

AGM 2018 Resolutions: Career-Long Professional Learning (PL)

Introduction

In 2018 the following motion was passed:

'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.'

The actions associated with this resolution were as follows:

- Review of provision in the past five years – mode and reach – and associated costs and staffing.
- Consideration of 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 regarding current PL needs.
- Review of approaches to PL delivery, including resourcing and staffing capacity, by other teacher unions internationally.
- Exploration of possibilities for continued and new partnership working with potential co-deliverers of CLPL.
- Exploration of possible options for development including scale, resources required, including staffing and projected costs.

This report is intended to address these actions. It recognises and builds on a policy paper from 2014 entitled *Building Member Engagement: The role of the Institute in the provision of CPD opportunities to members*. This report stated the clear view that the professional learning agenda is a relevant, and potentially vital, area of activity for the EIS in terms of the recruitment and retention of members for whom professional learning is an established agenda in, and indeed a contractual requirement of, their working lives.

Whilst teachers are by their very nature committed to the principles of lifelong learning, both the 35-hour maximum per annum of CLPL activity and satisfactory engagement with Professional Update are pre-requisites of teachers' employment. For those seeking career progression, appropriate professional learning is also essential. Doubtless, then, as the 2014 report indicated, the provision of CLPL by the union is a potentially effective avenue for cementing union affiliation.

The report also issued a note of caution regarding the role of the EIS in the provision of professional learning for members -that we may unwittingly substitute
for a lack of employers' provision of professional learning arising from shortfalls in
funding given the current financial situation. Clearly, such a scenario would need to be guarded against. The report suggested that partnership working with other providers enables the Institute to act as a catalyst to the provision of high quality
professional learning opportunities without necessarily being a direct provider.

Review of provision in the past five years – mode and reach – and associated costs and staffing.

EIS Professional Learning (PL) for members can be categorised as follows:

- PL which is funded by Scottish Union Learning (SUL) and delivered by providers it procures on behalf of the Institute (also open to non-members)
- PL which is centrally organised and delivered by the EIS Education & Equality Department
- PL which is offered by the EIS in conjunction with partners
- PL which is locally planned and delivered by Local Associations, College Branches and/or Learning Reps
- PL which is by invitation, e.g. residential offered through SUL Leadership & Equality Fund
- PL opportunities available to EIS reps/activists related to their specific role.

The focus of this review is on the first three listed above, that is, PL which is open to all members and not limited to those within a given Branch, Local Association, EIS role or target group. Professional learning organised and delivered by Local Associations, College Branches and/or Learning Reps is available separately and reported regularly to CPD Sub-Committee.

Additionally, parts of the review are limited to the past 3 academic sessions, using information available on the EIS 'i-drive'. Some hard copy information relating to earlier professional learning was available to inform the review, but a complete 5-year record was not.

Scottish Union Learning

This project has grown incrementally over time and the EIS now receives more funding to deliver courses through SUL than at any other time previously. SUL operates a 2-year funding cycle tied to Scottish Government funding and its Learning Fund is split into two geographical areas – Lowlands and Uplands (LUPs) and Highland and Islands (H&Is).

Information available relating to 2014-15 and 2016-17 is limited, but in 2015-17, £8k of funding for each of the two years was allocated in LUPs and short courses on Dyslexia Awareness, Social Media and Smartboard were offered to members in the three Ayrshire councils, Glasgow and Edinburgh. The Dyslexia course was additionally offered in Perth, Stirling and Dumfries & Galloway. In H&Is there was £4k of funding in each year; Dyslexia training appears to have been offered in Inverness, Orkney, Shetland and the Western Isles, and the other courses in Inverness.

For 2017-19 a bid was submitted for increased funding to deliver a range of courses on new topics. £14k per year was allocated in LUPs and £8K per year allocated in H&Is. Due to the availability of reallocated SUL funds in addition to

the original award, the EIS was able to respond to ongoing demand from members for the most popular courses and offer additional courses later in the year. This resulted in more than £52k of activity in LUPs and over £20k of activity in H&Is being delivered over the 2017-19 period, reaching significantly more members than expected and in a greater diversity of locations. Nine different courses were offered (see Appendix for course titles). In the first year 23 courses in total were offered and in the second year 32. For courses from November 2018, dedicated administrative support was made available from within the EIS Education & Equality Department to support the Professional Learning Co-ordinator in administering courses. SUL-funded learning has been experienced by around 600 members in this two-year period.

For 2019-21 a bid was submitted for significantly increased funding (£26.4K in LUPs and £15.4K in H&Is) to allow the continuation of popular courses from the previous cycle and for new courses to be added in line with membership learning needs. In addition, funding of £40.25K was sought from the Development Fund for a Project Worker post (with on-costs to be met by the EIS) which would enable increased capacity for the delivery of PL insofar as a post dedicated to the SUL project would allow the PL Co-ordinator to focus on other priority areas such as building the Learning Reps' Network and creating new partnerships for PL delivery.

