

**VALUE  
EDUCATION  
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TEACHERS**



## **Report of Council and its Committees**

**2018-2019**

### **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. Delegates can ask questions of Committee Conveners when they present their reports to the Annual General Meeting (Standing Orders 2(iii)). The Vice-President, Bill Ramsay, will present the report and answer previously submitted written questions on the work of the Executive Committee, its Sub-Committees (Emergency, Finance and Strategy) on those areas of activity which have been the direct responsibility of Council.
- 1.3 During the Course of the year, Council has scrutinised the work of its Committees and has directly considered and dealt with the SNCT Pay Negotiation and associated 'Value Education Value Teachers' Campaign. Council also initiates workstreams directly through motions and reports/papers which lie outwith the formal committee structure. It is normally the case that any "stand alone" decisions of Council are passed to the appropriate Committee for processing. This year 2018-19 Council has approved motions dealing with the following aspects of Institute policy: Council, Committees and Sub Committees – Gender Balance, Stand Up to Racism Rally in London and a message of solidarity to CNTE (A Brazilian Teaching Trade Union)
- 1.4 A Special Council meeting was held in early January 2019 where it was decided to authorise a statutory ballot on the extant COSLA pay offer and a timetable of actions was approved.

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## **2. Executive Committee**

2.1 The Executive Committee has overall responsibility for Organisation, Finance, Political & External Affairs, Further and Higher Education, and has a general strategic role with regard to the processing and decision making of the four other Council Committees (Rule XIII (a) applies). Since the 2018 Annual General Meeting, the Executive Committee has met five times and its Finance Sub-Committee has also met on six occasions. The Emergency Sub-Committee of the Executive Committee met 5 times. The Strategy Sub-Committee has met twice and has concentrated on the Pay Campaign. A Working Party also met to revise the EIS Complaints Procedure.

### **Organisation**

2.2 The functions of the Executive Committee include the coordination of Institute activities at national & local level and the maintenance of the strategic direction of the Institute as established by the Council.

2.3 The Executive Committee had responsibility for the pay campaign that supported the 2018-19 pay claim. This was the Executive Committee's single largest workstream of the year. The Executive Committee considered the strategic & operational aspects of the campaign at every meeting and made recommendations to Council.

2.4 The Executive Committee also gave powers to the Strategy Sub-Committee to plan certain elements of the strategy. The Strategy Sub-Committee met twice in 2018-19. The Strategy Sub-Committee's decisions informed the work of the (staff-based Campaign Group).

2.5 The Executive Committee approved preparations for four regional pay seminars on the pay campaign and the national demonstration in October 2018.

2.6 The Executive Committee oversaw two consultative ballots and preparations for two statutory ballots.

2.7 The Executive Committee also set up a new Working Group to continue review of the Institute's Complaints Policy (as a result of a Council resolution). This workstream is not overtaken at present but the final report will be completed before AGM with the new Executive considering its recommendations.

2.8 The Executive Committee agreed to use the services of ACAS at a cost of approximately £800, to offer conciliation to a named Local Association to address generalised issues. ACAS withdrew from the work at an early stage.

- 2.9 The Executive Committee approved the re-appointment of the Occupational Networks.
- 2.10 The Executive Committee approved the appointment of a second legal officer and discontinuation of the service level agreement with Dentons.
- 2.11 The Executive Committee approved changes to Schemes 10 and 11 of Council; "Scheme for the election of members employed in Further & Higher Education to AGM" and "Scheme for the election of members employed in Further & Higher Education to Council" respectively.
- 2.12 The Executive Committee approved a bid for £30,000 from the Scottish Government's Union Modernisation Fund that is administered by the STUC in order to pilot the Institute's first online representatives' course. The Executive Committee also approved annual INTO Teaching events for the next three years.
- 2.13 The Executive Committee agreed the allocation of committee responsibility for the initial processing of AGM 2018 Resolutions.
- 2.14 The General Secretary participated in the Scottish Education Council, the Atlantic Rim Collaboratory and ISTP Conference on behalf of the Institute. The General Secretary, President and Vice President attended an ETUCE Conference in Athens. The Executive Committee noted reports from these events.
- 2.15 The Executive Committee also noted reports from EIS nominees on the School Empowerment Steering Group, and its sub-groups.
- 2.16 The Executive Committee regularly monitored EIS membership and the number of EIS representatives in schools.
- 2.17 The Executive Committee noted the Institute's submissions to the Education & Skills Committee on; the Scottish Government's Draft Budget 2019-20, Education Reform and Music Tuition in Schools. The Executive Committee also noted the Institute's submission on Free Instrumental Music to the Parliament's Public Petitions Committee.
- 2.18 The Executive Committee agreed to take ownership of Learning & Teaching Resources on Israel/Palestine and to refresh the materials, with a view to publishing the materials shortly.
- 2.19 The Executive Committee recommended changes to the Institute's Rules in order gender balance on sub-committees of the Executive Committee. It also made recommendations to Council on the 'Fossil Fuels – Stages Disinvestment' AGM resolution.
- 2.20 The Executive Committee commissioned and oversaw a members' survey on members' attitudes to workload, stress and other work

matters. There were over 12,000 responses and the interim report was made to Council.

### **Other Executive Committee Business**

- 2.21 The Executive Committee also provided support to the St Andrews Rally in November 2018 and to the Stand up to Racism Rally held in Glasgow in March 2019. It was agreed to encourage members to attend both events and the usual subvention was provided to Local Associations who decided to run buses to the events.
- 2.22 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; International Brigade Memorial Trust; 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; WASPI and the Workers' Educational Association (WEA Scotland). The Institute affiliated to Stand Up to Racism in 2018.
- 2.23 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.
- 2.24 EIS Office Bearers and Officials met with the representatives from ADES, COSLA, Church of Scotland, NUS and Connect (formerly Scottish Parent Teacher Council). These meetings were reported back to the Executive Committee.
- 2.25 As part of the Institute's ongoing public policy work (including anti-austerity) the Institute has continued to cooperate closely with colleagues in other public sector unions through both the STUC and the TUC. The Institute has continued to highlight its opposition to austerity measures and the impact this has had on education services such as IMT and ASN provision.

### **Finance**

- 2.26 The Annual Accounts of the Institute for 2017/18 were reported to Council in March 2019. These are issued to delegates to the AGM as a separate document and will be presented to the AGM during the private session.

- 2.27 The 2018 Accounts are the third set of financial statements which have been prepared under Financial Reporting Standard (FRS) 102 and unfortunately, as previously predicted, has resulted in massive adjustments through the incorporation of movements in the valuation of long-term assets (investments) and liabilities (pensions) into the Income and Expenditure Account. The distortions caused by FRS102 to the recording of pensions in particular resulted in Executive Committee instructing that a separate statement be produced for internal use which excludes such FRS102 adjustments from staffing and reinstates the actual pension costs incurred in the year by the Institute. This statement will be included with the Accounts circulated to delegates as it facilitates comparison to planned expenditure and is believed to reflect genuine operational staffing costs. The comments in the next paragraph relate to this statement
- 2.28 The General Fund recorded an operating deficit of £183,000 in comparison to a planned deficit of £308,000 and a deficit of £421,000 recorded in 2017. The main reason for the deficits were the escalation in legal costs attributable to the defence of members undergoing GTCS fitness to teach procedures. Legal costs in 2017/18 amounted to £1,379,000 (2017 £1,669,000) thereby absorbing 24% of subscription income. This compares to 16% five years ago. Measures have been taken which already have had a significant impact to, where possible, limit such costs without dilution of the service to members and these are referred to in the staffing section below. Other significant changes from 2017 include increases of approximately £118,000 in membership subscription income. Staffing costs increased by £213,000 from 2017 largely due to new appointments including the first in-house Legal Officer, the Campaigns and Research Assistant, and the fifth Organiser. Further increases in staffing costs will occur in both the current financial year and in 2019/20.
- 2.29 The operating deficit of £183,000 was converted to an overall surplus of £3,280,000 through the pension and investment adjustments referred to earlier. The pension adjustments are based on calculations which are required to be undertaken annually in a prescribed manner by the actuary and which bear no relation to the formal triennial actuarial valuations of the pension scheme. In 2017 these adjustments added £2,679,000 to the General Fund, whereas in 2017 some £3,091,000 was added. The market value of General Fund investments rose by £783,000 in 2018 and by £1,558,000 in 2017. These increases in value have been added to the overall General Fund balance which now stands at £22,633,000 (2017 £19,600,000).
- 2.30 It should be noted that the overall General Fund Surplus of £3,280,000 is identical in both the accounts and the supplementary statement.

- 2.31 The Professional Fund, which now has investment income -in 2018 £421,000 - as its only source of revenue, recorded an operating surplus of £50,000 in 2018 (2017 deficit of £162,000 principally attributable to Strike Pay of £278,000 during the FELA dispute and the contribution of £100,000 made to the Strike Hardship Fund). The Professional Fund was used to finance the Salaries Campaign with a contribution of £120,000 being made in this regard in 2017. A larger sum in the order of £150,000 is anticipated to be contributed in 2018. In common with the General Fund, the Professional Fund was bolstered by the increase in market value of investments which in 2018 amounted to £665,000 (2017 £1,635,000). The overall Fund value rose by £715,000 to £17,431,000 at 31 August 2018.
- 2.32 The Political Fund for 2017 was in surplus by £94,000 (2017 £125,000) although in this instance the market value of investments fell by £37,000 thereby reducing the surplus to £57,000.
- 2.33 Despite the General Fund recording operational deficits in recent years the Institute remains in sound financial health with its Consolidated Balance Sheet – now having investments and property shown at market value - showing Funds of almost £43 million (2017 £39 million.)
- 2.34 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**

- 2.35 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 five 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.
- 2.36 This year has been relatively quiet in terms of staffing changes but notwithstanding this, some important appointments have been

made. Firstly, Sonia Kerr has been recruited in January 2019 as our second in-house Legal Officer. This again is intended to be a “spend to save” appointment with consequent savings on external legal fees from work, where possible, being undertaken in house. The Institute’s Service Level Agreement with Dentons was discontinued with effect from 31 March 2019.

- 2.37 The Institute has also appointed Lesley Warren as a Campaigns and Policy Research Assistant. Whilst this was originally made on a fixed term basis, approval has now been given for the post to be a permanent appointment.
- 2.38 The Institute said goodbye in March 2019 to Lesley Walker our Professional Learning Co-Ordinator. Robert Henthorn has been appointed as Lesley’s successor and took up post in April.

### **Membership**

- 2.39 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 development and expansion of the Organiser initiative shows the commitment of the EIS to recruitment, retention and engagement with members. A number of subscription incentives aimed at probationers have also been implemented including an extended period of 8 months 50% subscription rate at the end of their free membership period. It is again gratifying to report an increase of almost 1,800 members in the Institute’s 2018 “official” statistics which are recorded in November each year and which are used for the determination of Council members and AGM delegates. This follows on from an increase of 1,100 in 2017. The EIS total membership (including life) in November 2018 was circa 58,100.

### **Industrial Relations**

- 2.40 The Emergency Sub-Committee met 5 times in 2018-19 to deal with EIS-ULA and EIS-FELA industrial action requests. The EIS-ULA failed to cross the 50% threshold in a strike ballot in pursuit an improved pay offer. EIS-FELA initiated strike action in January 2019 in pursuit of an improved pay offer later complemented with an action short of strike action from April 2019.

### **Political & External Affairs**

- 2.41 EIS Office Bearers and Officials met with representatives of all parliamentary political parties during the year, including their education teams. Regular meetings were also held with the Cabinet Secretary for Education and Lifelong Learning, as well as civil servants on a range of issues.



- 2.42 Fringe meetings were hosted at most major party-political conferences, and an EIS stall was set up to promote EIS policies and work at every conference.
- 2.43 The Institute 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 the Institute contributed £5000 to an Indonesian Teachers' Union (PGRI) to support disaster relief, £500 to Positive Acton in Housing, £500 to Mary's Meals, £500 to Justice for Sheku Bayoh Campaign, and £300 to support a Holocaust Memorial Day event at the Scottish Parliament.
- 2.44 The Institute also contributed £250 to the TIE Campaign, supported a Nelson Mandela Centenary Dinner and contributed £300 to the Peoples History Museum. The Institute also sponsored annual lectures given by Connect and the Jimmy Reid Foundation.

### **Relations with Other Trade Unions**

- 2.45 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 bi-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).
- 2.46 Representatives from the EIS attended the Conferences of the following kindred organisations during the course of the year: SSTA, NEU-NUT (National Education Union - NUT), NEU-ATL (National Education Union - ATL), NEU Cymru, ASTI (Association of Secondary Teachers of Ireland), INTO (Irish National Teachers' Organisation), TUI (Teachers' Union of Ireland), UCU (Universities & Colleges Union) and UTU (Ulster Teachers' Union).
- 2.47 The EIS continues to play an active role within the STUC. EIS representatives have also attended STUC Women's, LGBT+ and Youth Committees.
- 2.48 This year the EIS has been represented on the STUC General Council by Larry Flanagan, Nicola Fisher and Susan Quinn.

## **STUC Congress 2019**

- 2.49 STUC Congress was held in Dundee, from 15-17 April. The EIS successfully moved 3 motions; Anti-Racist Education, Additional Support Needs and Violence in the Workplace.

## **TUC Congress (2018)**

- 2.50 The TUC Congress was held in Manchester from 9-12 September, 2018. The EIS submitted two motions for consideration by Congress, which were subsequently moved/supported by the EIS delegation. One dealt with data misuse and the other on Turkish Government's mistreatment of workers.

## **International**

- 2.51 The EIS continues to be active in international affairs with several Office Bearers and Officials attending a range of EI/ETUCE events during the last year, including the Education Trade Unions Addressing Gender Equality Through Social Dialogue in Munich and a Special ETUCE Conference in Athens.

## **Further Education**

- 2.52 The EIS-FELA Executive Committee met 12 times during 2018-19. 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)
  - Agreed NJNC Circulars for the Implementation of the March 2016 NJNC Agreement, May and November 2017 Agreements and subsequent enabling agreements.
  - Dispute over 2017/18 pay claim
  - Consultative and statutory ballots for strike action and action short of a strike in pursuit of an acceptable cost of living pay rise
  - High profile 'Negotiate Now' pay campaign, including organisation of a demonstration at the Scottish Parliament
  - Strike action
  - NJNC Side Table (Lecturers) meetings and Short Life Working groups on terms and conditions and national policies
  - Training events on implementation of the May and November 2017 NJNC Agreements and related NJNC Circulars.
  - Job Matching and Referrals Panels
  - Participation in the Scottish Government's 'Equally Safe in Further and Higher Education' initiative
  - UHI integration proposals
  - EIS-FELA Member Subscriptions
  - Branch Reports

- Participation in the Scottish Government's Colleges 'good Governance Steering group'
  - Participation in the Joint Working Group on the Professional Registration of College Lecturers.
  - Participation in the 15-24 Learners' Journey Review
  - Engagement with the EIS-ULA on the implementation of the TransEdu Scotland Recommendations
  - Engagement with the EIS-ULA in planning a Joint Tertiary Education Conference
  - Engagement with the Scottish Government and other stakeholders
  - Engaging with SFC on a number of issues, including the plans for integration at UHI and its role in the verification of data for the NJNC
  - Engaging with Audit Scotland and its Colleges 2019 Report
  - Review of Professional Standards for lecturers in Scotland
  - Liaising with other FE trade unions and the STUC F&HE Forum
  - Provision of support for lecturing staff delivering education in prisons during the re-structuring exercise at Fife College and communication with the Justice Minister, raising concerns about the content of the prison education curriculum
  - FOI on zero hours contracts, with consideration of a report on the outcome
  - FOI in relation to colleges charging student fees on withdrawing from courses
  - FOI on benefit sanctions in relation to non-completion of college courses
  - FOI on the use of external managers to discharge HR functions
  - FOI on senior staff pay
  - Engagement with the Scottish Government and other stakeholders in the drafting of a Brexit Joint Statement
  - Response to the Colleges Scotland consultation on its 'Statement of Ambition'
  - Joint TU FE Survey on the practical experiences of the management of grievances in the sector
  - SFC Outcome Agreement Funding for Colleges
- 2.53 Three Branch Seminars, focusing on the implementation of the NJNC Agreements and Circulars and professional registration for college lecturers.
- 2.54 The EIS-FELA Executive Committee has continued to coordinate regular submissions to the SEJ.
- 2.55 The Executive Committee, through the national negotiators, has created a monthly Newsletter which has been circulated to all members and made available on the website.

