nursery education.

Parents in all parts of Scotland also value high quality nursery education provision.

Despite the commitment that all pre-school children will have access to a nursery teacher, the reality is that not all youngsters have access in a way that guarantees a quality educational experience. In recent years many councils have reduced the number of qualified nursery teachers employed by them. Over the past few years the number of qualified nursery teachers working in schools has dwindled. The EIS believes that only by guaranteeing the employment of nursery teachers can quality education be guaranteed.



## **Our priorities for Scottish local authorities**

- A guarantee in every part of Scotland for every child aged 3 – 5, whose parents wish it, to attend a nursery school or class and be taught by fully qualified teachers.
- A commitment that there will be adequate funding to employ nursery teachers in every council nursery setting to guarantee quality nursery provision.
- Ensuring that all staff in all pre-5 establishments have access to quality professional development linked to appropriate qualifications.

# Additional support needs

## Breaking down barriers to learning

**All children and young people must be given the necessary support to allow them to work towards achieving their full potential. Set against the principles of Getting It Right For Every Child (GIRFEC), recent legislation in the form of the Education (ASL) (Scotland) Act 2009 is intended to make this possible. As a result of extensive publicity by the Scottish Government, parents, rightly, have high expectations of the impact of the legislation on their children's learning - and that adequate resources will be put in place.**

However, in reality, budget cuts at local authority level are making the realisation of the hopes and aspirations of the legislation more difficult to achieve. Additional Support Needs (ASN) staffing levels have been dramatically reduced, as have administrative and clerical support staffing levels. Classroom assistant posts have been removed. Invaluable expertise and experience have been lost.

Reduction in the Educational Psychologist Service is reducing the support that teachers require when dealing with pupils with additional support needs. The removal of Scottish Government funding for Educational Psychologist training will further reduce the supply of qualified Educational Psychologists at local authority level. This potentially means that some children who require the most support will miss out on having their needs met.

The situation has been made more acute by an increase in class sizes in many schools. To make matters worse, ASN staff are being put under pressure to carry out extra duties due to fewer support staff numbers, e.g. supervision of pupils during lunchtimes and breaks.

Some pupils experience social and emotional difficulties. Behaviour support bases have proven very successful in supporting the needs of these pupils, and many other pupils in the school. But increasingly budget cuts mean that special behaviour support bases are no longer being supported.

Special schools have an essential part to play in Scottish education. They support those pupils who require high levels of assistance. However, many Special schools are being closed as councils cut costs. Furthermore, the funding which supported these schools is not going back into mainstream schools, which are now under increased pressure.

Co-ordinated Support Plans (CSPs) are part of the new legislation. They are legal documents and promote an inter-agency approach to supporting those pupils with complex support needs. However, the success of CSPs has been mixed for a variety of reasons. In a climate of budget cuts, it is proving more and more difficult for schools to work with other agencies. For example, information sharing and disseminating feedback from support agencies are frequently not being achieved. Duplication of planning is increasingly in evidence.

Levels of administration have increased. Teachers are being asked to complete more paperwork and attend more meetings. Together this means less time for teachers to support individual pupils. Evidence gathering has become very time-consuming.

Early intervention strategies which are vital to identify support needs for our youngest learners are being undermined because of fewer teachers in nursery schools.

In all of this, it is our most vulnerable youngsters who are disadvantaged and many of them experience significant barriers to their learning.

The particular needs of pupils who are new to English must be recognised. Local authorities need to support the development of effective EAL (English as an Additional Language) services and ensure that schools are not left to struggle on their own meet the need of this growing group of students.



## **Our priorities for Scottish local authorities**

- Adequate funding allocated to schools to provide support for all pupils who experience barriers to their learning.
- A guarantee to increase staffing to help those with Additional Support Needs, including classroom assistants and administrative and clerical support.
- CPD opportunities for all staff on the implications of the ASL Act and related Additional Support Needs issues.
- Increased commitment to specialist training for dedicated Support for Learning teachers.
- Early intervention strategies must be funded including the provision of an appropriate number of qualified teachers in nursery schools and classes.
- Educational Psychologist posts need to be protected.
- Effective EAL Services in all local authority areas.

# EIS priorities for Scottish local authorities

## Defending education at a time of cuts

Recognition that the way out of the economic crisis lies in part through a well-educated and well developed workforce, well equipped for the world of work and able to play a full part in the society of the 21st century. This means a properly funded education system.