At the time of writing, it has been indicated by SUL that a sum of approximately £20K per year in LUPs and £12K per year in H&Is will be available to the EIS from the LUPs Learning Fund in addition to three quarters of the requested funding from the Development Fund. Though not the full amounts bid for, these still represent a significant increase on the initial allocation which EIS received in 2017-19.

SUL courses have mainly been 1-day courses, but some have been offered as 2-day, 2x half-day or twilight sessions, offered over both weekdays, Saturdays and weekday evenings.

EIS Education and Equality (E&E) Department

High-quality professional learning opportunities are an ongoing feature of the Department's calendar. The main associated costs are in relation to hire of venue and equipment, and any catering being offered to delegates, with the EIS also covering delegates' travel expenses.

Professional learning events' planning and administration prior to the events taking place is done as part of the work of Department staff. Where events occur in the evening or at the weekend, this is on an overtime basis for admin staff and on a TOIL (time off in lieu) basis for the Professional Learning Co-ordinator and EIS Organisers who sometimes attend weekend CLPL events. The contracts of Officers and Officials do not include TOIL for attendance at weekend and evening CLPL events or conferences.

The amount of staff time committed to each event varies significantly, based on the organisational and content requirements for each event. In some cases the role of the E&E department will be to invite and liaise with contributors, book

venues and catering, and promote the events to members and register attendees. In other cases the E&E department, particularly the Professional Learning Co-Ordinator and Assistant Secretary, will play a significant role in designing and producing activities and materials for sessions included in the PL event, sometimes in collaboration with EIS Organisers and officers. As such, these figures are provided to give an indication of staff hours committed to events of varying sizes but should not be read as a precise assessment of each individual event.

Large events, with over 150 attendees, each incur a staff time commitment of approximately 110 hours. Medium events, with between 50 and 150 attendees, each incur a staff time commitment of approximately 70 hours. Small events, with fewer than 50 attendees, each incur a staff time commitment of approximately 25 hours.

Session 2014-15

In 2014-15 a series of 4 half-day events around Tackling Bureaucracy were delivered jointly with Education Scotland in Edinburgh, Glasgow, Stirling and Aberdeen. These extended into the next 2 sessions with a further 3 events, and were supported by the E&E team. Whilst funding of £5000 was allocated by the Scottish Government for these events, the EIS covered members' travel expenses and provided all administrative support prior to and on the days the events occurred.

A partnership between Stonewall Scotland and the EIS delivered a half-day seminar, 'Homophobic Bullying in Schools', in November 2014, attended by approximately 40 delegates. Whilst these events could be categorised as partnership endeavours rather than EIS-led, a significant amount of resource came from the EIS in terms of staff time. The cost of venue, equipment hire and catering was £2000.

'Instrumental Music: A shared vision for the future' was a conference jointly delivered between EIS and a range of partners, in June 2015, with around 220 delegates attending, again with administration led by the E&E Department.

Excluding travel costs and staff time, the spend on EIS-run professional learning events in session 2014-15 was approximately £14,000.

Session 2015-16

In 2015-16 a series of events on Health & Wellbeing were offered in a range of locations. These were locally led but supported from EIS HQ. Training around Professional Update was also offered locally with support from HQ.

A national conference entitled 'Beginning Professional Learning' was held at Stirling Management Centre in October 2015 and attracted around 70 members. This event was delivered at a venue-hire and catering cost of £4900.

A further, high profile national Education conference was offered - 'Improving Quality and Equity amidst Austerity: Blurred Vision or a Clear-sighted Goal?' in

March in Dundee. The conference was attended by 73 delegates (125 had registered). This event was delivered at a venue-hire and catering cost of £4500.

Beginning in this session and continuing into 2016-17, Social Media training was provided to EIS LA Secretaries and again this event was administered by the Department and held at EIS HQ.

A full-day conference was centrally organised and delivered for the HT & DHT Network entitled 'Leading from the Middle' in October 2016, for which 106 members registered. This event was delivered at a venue-hire and catering cost of £7200.

Excluding travel costs and staff time, the spend on EIS-run professional learning events in session 2015-16 was approximately £16,600.

Session 2017-18

In 2017-18 a half-day Professional Learning Conference headlined by Dr. Carol Campbell was held in Glasgow with around 100 delegates, at a cost of £3500 for venue hire and catering.

This was followed in December by another national conference of the HT & DHT Network, 'Heads Together for Excellence and Equity', for which 103 delegates registered, with 88 attending on the day. Venue and catering costs amounted to £5400.

In April 2018 the Department organised an Education conference entitled 'Empowering Teachers: Turning up the volume on professional voice' at which the keynote address was made by Pasi Sahlberg and for which 195 members registered. Combined costs for venue and catering costs were £8000.