- 2.56 EIS-FELA Office Bearers have met the Minister for Further & Higher Education on two occasions and the Cabinet Secretary for Education and Skills on one occasion so far in 2018-19.

### **EIS-FELA Salaries and Conditions of Service Sub-Committee**

- 2.57 The Salaries and Conditions of Service Sub-Committee has met six times in the last year, one of these being a Special meeting of the Sub-Committee. The Sub-Committee developed a number of positions on NJNC matters that were recommended to and adopted by the Executive Committee. This included the creation of a draft pay claim to cover the years 2017/18, 2018/19 and 2019/20. This was adopted by the EIS-FELA Executive.

Last year the Sub-Committee also considered:

- Senior Staff Pay
- The operation of and the outcome of the referrals to the National Referral Mechanism for Promoted Posts
- UHI – recognition and inclusion of all colleges in national bargaining
- Payment of £100 payment, following the successful City of Glasgow College tribunal case
- SFC – letter of Guidance 2018-19 from S.A. Sommerville
- SFC Outcome Agreement Funding for Colleges final allocations 2018-19
- Review of a draft Restructuring Policy
- FE Survey on Stress and Workload

### **Education and Equalities Sub-Committee**

- 2.58 The Education and Equalities Sub-Committee has met four times in the last year.

Last year the Sub-Committee considered:

- Implementation of the recommendations from the TransEdu Scotland Report
- Outputs from the Scottish Government’s Working Group, ‘Equally Safe in Further and Higher Education’
- Strategy to develop links with FE trade unions and colleges across the EU
- SFC College Region Outcome Agreement Report
- Development of an Inspection Monitoring Form and plans for liaison with Education Scotland
- Formulation of a position on Benefit Sanctions in relation to Mandatory Colleges Courses
- ECU Supporting Workplace Diversity Report
- 15-24 Learner Journey Review
- SFC Publication – Announcement of additional funding for access to sanitary products at colleges and universities in 2018-19

- Advances HE report on Equality in Colleges in Scotland: results from the 2017 staff survey and focus groups
- CWU Reps Guide to Work and Suicide Booklet 2018
- Implementation of the Prevent Duty

### **EIS-FELA Surveys & Submissions**

- 2.59 The EIS-FELA issued FOIs on External Managers, Mandatory courses, Senior Salaries, Under 16's Courses and Zero Hours Contracts.

The Executive made submissions in relation to the Scottish Government's consultations on Colleges Good Governance and the Assignment of Argyll College to the RSB of UHI. The Executive also responded to the Colleges Scotland consultation on its Statement of Ambition and the College Development Network's Consultation on Professional Standards for Lecturers in Scotland's Colleges. The Executive also provided comments for inclusion in the EIS Equalities Committee in relation to the Scottish Government Review of the Gender Recognition Act 2004.

### **Industrial Relations in the College Sector**

- 2.60 There was National Industrial Action in support of the national cost of living pay claim, strike action followed by action short of strike action.

### **Higher Education**

- 2.61 The EIS-ULA Executive Committee met eleven times in 2018-19.

### **New JNCHES**

- 2.62 The New JNCHES Pay Negotiations took up much of the Committee's time in 2018-19. The negotiation round started in March and resulted in a final offer of a 2% pay uplift. Four of the five trade unions involved in the New JNCHES process, lodged a trade dispute and proceeded to statutory ballots of their members for industrial action.
- 2.63 The EIS consultative ballot ran from 22 August until 28 September 2018, returning one of its highest turn-outs at 49.3%. This led to the statutory ballot on pay, which ran from 22 January 2019 to 5 March 2019. The campaign saw significant engagement of members at branch level and a resulting increase in membership. The strong message which came from the ballot process was that the offer was unacceptable. 75% of those who voted, voted in favour of taking strike action to pursue the joint Trade Union pay claim for 2018/19. However, the threshold, required to take action, was not met.

- 2.64 Similar results were returned in the statutory ballots of the other trade unions involved which meant that no industrial action could be taken in relation to the 2018/19 pay claim. In March 2019, the four trade unions wrote collectively to UCEA, recording their concern that the offer had been imposed but ultimately, noting the conclusion of the round.
- 2.65 As part of the 2017-18 settlement, a Gender Pay Gap ('GPG') Working Group was established in June 2018 to gather evidence and prepare a report on the practical implementation of GPG action planning in the sector. After a number of meetings, it became evident that there was no agreed understanding in relation to the sharing of data and the joint work could not proceed. To take this important area of work forward, the joint trade unions conducted an independent survey of their branches in February and March 2019. A key focus of the survey was the extent to which trade unions are engaged in the drafting of GPG action plans. The output of this work will be used to inform the submissions made during the New JNCHES pay negotiations for 2019/20.
- 2.66 The 2019/20 negotiations will continue to focus on pay, with a headline figure set at a level to address the real terms pay cuts which the sector has endured in the past ten years and to reflect the level of dissatisfaction evident from members in the 2018/19 pay round. The formation of a Scottish New JNCHES Sub-Committee also continues to feature as a central element of the claim.

### **Workload Campaign**

- 2.67 Recognising the increasing stresses which are being placed on its members, the EIS-ULA has continued to focus its attention on the issue of excessive workload and linked this work with the Pay Campaign. As part of this campaign, materials were produced and delivered to campuses for distribution amongst members. The campaign slogan, 'Calling Time on More for Less', was developed and used to highlight the issue of rising workload with falling value of pay. The EIS-ULA Workload Calculator remains a central aspect of the campaign, allowing members to record the numbers of hours worked in a week and to see at a glance a breakdown of time spent on individual aspects of work. To support members in managing workload and in achieving a better work/life balance, the EIS-ULA developed a model Staff Email Policy and Advice on Work Emails for members. The EIS-ULA will continue to develop this campaign moving forward and seeks to improve the working environments for members.

### **HE Governance**

- 2.68 The implementation of the Higher Education Governance (Scotland) Act 2016 is continuing, with progress being made at different rates across the sector. 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. Appointments are now being made and we have been closely involved in the nomination process. Training to ensure that TU nominees are fully prepared for this new role is being developed.

### **Research Excellence Framework (REF) 2021**

- 2.69 The Research Excellence Framework (REF) is a system for assessing the quality of research in UK higher education institutions. The EIS-ULA has raised concerns about the practical implementation of REF and submitted written evidence to the House of Commons Science and Technology Committee's inquiry into research integrity.
- 2.70 In October 2018, a further consultation document containing proposals on the REF was issued. In its response, the EIS-ULA reiterated its concerns that, despite the changes which have been made, REF will continue to be an expensive and divisive exercise that corrupts and distorts the practice it claims to measure, discourages innovation and difference, and impacts negatively on teaching.
- 2.71 The Executive has continued to monitor developments in this area.

### **Free Membership for New EIS-ULA Members and extension of Membership to PhD students**

- 2.72 EIS-ULA continued to offer 3 months free membership to new members and following an EIS constitutional amendment was able for the first time to offer membership to PhD students.

### **Miscellaneous**

- 2.73 The EIS-ULA has also considered and contributed to other matters during the year as follows:
- EIS response to the Trans-Edu Scotland Recommendations Report
  - Participation in the Scottish Government's 'Equally Safe in Further and Higher Education' initiative
  
  - Oral Evidence to the SFC Lessons Learned Exercise at Robert Gordon University
  - EIS-ULA policy document on Distributing Period Products in Universities
  - The EIS-ULA worked with other key stakeholders and the Scottish Government to issue a Joint Statement, highlighting concerns for Higher Education in Scotland around Brexit and participated in a related conference on this topic

- The EIS-ULA considered the Universities Scotland '2 to Grow Scotland' policy document and their Vision for Scotland HE document
- Freedom of Information Requests were issued for information on annual leave and Zero Hours Contracts.
- EIS-ULA monitored the developments with the USS Pension and the reports of the Joint Expert Panel
- Regular Newsletters have been issued to all EIS-ULA members giving up to date advice and information on all current matters, including the pay campaign.

### **Engagement with other HE Stakeholders**

- 2.74 There was on-going engagement with UCU, Unite, Unison, NUS, STUC, SFC, UCEA and Universities Scotland. The Executive Committee was pleased to note that work continued through the Universities Scotland/STUC Forum. The meetings of this group have been well attended by both lay and full-time official representation from the trade unions and NUS Scotland and representatives from Universities Scotland, including principals from the ancients, small specialist institutions, chartered and post-92 bodies. The group has met on two occasions and has considered areas of common cause. A working group is currently being formed to consider support for students in terms of mental health.

### **Member Support and Casework**

- 2.75 The EIS-ULA has continued to provide specialist support, representation and legal advice through Branch Officials, full time officials and Dentons to members across a large number of HEIs, including those that do not recognise the EIS for local collective bargaining. There has been significant engagement at the University of the West of Scotland, SRUC and Queen Margaret University, to ensure that members' jobs are protected from the threat of compulsory redundancy and organizational change.

### **Recruitment**

- 2.76 There has been another rise in EIS-ULA membership during the last year, the fifth year in succession.



**AGM 2018 Resolutions  
Summary of Actions Taken/Outcomes**

**Executive Committee**

	<b>Resolution</b>	<b>Text</b>	<b>Actions</b>
1	<b>Use of Pupil Equity Funding</b>  <i>Executive (lead) / Education Committee</i>	"That this AGM instruct Council to investigate and report back on the use of the Pupil Equity Fund money in schools to establish whether it is successfully targeted at raising the attainment of pupils from the most deprived families."	Survey on the use of the Pupil Equity Fund in order to write a report on whether the funding has successfully targeted raising attainment of pupils from the most deprived families  Survey issued and report to be written
2	<b>Israel/Palestine: Learning and Teaching Materials</b>	"That this AGM agree to:  (a) Offer advice and encouragement to teachers and lecturers who develop and use learning and teaching materials that present a balanced understanding of the Israel/Palestine topic;  (b) Promote the wider use of suitable materials."	Institute ownership of previously joint agreed teaching materials on Israel/Palestine obtained. Materials to be refreshed and to be publicised
3	<b>Standardised Testing</b>  <i>Education (lead) / Executive Committee</i>	"That this AGM instruct Council to carry out a review of the delivery of Standardised testing across the authorities and the results shared to ensure that no authority tests whole cohorts at a time; uses the results of standardised testing inappropriately e.g. in producing 'league tables'; uses other standardised testing programmes.  Further, this AGM instruct Council to monitor the use to which the outcomes of Scottish National Standardised Assessments are put by seeking information from EIS Local Association Secretaries."	Await information from the Education Committee
4	<b>Peace Education</b>	"That this AGM resolve to instruct Council to review EIS policy on Peace Education."	To bring a report to a future Executive reviewing current policy on Peace Education

5	<b>Impact of Local Authority Budget Cuts</b>	"That this AGM instructs Council to highlight the impact of local authority budget cuts on pupils from the most disadvantaged backgrounds."	Survey issued to School Reps. Interrogation of Teacher Census data, inc ASN teachers to be completed after survey for a report to Executive
6	<b>Cuts to Administrative Support Staff &amp; Increased Workload for Class Teachers</b>	"That this AGM call on Council to investigate and report on increased workload for class teachers as a result of cuts to support and admin staff and, in light of ongoing cuts to Council budgets, instructs Council to issue guidance to members on the duties generally undertaken by administrative and support staff that members will not be expected to undertake."	Survey issued and report to be written. Report to include guidance to members
7	<b>Asbestos: Management &amp; Removal</b>	"That this AGM call on the Scottish Government to publish comprehensive and detailed advice regarding the management and removal of asbestos in Scotland's schools, colleges and universities."	Written to the Scottish Government
8	<b>Positive Action Schemes</b>	"That this AGM instruct Council to encourage the EIS to support and attract employees with protected characteristics by: (a) asking EIS to investigate positive action schemes relating to recruiting and employing people with protected characteristics, such as Disability Confident, Carer Positive and Stonewall Workplace Equality Index, and consider which of these would be worthwhile to sign up to; and (b) updating the EIS Website with an employee section that details membership of positive action schemes and includes EIS' own Equality policy for current and prospective employees."	Report approved by Council investigating the adoption of the following schemes: Disability Confident, Carer Positive and Stonewall Workplace Equality Index  To explore the expansion of the EIS website to include an employee section with positive action schemes and include Institute's Equality policy for current and prospective employees
9	<b>Statutory Provision of Support for Learning (SfL) / Additional Support Needs (ASN)</b>	"That this AGM instruct Council to campaign for the statutory provision of Support for Learning (SfL)/Additional Support Needs (ASN) teachers"	Written to the Scottish Government and incorporate into future campaigning materials