### This means

- Maintaining teacher numbers.
- Working to reduce class sizes.
- Establishing a national staffing standard in schools.
- Resourcing Curriculum for Excellence development in schools.
- Improving levels of support staff working in schools.
- Maintaining and developing Instrumental Music Teaching in our schools.
- Protecting teacher professional development.
- Protecting and maintaining the fabric of our education establishments.
- Deciding to close a school only on sound educational grounds.
- Tackling poverty and deprivation.

## Valuing teachers

- Recently qualified teachers who have undertaken the probationer year must have access to employment in schools in Scotland. Local authorities must ensure that sufficient numbers of qualified teachers are employed in their schools.
- There must be planning for a time when older members of the profession retire, and pupil numbers rise. Local authorities must work with the Scottish Government to plan for a new generation of well qualified teachers ready to teach in our schools and ensure that there are posts available for them.
- Teachers must be properly rewarded for the jobs they do. The present situation of a wage freeze while inflation continues to rise is not sustainable. Teacher pay must continue to be negotiated by local authorities, the Scottish Government and teacher trade unions through collective bargaining procedures.
- All teachers should have access to quality continuing professional development (CPD) throughout their careers. This includes quality professional development towards Headteacher posts and any scheme which emerges to replace the Chartered Teacher programme.
- There must be no increase in class contact time for teachers. Scottish teachers already spend more time teaching pupils than most other teachers in Europe.
- Any agreement on teachers' terms and conditions following on from the McCormac Review must recognise the work teachers do and ensure they are properly remunerated for that work. All negotiations on this agreement must take place through the Scottish Negotiating Committee for Teachers (SNCT).
- Pupils and teachers have the right to expect appropriate standards of discipline from pupils. Teachers have the right to expect support in dealing with instances of pupil indiscipline – including, in exceptional circumstances, the right to exclude a pupil from the classroom or the school.
- Local councils must make appropriate alternative provision for pupils who are disruptive and must fund, support and adequately staff such provision.

## Delivering national priorities with local accountability

- Local authorities should, through professional development, encourage all teachers to see themselves as leaders in the classroom including leading pupil learning and leading particular projects in the school.
- Local authorities should encourage genuine collegiality among teachers and all staff in the school, ensuring they have a voice which is listened to and which influences decision making in the school.
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- The comprehensive school should be supported and encouraged to develop. Alternative models of running schools being developed in England and in some other European countries should not be imposed upon the system in Scotland, and local authorities must not use alternative educational proposals as a mask to hide budget cuts.
- All local authorities must work constructively with government to ensure that national priorities are fully delivered at a local level.

## Moving forward with a new curriculum

- Curriculum for Excellence must be properly resourced at all levels and stages.
- Teacher professional development in relation to CfE, including introduction of the curriculum, assessment and future qualifications, must be a priority and must be properly resourced.
- Class sizes must be reduced through time, to a maximum of twenty, which would allow for the successful implementation of CfE.
- All schools should have the option of delaying introduction of new CfE qualifications for at least a year to allow for full clarification of the new arrangements and the required professional development for all secondary teachers.

## Nursery education

- A guarantee in every part of Scotland for every child aged 3 – 5, whose parents wish it, to attend a nursery school or class and be taught by fully qualified teachers.
- A commitment that there will be adequate funding to employ nursery teachers in every Council nursery setting to guarantee quality nursery provision.
- Ensuring that all staff in all pre-5 establishments have access to quality professional development linked to appropriate qualifications.

## Additional Support Needs

- Adequate funding allocated to schools to provide support for all pupils who experience barriers to their learning.
- A guarantee to increase staffing to help those with Additional Support Needs, including classroom assistants and administrative and clerical support.
- CPD opportunities for all staff on the implications of the ASL Act and related Additional Support Needs issues.
- Increased commitment to specialist training for dedicated Support for Learning teachers.
- Early intervention strategies must be funded including the provision of an appropriate number of qualified teachers in nursery schools and classes.
- Educational psychologist posts need to be protected.
- Effective EAL Services in all local authority areas

**Remember**  
**Vote for education**  
**Thursday 3rd May 2012**



# The **BIG** Picture

Supporting education in  
The Scottish local authority elections

**eis**

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