Excluding travel costs and staff time, the spend on EIS-run professional learning events in session 2017-18 was approximately £16,800.

Session 2018-19

Session 2018-19 has seen two national conferences to date. 'Celebrating Instrumental Music Teaching' for the IMT Network was organised jointly with HITs, and took place in Edinburgh in November 2018. 238 members attended. Venue hire and catering costs for the EIS amounted to £10,400.

In March 2019 a conference entitled 'Empowering Schools' for the HT & DHT Network was held in March 2019, also in Edinburgh. 98 delegates registered to attend, with costs totalling £4800.

Two half-day seminars have also taken place linked to EIS publications. 'Teachers Turning the Tide: Promoting Anti-Racist Education and Challenging Anti-Muslim Prejudice' was held in Glasgow in September 2018. 59 members expressed interest in this event, with 55 registering and 38 delegates attending on the day. The event was delivered within its projected budget of £2500 for venue hire and catering. 'Sharing Practice on Holocaust Education' was held in November 2018, also in Glasgow. 45 members registered for this event with 32

delegates attending on the day. The event was delivered within budget at approximately £1000.

At the time of writing, a Professional Learning conference with a focus on Additional Support Needs recently took place on Saturday 11th May, with 125 delegates having registered to attend, and 85 attending on the day. Venue and catering costs have yet to be finalised but are likely to be in the region of £2700.

Conferences and seminars provided by the E&E Department are highly regarded and very positively evaluated 'on the day' by those who attend. Delegates' perceptions of the longer-term impacts on their professional learning and practice are not routinely sought, but may be gathered informally where the opportunity arises.

The EIS covers travel costs for members attending EIS-organised professional learning events. However, there is significant variation in these costs as each event attracts attendees from different regions across Scotland with a wide array of travel, accommodation and subsistence requirements. As such, the figures below are provided to give an indication of what resources the institute has allocated to travel costs for events over the past 5 years, but should not be taken to reflect the precise cost of each event.

Large events, with over 150 attendees, each incur a total travel-related spend of around £2000. Medium events, with between 50 and 150 attendees, each incur a total travel-related spend of around £1200. Small events, with fewer than 50 attendees, each incur a travel-related spend of around £500.

Partnership PL

Partial information is available to inform this section, but a diverse range of professional learning for EIS members has been offered in the past through partnership working with Glasgow, Edinburgh, Stirling, West of Scotland and Aberdeen Universities, Tapestry and the Association of Chartered Teachers Scotland (ACTS), now known as STEP, Scottish Teachers for Enhancing Practice.

Administrative support has, for some partnership workstreams, been supplied by the E&E Department, and in some cases the Accounts Department. For some projects, direct involvement and /or course facilitation by the EIS has been involved too.

A list of PL activity offered with partners more recently can be seen in the Appendix.

Page Scholarships

Since 2002, the EIS has worked in partnership with the English-Speaking Union (ESU) Scotland to deliver the Walter Hines Page scholarships scheme. Page Scholarships are granted to promote exchange of ideas between teachers and college lecturers in the Scottish and American school systems.

Applicants for Page Scholarships select topics relevant to their interests and professional responsibilities, as well as the ESU's focus on oracy and communication in education. Applicants also consider the applicability of their proposed research to education institutions in Scotland, how it supports their own professional development, and how their findings can be disseminated to colleagues to support professional learning more broadly.

The scheme is owned and coordinated by the ESU, with EIS recruiting participants from Scottish schools and colleges. In each academic year, one Page Scholarship is awarded to Scottish teachers and college lecturers, funded by EIS. In Scotland the scheme is open to EIS members who have been teaching for at least 5 years.

Page Scholars are supported with a financial grant of approximately £2400, giving the recipients the opportunity to travel to and within the USA to study a specific aspect of American education. Recipients' study visits to the USA take place between October and May during the funded period, with the grant expected to cover travel and accommodation for a 2-week trip. Researchers may additionally be supported by hospitality from American branches of the ESU and local ESU members where available.

Page Scholars detail their research in a written report, submitted to the ESU and EIS within three months of conducting their study visit. Scholars are additionally expected to disseminate their research through presentations and conference sessions arranged by the ESU, articles in relevant publications, and wider media or promotional activity.

In the 2016-17 cycle, 4 applications were received and 1 applicant was awarded a Page Scholarship grant. The resulting report was covered in the SEJ later that year, and received national news attention for its contribution to topical debates on approaches to literacy in Scottish schools.

In the 2017-18 cycle 4 applications were received and 2 applicants were awarded a Page Scholarship grant (1 funded by ESU). The resulting reports were covered in the SEJ later that year.