10	<b>Universal Basic Income (UBI)</b>	"That this AGM instruct Council to campaign for the introduction of Universal Basic Income (UBI) in Scotland and to take appropriate steps to seek the support of the STUC in this campaign."	Written to the Scottish Government and will incorporate into future campaigning materials  Written to STUC seeking information on its position
11	<b>Carbon Footprint of the Institute</b>	"That this AGM instruct Council to develop and implement a strategy to reduce the Carbon footprint of the Institute."	Referred to Finance Sub Committee to investigate the size of the Institute's carbon footprint and make recommendations as to how it may be reduced
12	<b>Opposition to Proposed Abolition of the GTCS</b>	"That this AGM instruct Council to campaign against the proposed abolition of the GTCS and its replacement with an Education Workforce Council, and to campaign to retain the independent GTCS as the statutory and regulatory body for Scotland's Teachers."	Overtaken
13	<b>Pay Campaign 2018/19: Ballot</b>	"That this AGM instruct Council to continue campaigning for a 10% uplift in the salaries of all teachers and associated professionals governed by SNCT terms and conditions for 2018/19 and in the event that no satisfactory negotiated pay settlement is reached to ballot members for industrial action up to and including strike action."	Noted as policy and incorporate into existing pay campaign
14	<b>Pro-Rata Membership Subscription</b>	"That this AGM instruct Council to investigate and report on the cost and practicalities of introducing pro-rata membership subscription to the EIS."	Referred to Finance Sub Committee
15	<b>Stand Up To Trump</b>	"That this AGM agree to support "STAND UP TO TRUMP" and call on Council to be a strong voice against any state visit from President Trump."	Overtaken
16	<b>Video Conferencing Facilities for EIS Meetings</b>	"That this AGM resolve to investigate and report to Council on the feasibility of video conference facilities being made available for	Report approved by Council investigating the feasibility of video conference facilities

		all EIS committees and reps' training events at national level, and to actively promote such facilities for local and regional events."	being made available for all EIS Committees and reps' training events at national level
17	<b>Stand Up To Racism: Affiliation</b>	"That this AGM request that the EIS affiliates to the anti-racist group Stand up to Racism and helps to publicise its activities in Scotland as part of a broad-based anti-racist movement."	Dealt with administratively
18	<b>Fossil Fuels: Staged Disinvestment</b>	"That this AGM instruct Council to develop a strategy for staged disinvestment from fossil fuels that minimises the cost to the Institute."	Referred to Finance Sub Committee and to seek appropriate publicity opportunities Executive Committee made recommendations to Council that were approved
19	<b>Campus Police</b>	"That this AGM call on Council to investigate and report on the source of funding for campus police and on their deployment and role in schools."	Report approved by Council on the source of funding for campus police and on their deployment and role in schools
20	<b>Impact of Post-Traumatic Stress Disorder (PTSD)</b>	"That this AGM call on Council to highlight the ongoing impact of PTSD among refugee and internally displaced teachers in Syria."	To reference PTSD among refugee and internally displaced teachers in Syria in updated EIS literature to be shared at appropriate events
21	<b>Educational Psychologists/Pupil Ratios</b>	"That this AGM instruct the EIS to lobby the Scottish Government to establish minimum educational psychologists / pupil ratios to redress workload issues and to improve pupil experience of the Educational Psychology services."	Written to the Scottish Government and raised in bilateral meetings
22	<b>Retention of Instrumental Music Tuition (IMT)</b>	"That this AGM instruct Council to campaign for the retention of Instrumental Tuition Services for school pupils in local authorities in Scotland."	Noted as policy and incorporate into existing campaigning This included submissions and evidence at the Scottish Parliament
23	<b>Teacher Number Shortages</b>	"That this AGM call on Council to investigate and report on the level	Survey issued and report to be written,

		of teacher number shortages across all sectors including supply teachers and the critical level of shortage in certain subject/geographical areas.”	Teacher Census analysis to be included in the report
24	<b>The Impact of the Occupation on Palestinian Children</b>	“That this AGM express deep concern at the continued occupation of The West Bank and East Jerusalem, the blockade of Gaza and the abuse of Palestinian human rights, including the military detention of children and call on Council to highlight the impact of the occupation on Palestinian children and to campaign, in particular, on the issue of child prisoners in the Occupied Territories.”	Noted as policy and to issue further publicity to highlight this issue, for example, on United Nations Universal Children’s Day on 20 November 2018
25	<b>Pay Campaign 2018/19: Ongoing Strategy</b>	<p>“That this AGM commends the work being done in the current pay campaign and instructs Council to continue to communicate regularly with members on all aspects of the pay campaign; to send bespoke communications to address different member groups such as younger members; to escalate the intensity of the campaign; building towards a state of “strike readiness”; and to prepare for a ballot of the members during the next session.</p> <p>That this AGM instruct Council to hold monthly meetings of Local Association Secretaries from September 2018 to progress the implementation of the EIS Pay Campaign Strategy. These meetings should take place within various local associations to facilitate the attendance of all LA Secretaries.”</p>	Monthly LA Secretaries meetings arranged for the duration of the pay campaign
26	<b>Tourist Tax</b>	“That this AGM instruct Council to investigate and report on the potential of a Tourist Tax to raise revenue in Local Authorities that can be used directly to support the Education budget within those Local Authorities.”	Report approved by Council that investigates and reports on the potential of a Tourist Tax to raise revenue in Local Authorities that can be used directly to support the Education budget

			within those Local Authorities
27	<b>Teacher Workload</b>	<p>"That this AGM resolves to continue to campaign on excessive workloads for teachers and to seek further action from all relevant bodies to tackle this issue.</p> <p>Further, this AGM call upon Council to raise the profile of the statements from the Education Secretary and the HMIE Chief Inspector of Education in August 2016 in relation to teacher workload."</p>	Noted as policy and incorporated into existing campaigning and update EIS literature
28	<b>Pay Campaign 2018/19: Targeted Strike Action</b>	"That this AGM instruct EIS Council to consider targeted strike action as part of any strike strategy that may have to be implemented in the event of a failure to reach agreement in pay negotiations."	Noted as policy and incorporated into existing pay campaign
29	<b>Cuts to Cleaning Services in Schools</b>  <i>Executive (lead) / Employment Relations</i>	"That this AGM instruct the EIS to investigate the impact of cuts to cleaning services in schools and to campaign to oppose any reduction in the frequency of classroom cleaning."	Report approved by Council on cuts to cleaning services in schools based on a survey of reps
30	<b>Mental Health: Qualified Counsellor in Each School</b>	"That this AGM instruct Council to campaign towards having a qualified Counsellor in each school to support young people in addressing mental health issues."	Written to the Scottish Government and raised with political parties in highlighting the need to introduce this as soon as possible into Primary/Early Years
31	<b>Free School Meals</b>	"That this AGM call upon Council to plan and deliver a high-profile national campaign around the established Institute policy of universal free school meals across all sectors. Further research into extending the free school meals entitlement to include the provision of breakfast for the students should be carried out and a report of the findings and associated additional expenditure produced."	To Bring a report to a future Executive meeting on the cost and benefits of extending the free school meals entitlement to include the provision of breakfast for all sectors and use to inform campaign
32	<b>Democratic Schools and School Committees</b>	"That this AGM asserts support for democratic and collegiate schools by instructing Council to campaign for the establishment of	Noted as policy and incorporate into existing campaigning

		representative School Committees in every school to lead on pedagogic and curriculum areas, alongside Finance Committees to exercise oversight of delegated school finances in order to empower schools, the profession, and for the promotion of sound learning.”	and update EIS literature
33	<b>Repeal of Section H2 in Schedule 5 of the Scotland Act 1998</b>	“That this AGM instruct Council to campaign with the STUC and other interested organisations for the repeal of Section H2 in Schedule 5 of the Scotland Act 1998 in order that all health and safety legislation affecting Scotland’s teachers and lecturers is devolved to the Scottish Parliament.”	Write to Scottish Government and political parties. Refer to STUC General Council to progress  Publish the actions we are taking on the EIS website

### **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 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 the EIS learning agenda, including professional learning for members, and also the development of and support to the EIS Learning Representatives Network.
- 3.2 There have been 6 meetings of the Committee since the last AGM.
- 3.3 The processing of AGM resolutions is a large part of the work of the Committee. The actions and outcomes of the work arising from the AGM 2018 resolutions follow this report. Alongside this work, the Committee responds to the many developments in education that arise in the course of the year. For example, at the time of writing, the Committee had responded in writing to national consultations on matters as diverse as Early Learning and Childcare Expansion, Nutritional Requirements for Food and Drink in Schools, the Scottish Parliament's Education and Skills Committee Inquiry into SNSAs, and the GTCS Memorandum on Entry Requirements for Initial Teacher Education Programmes in Scotland. The actions and outcomes of the work arising from the AGM 2018 resolutions follow this report.
- 3.4 The Education and Equality Department organised a successful national professional learning conference open to all teacher members, focussing on Additional Support Needs, with keynote speaking contributions from Professor Lani Florian, Bell Chair of Education at Moray House School of Education sharing her expertise in inclusive pedagogy and EIS National Officer Jenny Kemp who outlined the findings of and EIS response to, academic research commissioned by the EIS into local authority ASN provision. The programme also included workshops addressing various specific areas of ASN and suggesting practical approaches to supporting children and young people with social, emotional and behavioural needs; autism; mental health difficulties; and English as an additional language, particularly those from refugee and migrant communities.

#### **Curriculum for Excellence**

- 3.5 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 curriculum, diversification of senior phase pathways, national qualifications, and wider assessment matters related to both the Primary and Secondary sectors. These wider matters have included developments around the CfE



Benchmarking and School Information Dashboard and Scottish National Standardised Assessments.

- 3.6 The Committee has monitored the early development of Regional Improvement Collaboratives and a brief report outlining the direction of RIC activity from their creation until the time of writing was shared with members of Council in May.
- 3.7 The Committee provided written evidence to the Education and Skills Committee on the SNSA Inquiry, supporting the Convener in giving formal oral evidence to the Committee, and the Vice Conveners of the Education and Equality Committees at an informal evidence session, reflecting the EIS perspective on the related issues.
- 3.8 The Committee provided representation following the establishment of the P1 Practitioner Forum by the Scottish Government as an outcome of the Year 1 User review of SNSAs and additionally gave a presentation to the Forum outlining the EIS view on P1 SNSAs; as well as providing evidence to the Independent Review of the P1 Assessments undertaken by David Reedy to consider the future of SNSAs in Primary 1.

### **Curriculum and Assessment Board**

- 3.9 The Curriculum and Assessment Board handles matters related to assessment, national qualifications and the curriculum more generally. Through EIS representation on the Board by the Assistant Secretary, the Committee has continued to influence discussions around CfE narrative, assessment, Early Years education, progression, Senior Phase curriculum architecture, STEM education, Early Years education, transitions and the Learner Journey Review.

### **Scottish Education Council**

- 3.10 The Curriculum and Assessment Board provides information and advice to the overarching Scottish Education Council of which the General Secretary is a member, thus enabling the Committee to influence high level discussions pertaining to all aspects of Scottish education.

### **Strategic Board for Teacher Education**

- 3.11 The Convener continues to represent the EIS on the Strategic Board for Teacher Education (SBTE), which was established to take forward work in all areas of teacher education from ITE through to CLPL and Leadership and Management activity. The SBTE also advises the Scottish Education Council.
- 3.12 The Board considered the work of the Headteacher Recruitment Working Group and led the launch of the HT Recruitment Campaign at the Scottish Learning Festival with EIS actively supporting through participation in the launch. The focus continues around new routes

into teaching and the effectiveness of TEI- local authority partnerships. Following the launch of the Teaching in a Diverse Scotland Report, the SBTE advised that professional learning would be available to take forward the recommendations contained within the report.

- 3.13 The Convener also represents the EIS on the Strategic Board for Teacher Education's Short-Life Working Group on Professional Learning.

### **National Improvement Framework**

- 3.14 EIS representation on several key groups focused on the National Improvement Framework (NIF), continues. Key areas of focus include the achievement of CfE levels data, Quality Assurance and Moderation activity, and SNSAs. Other matters considered within NIF-related fora have included the development of the Health and Wellbeing census questionnaire, with the EIS, while agreeing the need to address health and wellbeing, cautioning that the generation of a new suite of health and wellbeing data may have significant implications for workload and teachers' capacity to respond to needs expressed by children and young people through the new survey.
- 3.15 The Committee is considering representation at future meetings under new governance arrangements for the BGE Tool within a single Board also covering the Insight Project.
- 3.16 The Committee has continued to monitor and advise Local Associations and members on the implementation of SNSAs throughout the year.

### **Nursery Education**

- 3.17 The Committee provided representation at meetings between ELC Policy Leads and Unions that represent the Early Learning Sector as progress with ELC expansion continues.
- 3.18 The Committee also ensured EIS attendance at an Early Learning and Childcare National Learning Event which was designed to support planning for the Early Learning Childcare expansion to 1140 hours.

### **ASN**

- 3.19 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 predominantly related to the resourcing of the implementation of the Additional Support for Learning Act and GIRFEC.
- 3.20 The Committee responded to a number of consultations on ASN matters, including on the Code of Practice accompanying the ASL Act,

and new Scottish Government Presumption of Mainstreaming Guidance. These opportunities enabled the Institute to expound its position that ASN has been severely under-resourced and that the inclusion of children with additional needs in mainstream settings requires significant investment.

- 3.21 The Institute continued to be represented on various groups exploring ASN policy, including the Advisory Group on ASL by the National Officer. Regular reports of such meetings were shared with the Committee. Through our membership of the Advisory Group on the Guidance on the Presumption of Mainstreaming we were able to influence the content of discussion guides pertaining to the Scottish Government's experiential review of ASN provision, which is currently underway.
- 3.22 The Committee oversaw the progress of independent research on the criteria used to determine ASN provision within local authorities, which was conducted by the University of Aberdeen for the Institute. The findings of and the EIS response to this academic research will feature within the Professional Learning Conference, which will also see the launch of an EIS companion publication to the commissioned research.

### **Education Scotland**

- 3.23 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.
- 3.24 The meetings with Education Scotland covered a range of topics including professional learning and leadership, feedback from the Short-life Working Group on Professional Learning, inspection, SNSAs, and Anti-racist and Holocaust Education.
- 3.25 The Committee has also been working on final preparation of the Palestine Israel Teaching Resources following EIS ownership having been agreed by the Scottish Government and Education Scotland. The EIS will ensure that the resource can be accessed by EIS members and the wider profession.
- 3.26 The Committee considered the Young Inspectors Initiative and the developing pupil voice agenda, raising concerns about the appropriateness and implications for teachers of some of the models being taken forward in local authorities and individual schools.
- 3.27 Arising from changes in Education governance, SCEL was subsumed within Education Scotland and ceased as an independent company and Registered Charity. The remit for Professional Learning now lies with Education Scotland and positive discussions about the future of professional learning within the teaching profession continue.

## **SQA**

- 3.28 The Convener and Vice Convener of the Education Committee, Office Bearers and certain Office met with representatives of the SQA as per the usual programme of bi annual meetings, and raised numerous issues and concerns. These included the terms of the following 2018 AGM Resolutions: Review of SQA Alternative Assessment Arrangements; Class Contact Time for N5 and Highers; National Qualifications Workload; and National Qualifications – Implementing Change.
- 3.29 Other matters raised included National Qualifications – N5 Design and Manufacture, N5 and Higher Maths, the revised SQA entries deadline, Higher History, Advanced Higher Computing Science, English N5 and Higher Spoken Language, and Provision for candidates observing Ramadan, 2019.
- 3.30 The Committee continues to raise concerns around the availability of both new and revised assessment support materials for Higher courses, again requesting that additional Specimen Papers be made available.

## **GTCS**

- 3.31 The Committee continues to play a part in briefing EIS-supported GTCS Council members ahead of Council meetings to ensure that the EIS view in relation to all matters continues to be articulated strongly at GTCS Council and within its committees.
- 3.32 EIS representation is provided at various GTCS meetings. The Professional Learning Steering Group, giving consideration to matters around the Review of Professional Standards, Professional Update, and the Broad General Education Category Working Group to develop the rationale and criteria for a new registration category of teacher.
- 3.33 The Committee responded to the Consultation on the Memorandum on Entry Requirements for Initial Teacher Education Programmes in Scotland, providing comments in the areas of Literacy and Numeracy, Primary, Secondary and Broad General Education on an individual basis.

## **Review of Professional Standards**

- 3.34 The Committee has contributed to the various stages of the review to date with GTCS providing notification that a one-year extension for revision of both the Professional Standards and COPAC as they evaluate the impact and implications of the Education Reform Bill on this work.

## **SCEL**

- 3.35 The Committee endorsed the proposal for the Disbursement of SCEL Funds to support the development of teacher leadership and teacher professional development in Scotland following the transfer of the responsibilities of SCEL to Education Scotland. Applications are decided by a selection panel with members drawn from professional associations which focus on school and teacher leadership, and on professional learning, with EIS representation provided by the Vice Convener of the Education Committee.

## **Professional Learning**

- 3.36 In April 2019 Rob Henthorn took up the post of EIS Professional Learning Co-ordinator.
- 3.37 Professional learning continues to be a significant area of work for the Committee. Learning Representatives have continued to play a key role in facilitating events which have attracted member participation, and which have been supported by the Education Department. Events held during the session have explored topics including mental health first aid, resilience and positive relationships and mindfulness.
- 3.38 The Learning Reps Network continues to meet 3 times a year to consider matters related to the learning agenda.
- 3.39 An e-bulletin dedicated to professional learning has been well received and has been increased in its delivery from termly to 6 times a year to Learning Reps and Local Association Secretaries.
- 3.40 The EIS has been successful over recent years in accessing funding from the Scottish Union Learning (SUL) Learning Fund to offer professional learning across Scotland. In 2019 the union received more funding than ever before allowing it to offer an additional 6 new courses on Conflict Resolution and Restorative Practice; Learning for Sustainability; Supporting Trans and Non-binary Learners; Addressing Sexual Harassment in Schools; Teacher Health and Wellbeing; and Developing Awareness of Young People's Mental Health Needs (for Early Years and Primary Teachers).
- 3.41 The 2019-2021 application to the Development and Learning Fund secured funding for a Project Worker to provide support through attendance at relevant Scottish Union Learning Fund meetings and through close working with the Professional Learning Co-ordinator. This was approved on a revised basis of a nine-month project in the first year, with a twelve-month project in the second year on confirmation of funding from the Scottish Government for this period. The recruitment process is underway.
- 3.42 An application to the SUL Leadership Development Fund was also successful. Building on previous events, and in collaboration with the

Equality and Executive Committees, a residential was held on 30 November and 1 December 2018, focussing on leadership learning for new and aspiring Equality Reps and equality activists, and targeted towards under-represented groups such as women and BME members. A range of topics were covered with sessions on effective communication for leadership, differing styles of leadership and how to deploy leadership skills in real equality-focused contexts. Invited speakers included STUC President Lynn Henderson and writer and activist Nadine Aisha Jassat, whilst currently active EIS Equality Reps spoke to delegates about their roles, what drives and motivates them, and their successes and challenges to date.

- 3.43 The Education Committee and CPD Sub-Committee continue to consider professional learning opportunities for members. Partnerships with external organisations have allowed access for EIS members to both accredited and non-accredited learning. Further interactive workshops on Storytelling and Shakespeare with Globe Education took place.
- 3.44 A review of EIS provision of professional learning in the past five years - mode and reach – with associated costs and staffing was undertaken. The CPD Sub Committee will consider a draft report in relation to the terms of the CLPL Resolution at its May meeting.
- 3.45 The EIS Action Research Grants initiative continues with the third tranche of applications being sought by the closing date of 26 April 2019. With thirteen successful applicants from 2018, an event is planned for June which will celebrate the achievements of the second cohort and bring together the third, together with academic supporters from the Robert Owen Centre for Educational Change; the Collaborative Action Research Network and EIS-ULA.

### **New Career Pathways for Teachers**

- 3.46 The views of the Education Committee were fed into the work of the Independent Panel on Career Pathways through representation on the group by the Assistant Secretary; and were reflected in an Executive paper and written submissions to the Panel outlining EIS policy priorities related to new career pathways for teachers.

### **Parental Involvement**

- 3.47 The EIS continues to engage with the Scottish Government reference group on parental involvement and engagement, and the Committee received updates on this work. The Committee also received updates on the work of the Partnership Schools Reference Group and a watching brief continues around implications for teachers in terms of workload and in relation to the project.

### **Sponsorship of the Arts**

- 3.48 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**

- 3.49 The work of the Network is supported by the Education and Equality Department and reported to the Executive Committee. Regular meetings continue in line with the Constitution.
- 3.50 In collaboration with the HT & DHT Network, The Education and Equality Department organised a further successful national conference for HT and DHT members, entitled 'Empowering Schools'. The conference was attended by delegates from across Scotland with speaking contributions from the General Secretary, the Deputy First Minister, the Chief Inspector and Chief Education Advisor from Education Scotland, and the President of ADES. A series of workshop presentations were offered on School Empowerment: A Collegiate View; Heads Together: poverty, professional learning and school empowerment; Headteachers as Pedagogical Leaders; Enabling Teacher Leadership; and all delegates attended a Professional Discussion on Empowering Schools.

### **IMT Network**

- 3.51 The work of the Network is supported by the Education and Equality Department and is reported to the Executive Committee. Regular meetings continue in line with the Constitution.
- 3.52 The Education and Equality Department, working closely with the IMT Network, organised a successful and well attended joint Conference with HITS, entitled 'Celebrating Instrumental Teaching: Fine Tuning Excellence', and which saw the launch of the redeveloped Charter for Instrumental Music and highlighted key issues identified as priorities by the Network. The Conference included opportunities to attend workshops on Using Technology to enhance Instrumental Music Provision; Instructor wellbeing; Improving and Widening Access within Instrumental Music Teaching; Measuring Impact, Outcomes and Attainment; Group Teaching Pedagogy; and Developing the Whole Musician using Trinity Rock & Pop. Other work by the Network includes the continued development of a pilot of IMT registration with the GTCS and campaigning in defence of local authority instrumental music services and for free provision for all young people who wish to learn an instrument.

### **Equity-related Professional Learning Project**

- 3.53 The Department also has responsibility for the new Equity-related Professional Learning Project, now entitled PACT. The joint EIS-

Scottish Government initiative is designed to deliver equity-related professional learning on a national scale and is being advised by a board comprising key partners with expertise in addressing the impact of poverty and including EIS Learning and Equality Reps. The Education Committee has welcomed the creation of the Project and has received a presentation by the Community and Pedagogy Co-leaders who have been appointed for 23 months to design, pilot and plan delivery of a programme of professional learning focussed on addressing the poverty-related achievement and attainment gap. The Committee has offered its support and advice where required as the Project develops.

### **Parental Involvement**

- 3.54 The EIS continues to engage with the Scottish Government reference group on parental involvement and engagement, and the Committee received updates on this work. The Committee also received updates on the work of the Partnership Schools Reference Group and a watching brief continues around implications for teachers in terms of workload and in relation to the project.

### **Vote of Thanks**

- 3.55 It has been another 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.
- 3.56 Thanks are also due to the Servicing Official-Assistant Secretary Bradley, to National Officer Jenny Kemp, to the Professional Learning Co-ordinator, Lesley Walker and her successor, Rob Henthorn, and to the administrative staff of the Education Department for all of their support and hard work throughout the year.
- 3.57 Thanks to those Education Committee members who are standing down after the AGM.
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**AGM 2018 Resolutions  
Summary of Action Taken/Outcomes**

**Education Committee**

<u><b>Title of Resolution</b></u>	<u><b>Action Taken/Outcomes</b></u>
<p><b>1. Career Long Professional Learning (CLPL)</b></p> <p>“That this AGM commend the work of the EIS in delivering high quality CLPL and instruct Council to develop a strategy to increase such opportunities with a view to making the EIS a main provider of CLPL for Scottish Teachers and associated professionals and to report on the resources that would be required for this.”</p>	<p><b>Action: Education</b></p> <p>A review of EIS provision of PL in the past five years- mode and reach- and associated costs and staffing was undertaken.</p> <p>Consideration was given to the findings of SCEL scoping exercise on PL provision and of recent EIS and EI surveys of member satisfaction with PL, and of other EIS data re current PL needs.</p> <p>Approaches to PL delivery, including resourcing and staffing capacity, by other teacher unions internationally were reviewed.</p> <p>Possibilities were explored for continued and new partnership working with potential co-deliverers of CLPL and considered by the CPD Sub Committee.</p> <p>A draft report taking account of all of the above, identifying possible options for development, including scale, resources required, including staffing, and projected costs.</p> <p>For consideration at the May CPD Sub Committee. Thereafter for further consideration at the June Education Committee with a view to being submitted for approval to September Council 2019.</p>
<p><b>2. Impact of Pupils with Social, Emotional and Mental Health Issues</b></p> <p>“That this AGM call on EIS to demand training and support for all teachers and associated professionals in order to address the impact of the increasing</p>	<p><b>Action: Education</b></p> <p>The terms of the Resolution were communicated to SAMH, See Me Scotland and other third sector organisations focused on mental health in Scotland.</p>

<p>number of pupils with social, emotional and mental health issues being accommodated within schools.”</p>	<p>This area of PL need was highlighted to Education Scotland as the new custodians of PL in Scotland and was raised at meetings of AGASL, SAGRABIS and ES Diversity and Equality Network.</p> <p>The terms of the resolution were highlighted at meetings of the HT &amp; DHT and the ASN Networks.</p> <p>The issue was highlighted through press comment, media and social media, as appropriate.</p> <p>Raised in consultation responses, as appropriate.</p> <p>This PL need will be highlighted at the Professional Learning Conference in May 2019.</p> <p>A summary report is included in the AGM 2019 Policy Papers Booklet.</p>
<p><b>3. Impact of Homework on Young People</b></p> <p>That this AGM recognise that children and young people in Scotland have different learning experiences outside school and, in particular, have different experiences of homework.</p> <p>This AGM instruct Council to report on recent research into the impact of homework on young people at all stages or in the absence of existing relevant research, to conduct such research.</p> <p>On the basis of this research, this AGM instruct Council to develop guidance for members:</p> <ul style="list-style-type: none"> <li>• on how to devise homework tasks that are effective for pupils while minimising impact on workload, and empower teachers to provide advice to parents as to how young</li> </ul>	<p><b>Action: Education (lead)/Equality</b></p> <p>Located and compiled existing national and international research on the impact of homework.</p> <p>PACT Project Co-Leaders provided relevant summary of their research to date in this area.</p> <p>Consulted with the HT &amp; DHT and ASN Networks.</p> <p>Education Scotland provided information on homework as informed by inspection data and other research.</p> <p>Children in Scotland provided information relating to issue raised in enquiries to Enquire helpline and at outreach sessions.</p> <p>Guidance for members will be produced for consideration at the June Education Committee and thereafter, submitted for approval to September Council 2019.</p>

<p>people can be supported with homework;</p> <ul style="list-style-type: none"> <li>• takes account of poverty, home circumstances and the mental and emotional health of learners and their families.”</li> </ul>	
<p><b>4. Use of Pupil Equity Funding</b></p> <p>“That this AGM instruct Council to investigate and report back on the use of the Pupil Equity Fund money in schools to establish whether it is successfully targeted at raising the attainment of pupils from the most deprived families.”</p>	<p><b>Action: Executive (lead)/Education</b></p> <p>Await request/information from Executive.</p>
<p><b>5. Review of SQA Alternative Assessment Arrangements</b></p> <p>“That this AGM request Council to undertake a review of current SQA alternative assessment arrangements to ensure that they are equitable, fair and fit for purpose in the 21<sup>st</sup> Century and request that Council work with the SQA on poverty proofing all SQA qualifications.”</p>	<p><b>Action: Education</b></p> <p>Examined the existing SQA documentation related to AAA.</p> <p>Consulted with the ASN and HT&amp;DHT Networks.</p> <p>Raised at meetings of the Equality Committee.</p> <p>Agenda item at EIS-SQA and SQA Equality and Inclusion Key Partners meetings. The findings from the investigation will be raised at future meetings with the SQA.</p> <p>A summary report is included in the AGM 2019 Policy Papers Booklet.</p>
<p><b>6. Education Provision: Children &amp; Young People Recovering from Long Term Illness/Injury</b></p> <p>“That this AGM call on Council to investigate and report on the education provision for children and young people recovering at home from long-term illness, or serious injury and subsequent treatment.”</p>	<p>FOI was issued to local authorities.</p> <p>Consulted the HT and DHT and ASN Networks.</p> <p>Draft report considered by the Education Committee March 2019.</p> <p>A summary report is included in the AGM 2019 Policy Papers Booklet.</p>
<p><b>7. Class Contact Time for N5 and Highers</b></p>	<p><b>Action: Education</b></p> <p>Information has been sought from:</p>

<p>“That this AGM call on Council to investigate and report on the delivery by Secondary schools and colleges, of the SQA’s notional 160 hours class contact time for National 5 and Higher subject courses and to highlight any discrepancies identified.”</p>	<ul style="list-style-type: none"> <li>• Directors of Education</li> <li>• College Principals</li> <li>• Subject Specialists</li> <li>• Local Association Secretaries</li> <li>• EIS-FELA Branch Secretaries</li> </ul> <p>Concern raised with Education Scotland, Scottish Government and the SQA through liaison meetings, CAB and SEC; and articulated in written evidence to the Education and Skills Committee Inquiry into subject choice.</p> <p>Draft report will be for consideration by the Education Committee at the June 2019 meeting and thereafter submitted for approval at the September 2019 Council.</p>
<p><b>8. Standardised Testing</b></p> <p>“That this AGM instruct Council to carry out a review of the delivery of Standardised testing across the authorities and the results shared to ensure that no authority tests whole cohorts at a time; uses the results of standardised testing inappropriately e.g. in producing ‘league tables’; uses other standardised testing programmes.</p> <p>Further, this AGM instruct Council to monitor the use to which the outcomes of Scottish National Standardised Assessments are put by seeking information from EIS Local Association Secretaries.”</p>	<p><b>Action: Education (lead)/Executive</b></p> <p>A survey report summarising EIS members’ experiences of SNSA delivery in year 1 was completed early in the school session.</p> <p>The matter has been discussed at meetings of the Quarterly NIF Update for Professional Associations, Scottish Education Council and Curriculum and Assessment Board at which information relating to SNSAs is shared.</p> <p>Agenda item at EIS-ADES liaison meeting January 2019. Follow up information is awaited from ADES.</p> <p>Information will be sought from Local Association Secretaries and a sample of members in the summer term.</p> <p>A report on findings will be produced for consideration at a future meeting of the Education Committee.</p>
<p><b>9. Forward Planning and Assessment Practices</b></p> <p>“That this AGM instruct Council to investigate and report on models of current forward planning and assessment</p>	<p><b>Action: Education</b></p> <p>Consulted with Primary members of Council on forward planning models and the HT &amp; DHT Network, and thereafter sought information from LA Secretaries.</p>

<p>practices in local authorities and how they relate to workload.”</p>	<p>Clarification was received from movers of the Motion on the precise nature of the concerns re. ‘assessment practices’.</p> <p>Relevant information has been extracted from the Value Education Survey of members in relation to assessment-related workload.</p> <p>A draft report on findings was considered by the Education Committee and submitted for approval to May 2019 Council.</p> <p>A summary report will be included in the AGM 2019 Policy Papers Booklet.</p>
<p><b>10. EAL Teachers and Bi-lingual Learners</b></p> <p>“That this AGM instruct Council to:</p> <p>(a) ascertain the numbers of pupils in each local authority in Scotland who are developing bi-lingual learners;</p> <p>(b) seek information about the number of EAL teachers and bi-lingual support assistants within these authorities.”</p>	<p><b>Action: Education</b></p> <p>The relevant data was acquired from the teacher and pupil census and will be utilised in various campaigning and policy activity going forward.</p>
<p><b>11. National Qualifications Workload</b></p> <p>“That this AGM call upon Council to engage with the SQA with a view to reducing the workload implications resulting from recent course changes to National Qualifications.</p> <p>Further, AGM instruct Council to lobby the SQA to release more sample papers at National 6 level.”</p>	<p><b>Action: Education</b></p> <p>Correspondence was sent to the CEO of the SQA and the issue has been raised as an agenda item at EIS SQA liaison meetings.</p>
<p><b>12. GTCS Professional Update</b></p>	<p><b>Action: Education</b></p>