In the 2018-19 cycle 3 applications were received and 2 applicants were awarded a Page Scholarship grant (1 funded by ESU). The Page Scholars for this cycle are due to report in the spring and summer of 2019.

At the time of writing, 6 applications have been received for the 2019-20 cycle, with a decision on awarding one grant funded by the EIS, to be made in April 2019.

Action Research Grants (ARG)

In 2017 EIS Council approved the creation of a funding stream to support practitioner research amongst EIS members. This followed from proposals to offer support to members undertaking professional enquiry and, in the longer term, to create an online research 'hub' for the Institute. A budget of £10K per annum was allocated to the research grants initiative.

The ARG initiative aims to support research into aspects of pedagogy and the dynamics of teaching and learning, with a view to findings supporting continuing professional development and enhanced practice. Researchers also receive guidance and support to make the process a valuable Professional Learning opportunity for themselves.

EIS members wishing to apply for an Action Research Grant submit a research proposal ideally relating to key themes identified by the Education Committee, aligned with EIS policy and priorities. For example, the research themes for the current cycle are as follows:

- Closing the attainment gap
- Professional collaboration
- Additional support for learning
- Equality (protected characteristics)
- Health and wellbeing of teachers/lecturers/pupils
- Early years education
- Impact of professional learning
- Home-school relationships

Support is given to ARG recipients in the form of a financial grant and a programme of meetings and roundtable events. Recipients are awarded a total of £500, with half being disbursed at the start of the award period and the

remainder following submission of a satisfactory research report. ARG-funded research work is expected to take place over approximately 12 months.

ARG recipients attend up to 3 supportive ARG Researcher Meetings each year. These sessions, delivered as seminar or roundtable events, allow researchers to report on their progress and receive group and one-on-one guidance from peers and external academic partners.

Guidance and support for ARG recipients has been delivered in collaboration with a number of partners to ensure relevance, topicality and a high quality of research. This includes the University of Glasgow's Robert Owen Centre for Educational Change (ROEC), with the aim of strengthening the contribution this research can make to social justice and lifelong learning in the Scottish education system. The Collaborative Action Research Network (CARN) and the University of the West of Scotland's School of Education also act as supportive partners, providing expertise and professional guidance on action research in an educational context. Representatives from CARN, ROEC and UWS attend and lead sessions at ARG Researcher Meetings and roundtables. EIS Learning Reps have also attended and played a supportive role in these sessions, strengthening the links between the ARG programme and other areas of EIS Professional Learning work.

Undertaking ARG-funded research can contribute directly to the recipient's Professional Update. In some cases grants are approved to support ongoing research undertaken as part of a recipient's higher diploma or degree programme. GTCS Professional Recognition for ARG activity can be sought by the recipients themselves if they wish to pursue this route.

Upon submission ARG-funded research reports have been published on the Professional Learning section of the EIS website. This represents a step towards the creation of a dedicated online 'research hub' for the Institute.

In the 2017-18 cycle, 21 applications were received by May 2017, of which 10 were awarded Action Research Grants by the selection panel. Of these, 7 researchers successfully completed their final reports by June 2018. These research reports were published on the EIS website in September 2018, and additionally supported an EIS seminar at the 2018 Scottish Learning Festival on practitioner research.

In the 2018-19 cycle, 16 applications were received in April 2018, of which 13 were awarded Action Research Grants by the selection panel. Recipients are expected to complete their research reports by 31st May 2019.

At time of writing, 21 applications have been accepted with researchers granted funding to undertake research projects in session 2019-20.

Since the ARG programme's establishment, it has been coordinated by the Professional Learning Coordinator with support from the Education and Equalities Department and the Assistant Secretary. This has included promotion and administration of the programme, arranging meetings and maintaining regular contact with researchers and partners.

ARG recipients are required to outline the practice-level impacts of their research in their final reports, as well as indicating how their findings contribute to professional learning. Researchers have also fed back on how their findings have been implemented at a local level. For example, a 2017-18 research project on the use of moving images in literacy led to the inclusion of this practice in the school's improvement plan.

Additionally, reports following from ARG-funded projects have been made available to members as a resource on the EIS website. Researchers and academic partners have also used their research as the basis for professional learning activity such as workshop sessions at the Scottish Learning Festival and EIS Professional Learning Conferences. Research projects have also contributed to the wider work of EIS, such as a 2018 ARG-funded report on professionalism among FE lecturers which has supported national bargaining activity.

Consideration of 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.