<p>“That this AGM call upon Council to highlight and reaffirm the professional autonomy of teachers, to advise members on how to resist any excessive monitoring of their performance and to restate its commitment to GTCS Professional Update as the principal means of teacher professional development.”</p>	<p>Following an update from the Employment Relations Department, an article focused on PRD and PU and the centrality of teacher autonomy to both processes will feature in a future SEJ.</p> <p>The topic featured in e-bulletin and Reps bulletins post-Christmas.</p> <p>The theme will feature within the forthcoming Professional Learning Conference in May 2019.</p>
<p><b>13. National Qualifications – Implementing Change</b></p> <p>“That this AGM call for Council to demand that the SQA implement a policy of:</p> <ul style="list-style-type: none"> <li>(a) publishing proposed changes to arrangements for National Qualifications with at least one year for consultation before;</li> <li>(b) publishing changes to arrangements for National Qualifications at least one year before the beginning of the academic year of their implementation.”</li> </ul>	<p><b>Action: Education</b></p> <p>The terms of the resolution were included in correspondence to the SQA and were raised as an agenda item at EIS SQA liaison meetings, and will be reiterated at CAB and SEC as appropriate.</p>
<p><b>14. Reporting of Attainment Levels</b></p> <p>“That this AGM call on Council to publicly reiterate that the reporting of attainment levels should be based solely on the professional judgement of teachers.”</p>	<p><b>Action: Education</b></p> <p>Reference to the resolution has been included in various press statements in relation to publication of CfE levels data.</p> <p>Continued reiteration as appropriate at meetings of the SEC and CAB.</p> <p>Reiteration in written communication for members, as appropriate.</p> <p>Continued to reiterate in relevant written consultation responses, and at formal and informal oral parliamentary evidence sessions on SNSAs.</p> <p>The terms of the resolution were also included in a formal presentation at the P1 Practitioner forum and were raised in</p>

	discussions relating to the Independent Review of P1 SNSAs.
<p><b>15. Impact on Teaching &amp; Learning: Multiple Children with ASN</b></p> <p>“That this AGM instruct Council to investigate and report on the impact on teaching and learning when there are multiple children with Additional Support Needs (ASN) in a mainstream classroom.</p> <p>We further instruct Council to use these findings to lobby the Scottish Government and Local Authorities to increase the level of additional support in mainstream classrooms to improve the learning and teaching for all.”</p>	<p><b>Action: Education</b></p> <p>Referencing of the findings from the EIS research on this area, the report of which was approved by Council, May 2018, in various press statements and consultations.</p> <p>LA Secretaries have been encouraged to use the new ASN briefing in local lobbying.</p> <p>Consideration was given to the findings of the research commissioned from the University of Aberdeen and the decision taken to produce an EIS companion publication.</p> <p>An ASN focus was included in the Value Education value Teachers Survey.</p> <p>Lobbying of Scottish Government and local authorities through AGASL, SEC and meetings with ADES continued, and ASN lobbying was incorporated as part of the Pay Campaign, with further negotiation to occur.</p> <p>A press release and correspondence to Scottish Government and local authorities on the issues raised by the research will be forthcoming at the launch of the EIS parallel report in May 2019.</p> <p>The focus of the forthcoming Professional Learning Conference in May 2019 is ASN, which will provide a platform for further lobbying.</p> <p>A summary report is included in the AGM 2019 Policy Papers Booklet.</p>
<p><b>16. Regional Improvement Collaboratives: Monitoring</b></p>	<p><b>Action: Education</b></p>

<p>“That this AGM instructs Council to monitor the development of Regional Improvement Collaboratives. Such monitoring should focus on:</p> <ul style="list-style-type: none"> <li>(a) the extent and quality of the pedagogical support being offered to schools, including fully resourced opportunities for professional collaboration within and across local authorities;</li> <li>(b) the impact, if any, on School Improvement Plans and collegiate decision-making on their content;</li> <li>(c) the impact, if any, on teacher and Headteacher workload.”</li> </ul>	<p>Information is being sought from LA Secretaries, all school representatives and EIS-RIC named link people. Consulted with the HT &amp; DHT Network on the terms of the resolution.</p> <p>An update report will be provided to May Council, 2019.</p>
<p><b>17. Data Handling</b></p> <p>“That this AGM, in response to the growing emphasis by Scottish Government on the need for schools and teachers to collect and analyse data on their pupils and students using digital platforms, instructs Council to:</p> <ul style="list-style-type: none"> <li>(a) produce guidance for members on data-handling;</li> <li>(b) reaffirm and publicly highlight the importance of a holistic approach to the education of children and young people;</li> <li>(c) reaffirm and publicly highlight the purpose of assessment and the role of teacher-led formative assessment as a generator of valuable learner-centred data for teachers;</li> <li>(d) monitor the workload impact of new</li> </ul>	<p><b>Action: Education (lead)/ Employment Relations</b></p> <p>The Education Committee will liaise with the Employment Relations Committee in relation to the terms of the resolution.</p> <p>A sample survey of members will be conducted towards end of session covering BGE Benchmarking Tool and SNSA.</p> <p>Press releases/statements to coincide with the formal launch of the BGE Benchmarking Tool and publication of 2019 NIF data.</p> <p>The terms of the resolution as outlined in (b) and (c) continued to be reiterated in relation to policy positions at SEC, CAB, NIF meetings; in parliamentary oral and written evidence; and in engagement with the P1 Practitioner Forum and the Independent Review of SNSAs.</p> <p>A question was included in the Value Education Survey of members.</p>



<p>developments in digital data collection and analysis.”</p>	<p>Guidance will be produced covering pedagogical, ethical, legal and workload aspects of data-gathering with a view to seeking approval at a future Education Committee ahead of submission to September 2019 Council.</p>
<p><b>18. HMIE Inspections in Schools</b></p> <p>“That this AGM instructs Council to assess the current range of arrangements for HMIE inspection of schools and colleges and to update the relevant EIS advice accordingly.”</p>	<p><b>Action: Education</b></p> <p>Desk-based research on various inspection approaches and on recent School Rep Inspection Feedback is ongoing.</p> <p>Liaison with ES will be undertaken as required, with the terms of the resolution having been raised at EIS-ES liaison meetings.</p> <p>Advice will be updated accordingly with a view to seeking approval from a future Education Committee and thereafter September Council, 2019.</p>
<p><b>19. Career Progression Pathways</b></p> <p>“That this AGM instruct Council to negotiate with the other sides of the SNCT to establish additional career progression pathways for Scotland’s teachers beyond the top of the main grade scale.”</p>	<p><b>Action: Salaries (lead)/Education</b></p> <p>The terms of the resolution were an agenda item at each meeting of the Education Committee, which coupled with ongoing liaison with Salaries Committee and engagement with the Independent Panel on Career Pathways for Teachers, culminated following the February 2019 meeting, in a paper being submitted to Executive on the draft report from the Panel.</p> <p>A paper outlining EIS policy priorities related to new career pathways was then submitted by Executive to March 2019 Council. This will form the basis of the final discussions within the Panel ahead of its submission of the Report to the SNCT.</p>
<p><b>20. Refugee Children &amp; Young People</b></p> <p>“That this AGM calls on Council to:</p> <p>(a) reaffirm the rights of unaccompanied refugee</p>	<p><b>Action: Equality (lead)/Education</b></p> <p>The Equality Committee gathered information on the gaps in educational provision for refugee children and young people through desk-based research and contact with relevant experts, including the Scottish Refugee</p>

<p>children and young people to education;</p> <p>(b) gather information on the gaps in educational provision for this group; and,</p> <p>(c) lobby the Scottish Government, Scottish Funding Council and local authorities for improved provision.”</p>	<p>Council. The Equality Committee continues to lead on lobbying.</p>
<p><b>21. Educational Needs: Children &amp; Young People Recovering from Long-Term Illness/Injury</b></p> <p>“That this AGM call on Council to campaign to ensure that the individual educational needs of children and young people recovering at home from long-term illness or serious injury and subsequent treatment are met in full through sufficient, appropriate resources and support.”</p>	<p><b>Action: Education</b></p> <p>Consideration was given to the findings from work on Resolution 6 with a view to preparing a briefing for LA Secretaries to support local campaigning.</p> <p>The terms of the resolution were raised through various meetings including AGASL, ADES and with the Children’s Commissioner.</p>
<p><b>22. Pupil Voice</b></p> <p>“That this AGM call upon Council to investigate and report on the role of pupil voice in schools and the impact that this is having on teachers.”</p>	<p><b>Action: Employment Relations (lead)/Education</b></p> <p>The HT &amp; DHT Network was consulted.</p> <p>Information was gathered through Engagement with ES and their External Reference Group and Diversity and Equality Network, and from Local Association Secretaries.</p> <p>Concerns relating to development of the pupil voice agenda were raised in correspondence with the Chief Executive and Chief Inspector of ES.</p> <p>Communicated with Local Association Secretaries providing information and advice related to Education Scotland’s Young Inspectors Programme.</p>
<p>Remitted Motions of the Annual General Meeting 2018</p> <p>Recommended Action</p>	<p><b>Action: Education</b></p> <p>The Education Committee took account of the concerns raised by movers of the</p>

<p><b>1. National 4 Model of Assessment</b>          "That this AGM instruct Council to campaign for a change in the way National 4 is assessed, moving National 4 to the same model of assessment as National 5."</p>	<p>Motion in terms of workload and the perceived value of N4 within continued campaigning for a change in the way that N4 is assessed-i.e. for the inclusion of a differentiated final course assessment which is not an exam- in the context of wider campaigning for schools to be supported to redesign curriculum architecture to enable closer realisation of the original aims of the senior phase. (Reduction in the amount of formal, including exam-based, assessment in the interests of deeper, richer learning; greater parity of esteem in relation to the range of pathways that young people might adopt; more equitable outcomes for senior phase learners; and greater professional autonomy for teachers over what is taught and assessed, and how). Unresolved concerns related to N4 qualifications were raised within the written evidence supplied to the Education and Skills Committee Inquiry into subject choice on which oral evidence will also be provided.</p>
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#### **4. Employment Relations Committee**

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

#### **Benevolence**

- 4.2 The Committee receives requests for benevolent support from individual members through local correspondents. 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 2018 show that the overall value of the Fund stands at £3,378,000. The Committee met on 7 occasions and awarded 99 grants totalling £223,000. The maximum grant remains at £2,500. The Fund's income in 2018 arose from two main sources - investment income, and donations from local associations. The 2018 Benevolent Fund Accounts will be circulated, for information only, to delegates attending the 2019 Institute AGM. It should be noted that earlier this year Council approved a £100,000 donation from the General Fund to the Benevolent Fund and that Executive Committee has recommended that a donation equivalent to 1.5% of members' subscriptions be restored from 2019/20.
- 4.4 In the course of the year the Employment Relations Committee approved an Investment Policy for the Fund. One of the consequences of the new policy is that the Fund's existing investments which are held in the Newton Growth & Income Fund for Charities are to be sold and replaced with a segregated (directly owned) portfolio which incorporates the specified desired ethical criteria.
- 4.5 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**

- 4.6 Throughout the year the Committee considered 105 cases and secured £214,750 for 17 members.

- 4.7 Legal representation is provided to members in a number of circumstances relating to their employment. Members who are subject to police investigation and reports to the Procurators Fiscal arising from workplace incidents are also provided with legal representation. The Case Handling Protocol was updated by the Committee and provides the foundation upon which cases are managed. It sets out both rights and responsibilities of representatives and members and makes clear the role of the Employment Relations Committee in decisions on legal advice and representation.
- 4.8 Legal representation may also be provided to members on employment matters including unfair dismissal and discrimination cases. Members are also supported following workplace accidents which cover both physical injuries and psychiatric injuries. Such claims are normally pursued through the civil courts.
- 4.9 While, to date, there have been no successful stress cases in Scotland, the Committee secured some settlements for members during this year. It is important to note that the test to produce a claim is to demonstrate a psychiatric injury. The Committee has developed guidance on this point.
- 4.10 Members who appear before the Fitness to Teach Panel of GTCS are normally provided with legal support. Such members who face being struck off the GTCS Register are supported by our Legal Officers and receive external legal representation at GTCS hearings.
- 4.11 The service level agreement with Dentons on employment law matters due to the appointment of 2 Legal Officers: Laura O'Neill and Sonia Kerr. The Legal Officers provide advice and support to members on a range of work-related legal issues. This change, and others made to the provision of legal services, has produced considerable savings whilst maintaining our high level of service to members.

### **Health and Safety at Work**

- 4.12 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.
- 4.13 Throughout the year, the Committee worked with the STUC and Clydeside Action on Asbestos to campaign for the removal of asbestos from all educational establishments in Scotland. Work on this important area of work will continue in the next Committee cycle.

4.14 The Health and Safety Executive (HSE) aims to have three Keeping in Touch (KIT) days each year (one per term) with the teaching trade unions in Great Britain. The purpose is to establish a forum for discussing H&S-related issues in the schools' sector with the teaching TUs. During the past year the following issues have been discussed and raised with HSE by the EIS:

- Musculoskeletal disorders
- Mental Health in the Workplace
- Mental Health First Aid
- The management of asbestos in educational establishments including asbestos management visits to schools in Scotland
- The adoption of the HSE Management Standards approach to tackle work-related stress
- Managing the risks associated with violence and aggression in schools
- The control of transport risks in and around schools
- Work at height
- Maximum temperature in schools.

### **Personal Injury Claims**

4.15 Claims from EIS members with a potential value above £100,000 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.

4.16 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 continues 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.

4.17 Court Rules introduced in 2017 provide a mechanism by which a pursuer (the injured person) 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. These new rules have speeded up settlements for EIS members and have avoided unnecessary evidential hearings in the Courts.

### **Policy Papers**

4.18 The Committee approved the following paper:

- (1) Computing Science Teachers: Stress Levels.
- (2) False, Vexatious & Defamation Allegations.
- (3) Work-Related Stress: Educational Psychologists.

### **AGM Resolutions**

4.19 The table below provides a detailed summary of the work of the Committee in processing the resolutions from the 2018 AGM.

## AGM 2018 Resolutions

### Summary of Action Taken/Outcomes

#### Employment Relations Committee

RESOLUTION	ACTION
<p><b>1. Computing Science Teachers: Stress Levels</b></p> <p><i>"This AGM investigates and reports on the levels of stress of computing science teachers as a result of the handling of the subject by the SQA."</i></p> <p><b>Action:</b> Employment Relations Committee</p>	<p>The December 2018 EIS membership survey was analysed. Comments and responses from computing teachers were extracted. The results were analysed and a report was produced along with a committee paper outlining potential future steps.</p>
<p><b>2. Data Handling</b></p> <p><i>"This AGM, in response to the growing emphasis by Scottish Government on the need for schools and teachers to collect and analyse data on their pupils and students using digital platforms, instructs Council to:</i></p> <p><i>(a) produce guidance for members on data-handling;</i></p> <p><i>(b) reaffirm and publicly highlight the importance of a holistic approach to the education of children and young people;</i></p> <p><i>(c) reaffirm and publicly highlight the purpose of assessment and the role of teacher-led formative assessment as a generator of valuable learner-centred data for teachers;</i></p> <p><i>(d) monitor the workload impact of new developments in digital data collection and analysis."</i></p> <p><b>Action:</b> Education (lead) / Employment Relations Committee</p>	<p>The Committee noted the terms of the resolution and agreed to provide support to the Education Committee, when requested.</p>



<p><b>3. False, Vexatious &amp; Defamatory Allegations</b></p> <p><i>"This AGM instructs Council to investigate and report on the increasing incidences of false and vexatious allegations against teaching and academic professionals and to publicise the advice leaflet to members on False, Vexatious and Defamatory Allegations (Members Subject to Complaints) and to highlight to members the advice contained therein."</i></p> <p><b>Action:</b> Employment Relations Committee</p>	<p>A Freedom of Information request was made to local Councils seeking information on the increasing incidences of false and vexatious allegations against teachers. The Organisation Department was asked to consider the incidences of false and vexatious allegations against academic professionals.</p> <p>The extant policy paper and advice to members will be re-issued and the Employment Relations Department will continue to monitor this issue.</p>
<p><b>4. Risk Assessments</b></p> <p><i>"This AGM instructs Council to:</i></p> <p><i>(a) investigate and report on workload issues related to the writing of risk assessments in schools;</i></p> <p><i>(b) issue updated guidance to Local Association Secretaries on the roles and responsibilities for teachers in carrying out risk assessments."</i></p> <p><b>Action:</b> Employment Relations Committee</p>	<p>No specific reports or comments have been made by EIS representatives and/or EIS health and safety representatives on the workload issues associated with risk assessments. In addition, the December 2018 EIS membership survey did not highlight this as an issue. The existing EIS guidance on risk assessments will be updated and issued to local association secretaries.</p>
<p><b>5. Work-Related Stress: Educational Psychologists</b></p> <p><i>"This AGM instruct the EIS to submit freedom of information request to local authorities to assess levels of work-related stress absence among educational psychologists."</i></p> <p><b>Action:</b> Employment Relations Committee</p>	<p>A Freedom of Information request was made to local Councils regarding the levels of work-related stress absence among educational psychologists.</p>

<p><b>6. Risk to Employees Under Health &amp; Safety Law</b></p> <p><i>"This AGM instruct Council to ensure that local authorities and members are reminded that following any incident where a pupil exhibits aggressive or violent behaviour a risk assessment must be carried out or updated before the pupil is returned to the classroom. Local authorities should be reminded that they have a duty to assess risk to their employees under health and safety law."</i></p> <p><b>Action:</b> Employment Relations Committee</p>	<p>Noted as policy. The terms of the resolution have been referred to Local Association Secretaries.</p>
<p><b>7. Health &amp; Wellbeing</b></p> <p><i>"This AGM instructs Council to highlight the welfare support available for teachers with regards to their health and wellbeing and personal circumstances, and campaign for a Welfare/Health and Wellbeing Representative within each school."</i></p> <p><b>Action:</b> Employment Relations Committee</p>	<p>A health and wellbeing ebulletin highlighting the support offered and the resources available for teachers will be published for the start of the new school in August 2019.</p> <p>The campaigning element of this resolution should be referred to Executive Committee.</p>
<p><b>8. Infestations: Guidance and Advice</b></p> <p><i>"This AGM instructs Council to prepare guidance and advice in the event of infestations such as bed bugs and fleas."</i></p> <p><b>Action:</b> Employment Relations Committee</p>	<p>The Committee contacted the movers and seconders of the motion seeking clarification on the further information sought to that which already available in the EIS Health and Safety Handbook. When infestations occur, advice is available from the Employment Relations Department.</p>
<p><b>9. New School &amp; Refurbishment Projects</b></p> <p><i>"This AGM calls for staff to be involved in meaningful consultation at planning stages of new school and refurbishment projects in the areas with the greatest impact on their future working practices."</i></p>	<p>Noted as policy. The terms of the resolution have been referred to Local Association Secretaries.</p>

<p><i>Further, this AGM instructs Council to call on all local authorities with a duty of care for health and well-being, to ensure that all new build educational establishments have all rooms which are used by children, young people and staff equipped with adequate, fresh air ventilation, and heating."</i></p> <p><b>Action:</b> Employment Relations Committee</p>	
<p><b>10. Social Media Guidance</b></p> <p><i>"This AGM calls on Council to provide clear and unambiguous guidance for teachers and associated professionals:</i></p> <p><i>(a) on posting learning experiences on social media as part of parental engagement, and initiatives such as Bring Your Own Device, where young people are encouraged to photograph and record using their own phones and tablets in the classroom;</i></p> <p><i>(b) on the management of situations where teachers and associated professionals are being targeted by parents using group chat forums such as WhatsApp and Messenger, and in particular, advise on the extent to which the law protects teachers under these circumstances."</i></p> <p><b>Action:</b> Employment Relations Committee</p>	<p>The Committee agreed that a guidance would be updated once the new GTCS advice has been written and issued. In the meantime, the EIS Legal Officers provide advice to members and local association and branch secretaries on a case-by-case-basis.</p>
<p><b>11. Pupil Voice</b></p> <p><i>"This AGM calls upon Council to investigate and report on the role of pupil voice in schools and the impact that this is having on teachers."</i></p> <p><b>Action:</b> Employment Relations (lead) / Education</p>	<p>During the session, the EIS produced a document "The Democratic School" as part of its contribution to the discussions on empowered schools. This EIS paper emphasised:</p> <ul style="list-style-type: none"> <li>• that pupils and parents need to have their views considered within schools. This is in line with the National Improvement Framework</li> </ul>

	<p>recommendation of placing emphasis on parental engagement and pupil voice;</p> <ul style="list-style-type: none"> <li>• that the student voice is important and should be heard by the school management and at Local Authority level;</li> <li>• that there should be greater participation than currently exists for many pupils; and</li> <li>• that pupils should not be involved in school-based operational decisions, for example participating in appointments panels, or be a part of decision-making structures in schools.</li> </ul> <p>The Employment Relations Committee concluded that it was too early to quantify the impact pupil voice was having on teachers, as pupil voice is in its infancy and its development varies greatly across schools, across sectors and across Councils. In the light of these developments, the Employment Relations Committee at its December meeting agreed to take no further action regarding the processing of this resolution.</p>
<p><b>12. Cuts to Cleaning Services in Schools</b></p> <p><i>"This AGM instructs the EIS to investigate the impact of cuts to cleaning services in schools and to campaign to oppose any reduction in the frequency of classroom cleaning."</i></p> <p><b>Action:</b> Executive (lead) / Employment Relations</p>	<p>The Committee noted the terms of the resolution and agreed to provide support to the Executive Committee, when requested.</p>

## **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 and oversees EIS participation in a series of STUC equality conferences throughout the year.
- 5.2 The Committee is advised and assisted by two sub-committees and two working groups. These are the Gender Issues Working Group, the Anti-Racist Sub Committee, the LGBT Sub Committee and the Poverty Campaign Working Group. These committees and groups meet regularly throughout the year.
- 5.3 There have been five meetings of the Equality Committee since the 2018 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 2018 resolutions accompanies this report.

### **Cross-cutting Issues**

- 5.4 The EIS gave evidence to the Scottish Parliament's Equality and Human Rights Committee during a session on Prejudice-Based Bullying and Harassment in Schools in Scotland. Katie Ferguson, Service Director at RespectMe, delivered a presentation at the Equality Meeting in August on Addressing Prejudice-Based Bullying. Members of the Committee raised a number of issues, including the lack of uniformity in recording of prejudice-based bullying across local authorities. The Committee agreed that it may be beneficial for the EIS and RespectMe to undertake joint work in the future in relation to relevant professional learning.
- 5.5 The EIS submitted a response to the Scottish Government Hate Crime Consultation.
- 5.6 The EIS submitted a response to a UK Parliament Women and Equalities Committee Inquiry into the Enforcement of the Equality Act and the role of the Equality and Human Rights Commission, which was developed jointly by the Equality and Employment Relations Departments.
- 5.7 Khadija Mohammed, a longstanding EIS member and equality activist, and a Lecturer in Education at the University of the West of

Scotland, was nominated for, and subsequently received, the 2019 STUC Equality Award. Khadija has been a driving force behind a wide range of work to tackle race discrimination and promote race equality in Scotland. She is a firm advocate of honest, critical conversations around social justice, race and equality issues.

### **Age Equality Issues**

- 5.8 The EIS submitted written evidence to the Scottish Parliament Equality and Human Rights Committee regarding proposed legislation on Equal Protection from Assault for Children and Young People. EIS HT & DHT Network member Jean Miller also gave oral evidence to the Parliamentary Committee, reaffirming our position that children and young people are entitled to equal protection.
- 5.9 The EIS submitted written evidence to the Scottish Parliament Equality and Human Rights Committee on the age of criminal responsibility, supporting the proposal to raise the age of criminal responsibility from eight to 12.

### **STUC Equality Activity**

- 5.10 As is customary, the Committee oversaw EIS engagement with the four STUC Equality Committees, which seek to promote equality for Women, Black Workers, LGBT+ Workers, and Disabled Workers. The Committee also oversaw EIS lay members' participation in delegations to the four STUC Equality Conferences throughout the year; and received regular reports on STUC equality work from our Committee representatives.

### **Impact of Poverty on Education**

- 5.11 Highlighting the impact of poverty on education continues to be a core part of the work of the EIS. Early in the year, Assistant Secretary Bradley gave evidence to the Scottish Parliament's Education and Skills Committee Inquiry on the impact of poverty on the attainment and achievement of children. This evidence was based on the union's ongoing Face Up to Child Poverty work and the annual survey of members. The report and recommendations from this Inquiry are, unfortunately, less robust than might have been hoped, considering the wealth of evidence provided by the EIS and other contributors.
- 5.12 The Committee was pleased to note that the Scottish Government have announced that there will be a national minimum school clothing grant of £100 per qualifying child. The EIS has played a significant role in campaigning to achieve this, highlighting in the past both the disparity across the country and also the paltry amounts being granted by some local authorities.
- 5.13 The Committee noted the responses from Scottish Government, COSLA and Education Scotland to the Education and Skills Committee report on Attainment and Achievement of School Aged Children

Experiencing Poverty. These responses will be useful as the union takes forward its work in this area.

- 5.14 The EIS delivered a seminar at the Scottish Learning Festival. The seminar - Cost of the School Day: Recognising the Impact of Poverty - was very well attended by teachers from all sectors and from across the country. Attendees shared their own evidence of the indicators of poverty which they are seeing in their own schools and classes. The EIS advice and strategies were well received.
- 5.15 Useful resources from the Child Poverty Action Group – the Cost of the School Day Toolkit and the Cost of the School Day Practice Insight paper on school uniform – have been published on the EIS website in order to support schools in their efforts to reduce the impact of poverty on pupils. The resources were shared with a range of EIS reps and networks. Assistant Secretary Bradley also provided evidence to evaluative research on the Cost of the School Day project, commissioned by the NHS.
- 5.16 Following on from AGM motions, the Committee considered the impact of homework on young people, and SQA alternative assessment arrangements, as they relate to poverty.
- 5.17 The Committee noted the powerful remarks of the UN Special Rapporteur on Extreme Poverty and Human Rights following his recent UK visit, which will inform much of the Committee’s work going forward.
- 5.18 Throughout the session, the Committee received regular updates on the Equity Related Professional Learning Project (PACT) which is a joint initiative between the EIS and the Scottish Government. In February, the Committee received a presentation from the two project co-leaders of the PACT Equity-related Professional Learning Project. The presentation outlined the plan for the project, including the involvement at key points of existing EIS networks and relevant committees and for promotion of it and engagement with EIS members at key events. The Committee welcomed the direction of travel and the prospect of future Equality Committee involvement.
- 5.19 The Committee decided that the impact of poverty on education should be the focus of this year’s Equality Fringe Meeting. It was decided to highlight the new Equity Related Professional Learning Project (PACT). It was also decided to align the timing and publicity for our next member survey on the impact of poverty in schools with the Fringe Meeting.

### **Gender Equality Issues**

- 5.20 Updated Sexual Harassment advice, produced in response to a 2018 AGM resolution, was launched at National Council in March 2019, and featured in the April 2019 SEJ. The advice is available both in hard copy and online.

- 5.21 The EIS continues to participate in the Circle Meetings for the First Minister's National Advisory Council on Women and Girls. The Committee noted various briefing materials issued by this group, including one on sport, which highlighted the inequalities surrounding women's sport, particularly in terms of funding and media coverage.
- 5.22 The Committee welcomed the Scottish Government Hate Crime Campaign but noted its regret that gender based crime against women and girls had been omitted, as misogyny is not currently considered a hate crime. Subsequently, the Committee wrote to the Scottish Government to welcome the campaign itself; to highlight the need to address sexism in Scotland; and to welcome the consultation on hate crime.
- 5.23 For International Women's Day this year, the Institute produced an animation highlighting our campaigning work in this area and also existing and forthcoming EIS policies on gender equality. The film has had a good reception on social media with 2300 views at the last count. Committee members also attended partners' events for IWD; and took part in an STUC project to make a film about historically important women trade unionists.
- 5.24 The theme of this year's STUC Women's Conference is Child Poverty. It was agreed to submit motions which would further our own campaigning objectives in this area, particularly relating to girls and young women. Andrea Bradley was elected to represent the EIS on the STUC Women's Committee for 2018-19.
- 5.25 The campaign to eradicate period poverty continues apace, with more councils announcing they will be providing free products in schools and other council buildings and the Scottish Government announcement that they will be providing £5.2 million to ensure that free sanitary products are made available in schools, colleges and universities, for pupils and students. Again, the EIS has been a key partner in this campaign, highlighting the issue of period poverty and lobbying politicians to take action in addressing it.
- 5.26 The Committee noted that stakeholder interest in the 'Get it Right for Girls' reports continues, and considered various requests throughout the session to discuss it, including at a guest lecture at Glasgow Caledonian University and a workshop at the STEP Conference.
- 5.27 The Committee accepted an invitation to join the Close the Gap Advisory Group, and Carole Thorpe agreed to represent the EIS at this forum.

### **Race Equality Issues**

- 5.28 The Committee welcomed the final version of the updated advice on Challenging Anti-Muslim Prejudice. The document was publicised in the usual way. It was also highlighted at the EIS anti-racist event,



'Teachers Turning the Tide', and at the STUC St Andrew's Day Rally at the end of November.