The study identified seven propositions for effective professional learning, synthesised from the views of over 600 teachers from 30 of the 32 local authorities, which are instructive:

- Teachers have a high level of commitment to their own professional learning and expect to work in strong professional learning partnerships with colleagues
- Teachers place highest priority on being the best teacher they can be for their students and seek professional learning that is focused on practical approaches that can be applied 'in action' in the classroom
- Teachers want more teacher-led professional learning that is differentiated to their needs and embedded in their everyday work
- Teachers seek opportunities to work collaboratively with colleagues, as a norm, including time and space during the school day within healthy working lives
- Teachers believe the system should trust and respect their professionalism, supporting and fostering the development of professional capital and stronger teacher agency
- Teachers seek support and encouragement in engaging in critical reflection and thinking, including accessing professional journals, research and articles
- Teachers value the contribution of formal leaders in school and believe their role needs to be more focused on enabling teacher-led professional learning and collaborative professionalism, along with local and national experts and academics.

The SCEL Scoping Exercise reported in April 2018, providing a number of actions for consideration by various parts of the education system, which may also be

worthy of consideration by the EIS in designing future professional learning opportunities for members:

Teachers should:

- Exercise their responsibility for developing an informed voice based on the strong sense of equity and justice that was evident in discussions with teachers in the study.

Head teachers (and senior leadership teams) should:

- Develop and lead professional learning cultures that welcome and foster teacher agency, support and enable collaborative professionalism including teacher-led professional learning.

System leaders should:

- Ensure that they and their head teachers and senior leadership teams have opportunities to develop the behaviours, attributes and characteristics of collaborative professionalism in order to lead a system where opinions are actively sought and listened to, valued and acted upon.

Academics should:

- Work in partnership with colleague researchers, schools and local authorities to support collaboration and 'teacher-led' approaches to professional learning, shifting cultural change and challenging outdated models of professional learning.

The General Teaching Council for Scotland should:

- Refresh and communicate the need for strong links between professional learning approaches, professional review and development processes and Professional Update
- Ensure the Professional Standards are accessible and relevant to teachers at all stages of their career
- Improve the technical online aspects that can detract from 'MyGTCS / MyPL' being used as a reflective tool.

Education Scotland should:

- Provide the policy framework and support to facilitate a fundamental shift in career-long professional learning based on achieving the best balance between teacher-led and system-led approaches.

Taken collectively, the seven propositions and the actions for consideration provide some clear messages for the future direction of professional learning across the system. They strongly suggest that a shift in culture towards a more collaborative approach to PL is required. The propositions informed the development of the revised model of professional learning, which could be considered by the EIS when planning, developing or procuring PL programmes:

A model of PROFESSIONAL LEARNING



Professional learning must focus on the teacher-as-learner and how this is related to and impacts upon the learning of children and young people.

Professional learning should be:

- Challenging, and develop thinking, knowledge, skills and understanding (the teacher-as-learner)
- Underpinned by and developing skills of enquiry and criticality
- Interactive, reflective and involve learning with and from others

Professional learning is informed and supported by Professional Standards and educational policy.

Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.

While there are no specific actions for consideration by teacher trade unions, the Institute could consider increasing actions to support teacher-led PL. A good example is the teacher-led seminar 'Sharing practice on Holocaust Education', which was valued by participants for its focus on practical activities they could 'take back to the classroom'. More PL opportunities of this nature would provide a counter-balance to the EIS PL offer which while highly valued by participants, is mostly, currently, provided by external facilitators.

EIS data

Other sources of data include a small but recent EIS survey (2017) focused on CLPL provision, where around three quarters of respondents felt CLPL provided by their school or local authority is only sometimes, rarely or never, purposeful, properly planned or resourced; and where over half could not provide a recent example of effective CLPL. A number of barriers were identified to accessing good quality CLPL, with responses equally distributed across lack of time; cost; distance to travel; and a lack of appropriate CLPL to meet individual learning needs. Over 80% cited lack of cover to be released from class as the most significant barrier.

The most recent information gathered from the EIS membership came through a much larger-scale survey undertaken to support the Value Education Value Teachers campaign. Three questions addressed professional learning directly. A little over half of respondents believed that their Professional Review and Development (PRD) objectives for the year are clear and actionable. When presented with the statement; "I receive sufficient professional development

opportunities to do my job well" 40% either agreed or strongly agreed, with 36% stating that they disagreed or strongly disagreed. However, when asked if they had sufficient time to dedicate to professional development and learning, 54% disagreed, and 23% strongly disagreed.

The final question on professional development asked if members felt they had sufficient opportunity to further their career in the future. Only 23% of respondents agreed or strongly agreed, and 49% disagreed or strongly disagreed with this statement. Further analysis will need to be undertaken to give more insight into why so many members feel they do not have sufficient opportunity to further their careers should they so wish.

More general questions on school experience are also informative. There is a mixed picture in terms of member experiences in schools. Only 44% of those surveyed agreed that staff were provided with opportunities to actively participate in school decision-making, with fewer than half reporting a collaborative school culture with mutual support. This is likely to impact on some members' access to appropriate CLPL and to inhibit the development of more collaborative approaches to professional learning.

Responses to questions on school leadership may also provide insight into CLPL needs. When asked which 3 things would be most critical to a successful empowered school system, more than half of all respondents believed that greater professional autonomy would be critical to a successful empowered school system. This was closely followed by more opportunity for collaborative practice, more diverse career pathways, more freedom to network and greater freedom from local authority control.

A section of questions on wellbeing asked teachers to identify the causes of stress at work. 28.6% identified changes to the curriculum, with one participant making specific reference to a lack of CLPL in relation to this: "*New initiatives or changes to the curriculum without adequate training, and/ or irrelevant training*". 18.2% identified additional tasks which require training/professional learning as a stressor, though it is unclear whether this is due to a lack of CLPL or because the time to undertake it is unavailable.

Questions around job satisfaction were included with one asking about the 3 aspects of the job that give the least satisfaction. One comment provided was as follows: "*Lack of support/resources/adults/training for children who require support.*" 65.7% cited workload as the least satisfying aspect of their job. This could certainly indicate a lack of time, space and opportunity for effective professional learning.

Away from the survey, demand and uptake for PL that has been offered by the EIS over the last two years would indicate a need for high quality, frequently- and widely-offered programmes on ASN, mental health for both pupils and teachers, and leadership learning, as well as courses aimed at increasing representation of women and BME teachers in promoted posts.

Education International

In 2017 the Centre for the Use of Research and Evidence in Education (CUREE) conducted research on behalf of EI to explore how national policies and cultural factors influence the development of teachers' professional identities. The EIS supported this research, with Scotland one of 7 countries participating. There was only a limited focus on professional learning, but fewer than half of respondents felt they *"get to do as much CPD and learning as [they] would like to"*. A more positive key finding, according to the research, was that *"a new generation of teachers and leaders are developing a collaborative culture for PL"*.

3. Review of approaches to PL delivery, including resourcing and staffing capacity, by other teacher unions internationally.

AHDS (The Association of Headteachers and Deputies in Scotland) delivers a range of training and development events. These are delivered at cost (or free) to members and some are available to non-members at a different rate.

SLS's (School Leaders Scotland) website states that it offers a wide range of professional learning courses covering 'a variety of themes responsive to the needs of school leaders, bursars and business managers in Scotland, covering up to date information and advice, tailored to the latest initiatives, policy changes and new priorities'. All PL opportunities listed at its website at the time of writing are charged at £140.

The **SSTA** (Scottish Secondary Teachers' Association) offers some training funded through Scottish Union Learning which is therefore free to members. Mental Health, Tackling Homophobia, Dementia Awareness and Understanding Autism were listed at the time of writing. All courses were offered as twilight sessions.

The **NASUWT (The National Association of Schoolmasters Union of Women Teachers)** website did not appear to have any information relating to PL currently available in Scotland though a range of programmes is available south of the border which appear to sometimes be offered in Scotland too. These include Teaching Assertively, Development for Young Members, and Development for BME Members, and are 'free to eligible members'.

Further afield, approaches were made by email to unions in England (NEU), Finland (OAJ) and Canada (CTF). The National Education Union (**NEU**) has a National Training Manager (formerly of the NUT) who leads on training for trade union activists, with a separate strand, known as Professional Development, led by a National Professional Learning Manager (formerly of the ATL). Both the NUT and the ATL previously had a national lead who oversaw both elements. In the NEU there is a clear distinction between the two, but with the coming together of the ATL and NUT, a new approach is 'bedding in' with a national 'menu' of options in the process of being offered to members. This comprises 1-day courses and longer 2-3-day residentials, as well as twilights and weekend sessions. There are 9 Organisers within NEU who have a specific learning and development remit. This equates to one learning and development organiser per 50,000 NEU members, with each of the 9 learning and development organisers

assigned to one of the NEU's English regions. Whilst NEU have not shared the details of associated staffing costs, it may be estimated, based on the salaries, associated on-costs and company cars of EIS organisers, that these would amount to in the region of £585,000 per annum. Member teachers pay £50 for standard courses, while 'support staff' (teaching assistants, examination officers, technicians, librarians, administrators and ancillary staff) members pay £30. All members pay £30 for online-only courses.

Finnish teachers' union, Opetusalan Ammattijärjestö (**OAJ**) indicated that it offers PL only to its activists: 'shop stewards, association presidents, health and safety representatives, etc', who are offered 'education, travelling expenses, accommodation and substitutes' for two to four days a year. A website, Facebook and Twitter are used to share news and information for non-activist members.

A response was not received from Canada's Canadian Teachers' Federation (**CTF**).