- 5.29 The Committee was concerned at the rather worrying content of the Scottish Government research report on Young People's Attitudes to Immigration. The report would appear to indicate that young people are becoming more hostile in their attitudes to immigration. In light of this, EIS work on this issue is even more crucial.
- 5.30 The 'Teachers Turning the Tide: Promoting Anti-Racist Education and Challenging Anti-Muslim Prejudice' event which was held in September 2018 was very successful. There was a very good turnout from members from a range of demographic backgrounds. The key speakers were very well received, and the Committee noted that BME members had felt comfortable in sharing their own experiences of racism, which was very powerful, and a reminder of the importance of this ongoing work.
- 5.31 The STUC Black Workers' Conference took place in October 2018 with the EIS moving motions on the rise of the far right and racist narratives and also on the Fair Work Commission, specifically noting that, initially, there was an absence of any BME representation on the Commission. Khadija Mohammed was elected to represent the EIS on the STUC Black Workers' Committee for 2018-19 and subsequently became Vice-Chair of the Committee.
- 5.32 The EIS participated in the annual St Andrew's Day Anti-Racism March and Rally in Glasgow in November 2018. The theme for this year was 'Still We Rise'. The EIS publicised the event, encouraged members to attend and assisted with stewarding. The union also had a stall at the rally and placed an advert in the STUC programme. EIS members from the north east participated in the parallel STUC Anti-Racist March and Rally in Aberdeen which was also addressed by the EIS Vice President.
- 5.33 The EIS marked Black History Month by sharing suggestions of notable Black and Minority Ethnic (BME) people whose stories and contributions could be highlighted in schools, across the eight curricular areas of the Curriculum for Excellence. This included a wide range of BME people including Mary Jackson, the NASA scientist; American football player and activist, Colin Kaepernick; and Enheduanna, a Middle Eastern woman born 4200 years ago, who was the first ever poet and author known by name.
- 5.34 Gary Christie, Head of Policy, Communications and Communities at the Scottish Refugee Council, gave a presentation to the Committee on refugee matters, mainly focused on guardianship of unaccompanied refugee children and on refugee children's access to education, as per ongoing AGM resolutions. Useful discussions were held on the matters raised.

- 5.35 As part of the work emanating from the 2017 AGM Resolution on Racism and Islamophobia, the Committee, alongside the Anti-Racist Sub Committee, worked on a proposal for anti-racism posters which would be distributed to educational establishments. The Committee felt it was important for these posters to have a restorative approach and also agreed that consultation with and input from BME colleagues would be vital in the development of these posters. This work will continue into the new session.
- 5.36 The Committee agreed to write to partners in COSLA and the Scottish Government in pursuance of two AGM motions from 2018 on the Scottish Guardianship Service and Refugee Children and Young People. In these letters, we raised our concerns regarding the support given to and education provision for children and young people who arrive in Scotland as unaccompanied refugees or asylum seekers.
- 5.37 The Committee agreed to submit two motions to the STUC Black Workers' Conference 2019, with possible themes being anti-Muslim prejudice and BME Women in the Labour Market.
- 5.38 The Committee heard a report on the SAMEE (Scottish Association of Minority Ethnic Educators) Coaching and Mentoring Event held in February where a range of issues affecting BME teachers were raised, including isolation, exclusion, bullying, workplace racism, barriers to promotion and the undervaluing of BME staff. These experiences matched those discussed by BME colleagues at the union's own anti-racist event in 2018. The Committee was keen to continue to support SAMEE in its work and also agreed to seek representation on the Teaching in a Diverse Scotland Implementation Group, with a place having been granted subsequently.

### **LGBT Equality Issues**

- 5.39 The Committee considered an AGM motion on training and advice for members on the experiences of trans and non-binary learners, and was kept apprised of progress in discussions with a range of partners, including LGBT Youth Scotland, the Scottish Trans Alliance, and Education Scotland. The Committee agreed to commission bespoke training from LGBT Youth Scotland.
- 5.40 There has been a welcome increase in the number of Pride events taking place across Scotland and in the number of EIS Local Associations taking part in these. The Committee discussed how it might best support Local Associations in taking the lead in organising their participation in local Pride events, including providing banners and merchandise. New 'Pride Guide' advice on EIS presence at Pride events was circulated to all Local Associations, a number of whom have also requested an EIS 'Take Pride in Teaching' banner.
- 5.41 The EIS participated in the STUC LGBT Workers' Conference in June 2018, playing a significant role in the debates and in the work of the

Conference. Pam Currie was elected to represent the EIS on the STUC LGBT Workers' Committee for 2018-19.

- 5.42 Developments in terms of LGBT+ Inclusive Education were a discussion item throughout the year. Members considered the content and implications of the Scottish Government's LGBTI Inclusive Education Working Group report. It was agreed that Joan Lennon would represent the EIS on the Implementation Group which would begin meeting in January 2019. In February, Joan Lennon's written report reflected the positive nature of the LGBTI Inclusive Education: Implementation Group's first meeting.
- 5.43 The Committee submitted two motions to the STUC LGBT Workers' Conference to be held in May 2019, on the themes of LGBT+ discrimination in early career stages, and Fair Work. The Committee approved the nomination of Steven Sorley as the EIS representative on the STUC LGBT Workers' Committee and thanked Pam Currie for her work representing the union on this committee for several years.
- 5.44 The Committee also noted a report of a Stonewall conference; considered early findings from the Gender Recognition Act consultation analysis; and noted a new curriculum mapping resource from LGBT Youth Scotland.

### **Disability Equality Issues**

- 5.45 The Committee noted with concern the fact that the UK has been criticised for a "serious regression" in the rights of disabled people by the United Kingdom Independent Mechanism (UKIM) under the UN Convention on the Rights of Persons with Disabilities. An SEJ article in October highlighted this regression in disability rights.
- 5.46 In August 2018, the EIS responded to a Scottish Government consultation on Increasing the Employment of Disabled People in the Public Sector, highlighting the issues affecting teachers, lecturers and associated professionals with disabilities.
- 5.47 Throughout the session the EIS held informal discussions with disabled members to explore the barriers to union activity and possible ways of overcoming them, as one aspect of the work to progress a 2018 AGM resolution on Disabled People in Educational Establishments. The Committee agreed to hold a consultation meeting for and with disabled members, which it is hoped will be arranged before the end of the session.
- 5.48 An EIS Member Survey, emanating from the 2018 AGM motion on equality, activism and raising the profile of disabled members was sent to all members identifying as having a disability, and initial analysis was conducted.
- 5.49 The Committee agreed to donate to the STUC Disabled Workers' Committee, helping with the catering costs of running a fringe event

at the STUC Congress in April, and also donating towards the cost of a banner. Julie Ferguson chaired the STUC Fringe Meeting at STUC Annual Congress which was on the issue of dementia.

- 5.50 The Committee received a report of the STUC Disabled Workers' Conference of November 2018, at which the EIS had been well represented. EIS motions on hidden disabilities and cancer as a workplace issue were well supported by sister unions. Julie Ferguson was elected to represent the EIS on the STUC Disabled Workers' Committee for 2018-19, and subsequently became the Vice-Chair of the Committee.

### **Equality Representatives**

- 5.51 The Committee oversaw the continued development of the Institute's cadre of Equality Representatives. Twelve members completed their training, and some of these members were highlighted in an SEJ item about the work and interests of Equality Reps. Eleven members completed their Stage 1 training, and two days of Stage 2 training were scheduled for April and June. A further Stage 1 course is to be scheduled for next session. It should be noted that members who are interested in becoming Equality Reps continue to face challenges in securing release from school in order to attend these courses.
- 5.52 An application to the SUL Leadership Development Fund was successful. Building on previous events, and in collaboration with the Executive Committee, a residential was held on 30 November and 1 December 2018, focussing on leadership learning for new and aspiring Equality Reps and equality activists, and targeted towards under-represented groups such as women and BME members. A range of topics were covered with sessions on effective communication for leadership, differing styles of leadership and how to deploy leadership skills in real equality-focused contexts. Invited speakers included STUC President Lynn Henderson and writer and activist Nadine Aisha Jassat, whilst currently active EIS Equality Reps spoke to delegates about their roles, what drives and motivates them, and their successes and challenges to date.

### **Conclusion**

- 5.53 Thanks to the members of the Equality Committee and to the staff of the Equality Department for all their work in the course of the year and especially to those members of the Equality Committee who are standing down at the AGM.

## AGM 2018 Resolutions

### Summary of Action Taken/Outcomes

#### Equality Committee

<u>Title of Resolution</u>	<u>Action Taken/Outcomes</u>
<p><b>1. Impact of Homework on Young People</b></p> <p>“That this AGM recognise that children and young people in Scotland have different learning experiences outside school and, in particular, have different experiences of homework. This AGM instruct Council to report on recent research into the impact of homework on young people at all stages or in the absence of existing relevant research, to conduct such research.</p> <p>On the basis of this research, this AGM instruct Council to develop guidance for members:</p> <ul style="list-style-type: none"> <li>• on how to devise homework tasks that are effective for pupils while minimising impact on workload, and empower teachers to provide advice to parents as to how young people can be supported with homework;</li> <li>• that takes account of poverty, home circumstances and the mental and emotional health of learners and their families.”</li> </ul>	<p><b>Action:</b> Education (lead)/Equality</p> <p>Located and compiled existing national and international research on the impact of homework.</p> <p>PACT Project Co-Leaders provided relevant summary of their research to date in this area. Further inputs are to follow.</p> <p>Consulted with the HT &amp; DHT and ASN Networks.</p> <p>Education Scotland provided information on homework as informed by inspection data and other research.</p> <p>Children in Scotland provided information relating to issue raised in enquiries to Enquire helpline and at outreach sessions.</p> <p>Guidance for members will be produced for consideration at the June Education Committee and thereafter, submitted for approval to September Council 2019.</p>
<p><b>2. Transgender &amp; Non-Binary Learners</b></p>	<p><b>Action:</b> Equality</p> <p>Met with the Scottish Transgender Alliance (STA),</p>

<p>“That this AGM note recent evidence documenting the issues and prejudice facing transgender and non-binary learners in every sector of education, and further recognises the significant rise in numbers of young people identifying as trans or non-binary in recent years. AGM resolves to work with relevant partner organisations to organise a training session for members across all sectors in the coming year and to disseminate advice on these issues to L.A. secretaries and SGA branch secretaries.”</p>	<p>LGBT Youth Scotland (LGBTYS) and TransEdu to discuss issues arising for transgender and non-binary learners in every sector of education, and training possibilities, including their existing training offers.</p> <p>Consulted the LGBT Sub-Committee about possible approaches to training including an online element.</p> <p>Held ongoing discussions with LGBTYS and STA about them offering a training session for members, which will be developed after a new Education Officer is in post at LGBTYS.</p> <p>Arranged to meet new LGBTYS Education Officer in May 2019 to progress this matter.</p> <p>Held discussions with Education Scotland about their support for online aspects of such training via GLOW and secured an offer of support if needed.</p> <p>Sought existing advice on these issues and disseminated this to LA and Branch secretaries.</p> <p>Added content on trans and NB learners to the EIS website.</p> <p>Included professional learning sessions focused on supporting transgender and non-binary learners in the Scottish Union Learning funded programme of PL, 2019-21.</p>
<p><b>3. Scottish Guardianship Service</b></p>	<p><b>Action:</b> Equality</p> <p>Explored the existing status and work of the Scottish</p>

<p>“That this AGM call on the EIS to campaign to have the Scottish Guardianship Service empowered by legislation to support the integration of children who arrive in Scotland with refugee status already in place.”</p>	<p>Guardianship Service through initial desk-based research.</p> <p>Met with the current providers of the Scottish Guardianship Service (Scottish Refugee Council and Aberlour Child Care Trust) to discuss their views on campaigning to establish a statutory service, and identify possible campaign approaches, and provided a detailed report of the discussions.</p> <p>Arranged for a representative of the service (from Scottish Refugee Council) to provide a presentation to the Equality Committee in December 2018.</p> <p>Consulted with the Anti-Racist Sub-Committee.</p> <p>Identified a forthcoming consultation on guardianship regulations, to which the EIS will respond as a key means of campaigning for a statutory service, and established contact with the relevant civil servants to be kept abreast of developments regarding the consultation.</p> <p>Wrote to COSLA and the Scottish Government to raise concerns about support for refugee children as raised in discussions with the service.</p>
<p><b>4. Disabled People in Educational Establishments</b></p> <p>“That this AGM resolves to instruct Council to:</p> <p>(a) reaffirm its commitment to promoting equality for disabled people in</p>	<p><b>Action:</b> Equality</p> <p>Kept a watching brief on disability equality issues throughout the session, including reading key publications and research.</p>

<p>educational establishments;</p> <p>(b) raise the profile of issues affecting teachers and associated professionals and lecturers with disabilities, through various means;</p> <p>(c) develop a plan to encourage greater activism amongst disabled members; and</p> <p>(d) encourage local authorities, colleges and universities to take robust approaches to equality monitoring, to better enable them to meet the needs of disabled staff, and support such staff to access their rights, including to reasonable adjustments."</p>	<p>Participated fully in the STUC Disabled Workers' Conference in Nov 2018, with a full delegation and an additional observer, and used that opportunity to reaffirm the EIS commitment to promoting equality for disabled people in educational establishments and to raise and discuss issues affecting disabled teachers, including hidden disabilities and cancer as a workplace issue.</p> <p>Publicised disability equality issues in the SEJ in September 2018 and sought possible participants for a future roundtable meeting, and possible case studies for union activism.</p> <p>Held telephone discussions with various disabled members to learn more about their experiences, further to the SEJ item.</p> <p>Discussed approaches to a roundtable meeting with the EIS representative on the STUC Disabled Workers' Committee.</p> <p>Developed and issued a survey of disabled members to identify pressing current issues, barriers to activism and means of removing those barriers; and to enable disabled members to contribute anonymous testimony; conducted initial analysis of the survey responses to inform discussions at the roundtable meeting.</p> <p>In August 2018, responded to a Scottish Government consultation on increasing the employment of disabled people</p>
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	<p>in the public sector, highlighting the issues affecting teachers and associated professionals and lecturers with disabilities.</p> <p>Made plans for a roundtable consultation meeting for/with disabled members to identify pressing current issues, barriers to activism and means of removing those barriers, expected to be held before the end of the session.</p> <p>Met with the Equality Officer at UNITE to learn about their approach to supporting activism among disabled members and sought information from other trade unions about their approaches.</p> <p>Planned for an SEJ item/website content using member case studies to be written after the roundtable meeting.</p> <p>Wrote letters to local authorities, colleges and universities to ask them to take robust approaches to equality monitoring and to reiterate the importance of providing reasonable adjustments.</p> <p>Plan to increase activism among disabled members to be developed after the roundtable meeting and presented to Equality Committee in August 2019.</p> <p>This work to continue into the new session.</p>
<p><b>5. Refugee Children &amp; Young People</b></p> <p>“That this AGM calls on Council to:</p>	<p><b>Action:</b> Equality (lead) / Education</p>

<p>(d) reaffirm the rights of unaccompanied refugee children and young people to education;</p> <p>(e) gather information on the gaps in educational provision for this group; and,</p> <p>(f) lobby the Scottish Government, Scottish Funding Council and local authorities for improved provision.”</p>	<p>Provided funding for the continuation of the successful Refugee Inclusion project led by Show Racism the Red Card.</p> <p>Continued to offer professional learning funded through Scottish Union Learning on teaching refugee children.</p> <p>Included a focus on the English as an Additional Language (EAL) needs of refugee children in the programme for the Additional Support Needs Professional Learning Conference to be held May 2019.</p> <p>Gathered information on the gaps in educational provision for refugee children and young people, by means of desk-based research.</p> <p>Held discussions about gaps in education provision for refugee children and young people with the Scottish Refugee Council.</p> <p>Consulted the Anti-Racist Sub Committee.</p> <p>Consulted FELA and ULA Executive Committees.</p> <p>Wrote to the Scottish Government, COSLA and the Scottish Funding Council to raise concerns about gaps in educational provision for refugee children and young people and to advocate for improved provision.</p> <p>Continued ongoing work to develop welcome packs for newly arrived children which</p>
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	<p>reaffirm the rights of unaccompanied refugee children and young people to education. The launch of the packs will provide further opportunity to campaign in this regard.</p>
<p><b>6. Sexual Harassment in Schools</b></p> <p>“That this AGM instruct Council to</p> <p>(a) review EIS advice on sexual harassment in schools, and Further and Higher education; and</p> <p>(b) campaign to raise awareness of sexual harassment in schools, and Further and Higher education.”</p>	<p><b>Action:</b> Equality</p> <p>Reviewed existing EIS advice across various publications, identifying gaps and outdated information.</p> <p>Consulted the Gender Issues Working Group on approaches to the new advice.</p> <p>Reviewed other unions’/relevant specialist organisations’ advice and research to identify common themes.</p> <p>Reviewed notes from TUC training on sexual harassment in the workplace.</p> <p>Developed updated advice and launched on International Women’s Day 2019.</p> <p>Disseminated new advice via the website, social media, e-bulletin and communications to LA and Branch Secretaries.</p> <p>Included the issue and notice of new advice in an animation made for International Women’s Day and publicised via social media.</p> <p>Included an article in the April 2019 SEJ about sexual harassment in educational establishments and the new advice.</p>

	<p>Shared new advice with delegates to the STEP conference in March 2019 at workshop on Getting it Right for Girls.</p> <p>Raised sexual harassment issues at STUC Women's Conference, October 2018.</p>
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## **6. Salaries Committee**

- 6.1 The Salaries Committee met on 8 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 the 2018-2019 Pay Claim.