In March 2018 a workshop was held in Berlin, led by the European Trade Union Committee for Education (**ETUCE**) and attended by EIS Assistant Secretary Andrea Bradley and Education Committee Convener Susan Quinn. The context for the workshop was in relation to an ETUCE resolution around the need to build TU capacity to represent teachers' professional needs in relation to ITE and ongoing professional learning. Delegates heard examples from France, Germany, Denmark, Romania, England and Finland as well as the EIS. Not all TUs in Europe address professional learning issues. Those which do all face a range of challenges, some of which are not unfamiliar to the EIS. In some countries PL is compulsory and in others, not. Responsibility for it varies from the employer, to individual teachers, to registration bodies.

Conclusions drawn by ETUCE from the event were:

'...that the quality of teacher training should be a key topic in the discussion between teachers, employers and teacher training providers. Social dialogue on teachers' professional needs should be a constructive exchange of opinions involving all stakeholders in formal and informal conversations and proposing feasible solutions. Education trade unions should be a part of not only design of teacher training policies but also their implementation and evaluation. Young teachers should also have the possibility to reflect on their own teacher training courses.

It is of the utmost importance that CPD is provided by public institutions, based on teachers' needs, and takes place during teachers' working hours in the places that are easily reachable for teachers (or the transportation is provided). Moreover, 'burn out' syndrome and stress issues should be also covered in the teacher training as many young teachers already face these problems at the start of their career. It is equally important that teacher training is directly linked to salary and career progression, or other benefits in case a teacher has already reached the highest possible level of salary or career ladder (e.g. more interesting tasks in school or reduced number of lecturing hours).

Other ways to ensure the realisation of teachers' rights to professional development include:

- conducting research and consulting professional surveys on teachers' professional needs;*
- trade unions providing high-quality CPD internally for its members;*
- making full use of communication strategies, including social media (e.g. collecting opinions of all trade union's members through an application)*
- involving retired trade union members as a resource in the work on teachers' professional development;*
- promoting links with students' organisations;*
- protecting and nurturing the diversity in the trade union's membership*
- actively working with school principals;*
- exploiting the register for qualified/non-qualified teachers (if exists in the country)'*

(excerpt from the [Report on the second](#), March 2018)

It could easily be argued that the current PL offer from the EIS to its members compares equitably or even favourably with that from our sister unions on the continent. The EIS is able, in addition, to strongly influence developments in ITE and Career Pathways agendas.

The recommendation that teacher trade unions should be involved in the design, delivery and evaluation of professional learning, and the emphasis on the importance of PL delivery by public institutions, and during the working day, are worthy of note.

4. Explore possibilities for continued and new partnership working with potential co-deliverers of CLPL.

The EIS explores such possibilities in an ongoing way, particularly alongside SUL where providers for specialist learning may not have been immediately available. Through the SUL work we have built and developed positive relationships with, among others, Social Enterprise Academy (SEA; Leadership), WOSDEC (Equality & Human Rights), Wallace Dunn (ASN) and Show Racism the Red Card (Holocaust Education), all of whom may deliver learning with us in future. We were able to approach SEA to provide learning for a Leadership & Equality residential event in January 2019. These, and other partnerships, are likely to continue in the near future through SUL-funded courses as a minimum. The EIS has helped SUL increase its list of specialist providers, especially in Highlands and Islands. A number of potential providers including Place2Be, RespectMe and Positively Speaking have been linked in to SUL so that they can seek to become accredited providers.

Work with Globe Education, City & Guilds, The Open University and Education Scotland (SCEL team) is likely to continue. There is also the potential for partnership training on Coaching Approaches with colleagues at the GTCS.

Such partnerships can increase provision of PL opportunities to the EIS membership but can also help us to develop, for example, Learning Reps, as in the case of NHS Health Scotland and SAMH in delivering input around mental health.

While the CPD Sub-Committee, Learning Reps and the wider membership may identify learning needs and in turn potential providers, it is equally important to pro-actively develop new partnerships and the PL Co-ordinator should seek to build these in particular with the universities as potential providers of high-quality professional learning linked to identified needs.

5. Possible options for development including scale, resources required, including staffing and projected costs.

Planned expansion

In February 2019 the EIS was successful in securing funding from Scottish Union Learning for a Project Worker post to lead the EIS SUL project. It is anticipated at the time of writing that this post will be in place for August 2019, for a period of 9 months in the first instance, with a further 12-month period to follow, funding dependent. The costs of salary and travel / subsistence will be met by SUL with employer on-costs met by the EIS. It is anticipated the recruitment process will be concluded before the summer break.

This will significantly increase the capacity of the Professional Learning Co-ordinator to work on other areas of the EIS PL agenda, given that a large proportion of time has, to date, been spent on managing the SUL project.

Recruitment, training and ongoing development of Learning Reps will be a key area of focus for the Professional Learning Co-ordinator, as well as partnership building and potentially some co-delivery. There may be room to consider what additional areas for development could be added to the role, taking into account the skills and experience of the individual undertaking it.