### **SNCT**

- 6.2 The SNCT has met on 3 occasions during the year. The Joint Chairs are Clare Hicks (Scottish Government), Councillor Gail MacGregor (COSLA) and Des Morris (Teachers' Side).
- 6.3 The pay claim was settled in April 2019 following over a year of intensive negotiations which were supported by the Value Education Value Teachers (VEVT) campaign. The SNCT pay agreement applies from 1 April 2018 to the 31 March 2021. It provides a 3% increase on April 2018, 2019 and 2020. In addition to this all teachers and associated professionals receive an additional 4% in April 2019 which has been funded by Scottish Government to address issues of recruitment and retention. This arrangement involved restructuring of the Main Grade Scale (providing even greater increases for those on Point 0 and Point 1 than the 4%) and removing a point to facilitate quicker progression to the top of the scale.
- 6.4 In addition to funding for the pay offer the Scottish Government's proposal and the offer from COSLA included 2 days of in-service to be held in the academic year 2019 – 2020. There were also commitments to working with teachers' unions to address workload, ASN and other issues that had come to the fore during the VEVT campaign.

### **Teachers' Panel**

- 6.6 There have been 4 meetings of the Teachers' Panel which have been focussed on the pay negotiations. EIS Representatives have also raised the issues regarding improvements to holiday provisions, family leave and practical subjects and the EIS positions have been adopted by the Teachers' Panel and have been pursued through the SNCT Support Group.

### **SNCT Support Group**

- 6.7 The Support Group has met on 2 occasions and has been continuing work on a number of issues including parental leave, flexible working, practical classes, job sizing and the Code of Practice on the role of the headteacher in selection and appointment of staff.

- 6.8 The Support Group is continuing work on the administration of supply. An online booking system has been investigated with external providers and this "Supply Portal" is still in the process of being commissioned. The progress has been halted this year due to new requirements brought in by GDPR.
- 6.9 Work on the pay specification was ongoing for a long period of time. The new pay specification came into effect in August 2018: SNCT JS/17/72.
- 6.10 The Teachers' Side are continuing to pursue a review practical class sizes and this work will be ongoing for the Support Group.

### **SNCT Circulars**

- 6.11 During this year, the SNCT issued the following circulars:
- (i) SNCT 18/62 - Distant Islands Allowance.
  - (ii) SNCT/18/63 - Conservation Arrangements: Changes to the SNCT Handbook (2018).
  - (iii) SNCT/18/64 - National Pay and Leave Specification.
  - (iv) SNCT/18/65 - Reckonable service for Family Leave calculations in relation to probationary periods.
  - (v) SNCT/18/66 - Changes to SNCT Handbook of Conditions of Service - Family Leave.
  - (vi) SNCT/18/67 - Payment of Short-Term Supply Teachers.
  - (vii) SNCT/18/68 - Allowances for Teachers in Remote Schools.
  - (ix) SNCT/19/69 - Distant Islands Allowance.
  - (x) SNCT/19/70 - SNCT Pay Agreement 2018 to 2021

### **Teacher Workforce Planning**

- 6.12 The Teacher Workforce Planning Advisory Group met on 3 occasions. This Group considers the following items:
- the intake for TEIs for 2019/20. In particular, the Group considers the distribution of secondary subjects amongst universities reflecting geographical needs
  - the requirement of teachers in denominational schools
  - the number of teachers currently teaching through the Gaelic medium
  - the impact of new routes into teaching

- issues arising from the annual teacher vacancy survey and school census.

At these meetings, the EIS raised concerns about supply cover throughout Scotland and those relating to subject shortages in the secondary sector.

### **Superannuation**

- 6.13 Fire Brigades Union and Judges legal case against the transitional arrangements put in place following scheme changes which were a consequence of the Public Services Pensions Act 2013 was successful. This English Court of Appeal held in December 2018 that the transitional arrangements which gave full protection to those who were within 10 years of the Normal Pension Age (NPA) and either tapered protection or no protection to other members are unlawfully discriminatory on the basis of age. The UK Government is appealing this decision and if the appeal is unsuccessful, there will be a need to make changes to the Scottish Teachers' Pension Scheme. Such changes would not be retrospective and could have consequences for all members. This will be a key area of work for the Salaries Committee in the forthcoming year and legal advice is being obtained to ensure that members' interests are protected.
- 6.14 The EIS are now represented on the Scottish Teachers' Pension Board by David McGinty (National Officer), Drew Morrice (Retired Assistant Secretary) and Leah Franchetti (Area Officer). The Scottish Teachers' Pension Scheme Advisory Board representatives are Des Morris, Mick Dolan, Louise Wilson and Stephen Stuart. The Teachers' pension scheme has now been evaluated and there will not be any major changes except for the increase in contributions from the employer. This increase has been a concern for the employer and trade union representatives on the SAB as the increased cost to the employer is met by the public purse and could impact on education budgets. From 1 April the employer contribution rate will increase from 1 September 2019 to 31 March 2023 to 23% (currently it is 17/5%). The Treasury has ignored all calls from Boards, TUC and employers to rethink this increase. The key issue the SAB will be dealing with in the forthcoming period is any changes being proposed to offset the costs to the Scheme if the FBU/Judges court ruling is upheld. A proposed improvement to the accrual rate has already been withheld due to the Treasury's concern over the impact of having to make scheme changes to ensure the legality of the scheme, with respect to age discrimination.
- 6.15 The Committee approved the following policy paper:
- (i) Use of Homework Apps.

### **Career Pathways**

- 6.16 The Independent Panel on Career Pathways conducted its work throughout the year. This was advised by the work of both EIS Salaries and Education Committees. The report from this group was provided to the SNCT at its meeting final meeting of the session on 30 May 2019. The recommendations from this group will be considered by the Salaries Committee in the next session and our Reps on the SNCT will take forward the work on alternative career pathways for teachers.

### **AGM Resolutions**

- 6.17 The table below provides a detailed summary of the actions taken by the Committee in processing the resolutions from the 2018 AGM.



## AGM 2018 Resolutions

### Summary of Action Taken/Outcomes

#### Salaries Committee

RESOLUTION	PROPOSED ACTION
<p><b>1. Use of Homework Apps</b></p> <p><i>"This AGM instructs the EIS to conduct a scoping exercise into the use of homework apps across all 32 local authorities and their possible impacts on the terms and conditions service of classroom teachers and to produce clear guidance on the use of homework apps such as Show My Homework."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>Priority was given to ensuring a high turnout amongst the EIS membership for the Value Education Value Teachers workload and wellbeing survey. The Committee has been unable to establish the frequency of use of homework apps such as such as Show My Homework. This would require a specific survey of members and establishments. However, initial analysis of comments on individual school websites does not suggest that using this app is particularly onerous.</p>
<p><b>2. Regional Improvement Collaboratives: SNCT &amp; LNCTS</b></p> <p><i>"This AGM, in light of the establishment of Regional Improvement Collaboratives, reaffirms its commitment to the principle of collegiality, and instructs Council to monitor, report on and resist any attempt to weaken, bypass, undermine or diminish the roles and functions of the SNCT and LNCTS."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>Note as policy. Monitoring of the RICs and their activities will be continued through the Employment Relations Department.</p>

<p><b>3. Pro Rata Contractual Commitments</b></p> <p><i>"This AGM instructs Council to issue guidance on the pro rata contractual commitments required of members employed on a part time or job share basis."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>The Committee is recommended to give powers to the Officials to produce a short guide on the pro rata contractual commitments of members employed on a part time or job share basis to be distributed through the normal channels and posted on the EIS website.</p>
<p><b>4. Practical Classrooms</b></p> <p><i>"This AGM instructs Council to lobby government to extend the definition of practical classrooms to include primary classrooms."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>This resolution is being processed operationally as a health and safety item with the Scottish Government Joint Secretary of the SNCT.</p>
<p><b>5. Review of Secondary Subjects</b></p> <p><i>"This AGM instructs Council to request the SNCT to review secondary subjects with a view to extending the subjects recognised as practical classes."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>The terms of the resolution were referred to the EIS representatives on the SNCT.</p>
<p><b>6. Pay Advice Slips</b></p> <p><i>"This AGM instructs Council to work with local authorities to ensure that teaching staff receive pay advice in her/his preferred format, i.e. paper or electronic and that the choice lies with the member of staff and not the authority."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>Noted as policy. The terms of the resolution were referred to Local Association Secretaries with advice to raise this at LNCTs as it is a devolved matter.</p>
<p><b>7. Family Sickness or Bereavement: SNCT Handbook</b></p> <p><i>"This AGM instructs Council to seek to improve the terms of Part 4, Paragraph 11.12 Family Sickness or Bereavement of the SNCT Handbook."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>Noted as policy. The terms of the resolution were referred to Local Association Secretaries with advice to raise this at LNCTs as it is a devolved matter.</p>

<p><b>8. Holy Days: Paid Leave</b></p> <p><i>"This AGM instructs Council to raise with the SNCT the need for teachers and associated professionals who are members of faiths other than Christianity to be given a number of days paid leave on their faiths' Holy Days."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>The terms of the resolution were referred to the EIS representatives on the SNCT.</p>
<p><b>9. Subject Principal Teachers</b></p> <p><i>"This AGM instructs Council to campaign for discrete subject principal teachers as the best model for delivering the mainstream secondary curriculum, and in response to the need for career pathways in the profession."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>The terms of the resolution were referred to the EIS representatives on the SNCT.</p>
<p><b>10. Recruitment, Appointment and Deployment of Teaching Staff</b></p> <p><i>"This AGM instructs Council to ensure that the recruitment, appointment and deployment of all teaching staff are conducted in line with procedures:</i></p> <p><i>(a) which are agreed formally by each LNCT in its respective council area and;</i></p> <p><i>(b) which are fully compliant with the extant employment law system and;</i></p> <p><i>(c) are made available on the SNCT website."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>Noted as policy. The terms of the resolution were referred to Local Association Secretaries with advice to raise this at LNCTs as it is a devolved matter.</p>

<p><b>11. Leave of Absence for Teachers: Fertility Treatment</b></p> <p><i>"This AGM calls for fertility treatment to be included in Leave of Absence for Teachers policies and as an option for requests for leave on HR and Payroll systems."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>Noted as policy. The terms of the resolution were referred to Local Association Secretaries with advice to raise this at LNCTs as it is a devolved matter.</p>
<p><b>12. Decrease in Contractual Class Contact Time</b></p> <p><i>"This AGM instructs Council to campaign for a decrease in contractual class contact time for teachers' order to meet the demands of increased workload pressures."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>The terms of the resolution were referred to the EIS representatives on the SNCT.</p>
<p><b>13. Non-Contact Time in Primary Schools</b></p> <p><i>"This AGM instructs Council to investigate and report on the operation of non-contact time in Primary schools and thereafter issue advice to all primary members."</i></p> <p><b>Action:</b> Salaries Committee</p>	<p>The results from the EIS membership Value Education Value Teachers are being analysed. Consideration may be given to further research. The impact on teacher workload on the operation of non-class contact time will part of the on-going work of the Committee as it monitors the use of Appendix 2.17 of the SNCT Handbook Code of Practice on Working Hours, Working Week.</p>
<p><b>14. Opposing Normal Pension Age Changes</b></p> <p>"This AGM reaffirm its opposition to the conscription of members from NPA 60 and NPA 65 to NPA 67/68 and instruct Council to continue to campaign for a negotiated settlement with the Scottish Government whereby those members so conscripted may retire earlier than the provisions of the Scottish Teachers' Pension Scheme currently provide,</p>	<p>The Committee is seeking legal advice and support on any changes to be implemented following the FBU and Judges decisions made in the Court of Appeal in England.</p>

<p>such campaign to include, in its furtherance, the procurement of legal and actuarial advice where deemed necessary.”</p> <p><b>Action:</b> Salaries Committee</p>	
<p><b>15. Career Progression Pathways</b></p> <p>“This AGM instructs Council to negotiate with the other sides of the SNCT to establish additional career progression pathways for Scotland’s teachers beyond the top of the main grade scale.”</p> <p><b>Action:</b> Salaries (lead)/Education</p>	<p>This has been the focus of the work of the SNCT Career Pathways Panel. The recommendations originating from this Panel will be considered at future meetings of the Extended Joint Chairs of the SNCT, the full SNCT and the SNCT Support Group.</p>
<p><b>16. Pay Campaign 2018/19: No Detriment to Existing Conditions</b></p> <p><i>“This AGM calls on the EIS to:</i></p> <ul style="list-style-type: none"> <li>• <i>negotiate our 10% pay claim without detriment to our existing conditions;</i></li> <li>• <i>not to accept a pay offer of less than ten per cent until the membership has been balloted on the terms of that offer.”</i></li> </ul> <p><b>Action:</b> Salaries</p>	<p>The terms of this resolution are on-going.</p>
<p><b>17. Pupil Equity Fund – Additional Workload</b></p> <p><i>“This AGM calls upon Council to investigate and report on the impact of the Pupil Equity Fund with particular reference to additional workload and responsibility for classroom teachers.”</i></p> <p><b>Action:</b> Salaries</p>	<p>Data from the EIS membership Value Education Value Teachers workload and wellbeing survey is being analysed. Consideration should be given to further research. The impact of the Pupil Equity Fund will part of the on-going work of the Committee.</p>