The addition of a Project Worker represents a significant change for the union in terms of capacity to deliver professional learning, without a significant cost implication for the EIS. Salary is paid from the Scottish Union Learning Fund with on-costs of £8,000 per annum to be paid by the EIS.

Whilst other unions may charge members for learning opportunities, in the interest of equity of access, this should continue to be something which the EIS avoids.

In recent years, closer working between the EIS PL Co-ordinator, National Officers and Organisers has helped to strengthen the coherence of the union's learning offer and to align it more closely with the wider organising agenda. It is anticipated that further work will be done to support the recruitment of members,

via the PL route, into activist roles. To maintain and modestly expand the Institute's professional learning provision offered over the past five years, a budget in excess of £42,500 per annum would be required to cover EIS-run professional learning events, the Page Scholarship and Action Research Grant schemes, and on-costs of a Scottish Union Learning Project Worker.

In addition to this, existing travel, subsistence and staffing costs, which support the Education and Equalities team to deliver this activity, imply a budget well in excess of this figure. These costs taken together would be required for the next five years, and ongoingly maintained as a minimum thereafter.

From 2020, the EIS's professional learning offer will be extended by PACT, a joint EIS-Scottish Government initiative to deliver equity-related professional learning on a national scale. This project is being funded by the Scottish Government in excess of £250,000. PACT will create research-based professional learning opportunities for all teachers and headteachers on the impact of poverty on the education of children in Scottish education, focusing on the policies, support and pedagogical approaches which can empower teachers and schools to minimise the damage of socio-economic disadvantage. It is intended that these PL opportunities will be provided on a face to face, online and publications-based basis. At time of writing, PACT is completing its research phase which has included extensive engagement with EIS members and experts across the sector, and will seek to design and begin the implementation of an innovative professional learning offer within the project life-span. Costs to the EIS are in the form of administrative, Comms and Graphics support, and time from the Assistant Secretary for support to the Project and the associated line management of Project staff.

Recent developments

The recent pay award for teachers is linked to a commitment from Scottish Government to work in partnership with professional associations, including the EIS, and Education Scotland to deliver a programme of professional learning focused on the health and wellbeing of teachers and aimed at building teacher agency in the context of the empowering schools agenda. This commitment echoes one of the outcomes of the 2019 International Summit on the Teaching Profession as agreed by EIS General Secretary, Larry Flanagan, and the Deputy First Minister, as the teacher trade union and government co-leaders of Scotland's delegation. It is likely that the EIS will be involved in some way in the provision of this planned professional learning for Scotland's teachers, details of which have yet to be confirmed. Potential costs to the union in terms of finance and human resource are as yet unknown.

A further addition to the commitment given as part of the pay settlement is that the Scottish Government will fund and partner on with professional associations, including the EIS, the extension of Education Scotland's professional learning programme on teacher leadership. Again, details have yet to be confirmed and associated potential costs to the union are unknown.

Further possibilities to expand

Future options for the general development of the union's professional learning offer might include a dedicated PL budget, to complement the SUL funding, for the delivery of learning procured by the EIS itself that could be more quickly responsive to learning needs as they are identified. An annual budget in the region of £36,000 would be required for this if the EIS wished to match the range and reach of current SUL provision, not including staffing and administration costs. The exact size of such a budget and any additional staffing would be dependent on the extent to which the EIS wished to expand its CLPL provision.

Conclusion

Arguably the EIS is already a main provider of CLPL for Scottish teachers.

The union regularly arranges national conferences and seminars on a range of topics and targeted at a range of different member audiences. It organises and delivers an extensive programme of learning on the basis of need, as identified by members, through its Scottish Union Learning Programme. In partnership with external organisations, full courses of study and research opportunities are funded. The EIS's own Research Grants initiative has the capacity to fund 20 action research projects per year. The union also produces a range of high quality publications to assist members in their advocacy for and in their delivery of key elements of the curriculum, and in the promotion of equality and social justice principles within their establishments. There is a high level of member engagement with the EIS's professional learning offer, suggesting that members themselves consider the EIS to be a main provider of professional learning for them at present.

The EIS will continue its provision of CLPL from session 2019-2020, and is likely to be able to increase it somewhat during the period in which the additional SUL staffing is trialled. This trial also ensures a period in which the Professional Learning Co-ordinator will maintain, restore and seek to create new, partnerships with external providers, in addition to supporting the EIS Learning Rep Network to expand its activity in creating professional learning opportunities for members.

In session 2020-21, the expanded SUL programme will continue; it is hoped that funding for the Project Worker will be renewed; and the professional learning opportunities created by the PACT project will be made available (details regarding the implementation plan will follow in due course).

The Scottish Government clearly considers the EIS to be a main and reputable provider of CLPL for teachers, it having sought to partner with the EIS in the past, currently, and now looking to form new partnerships as an outcome of the

recent pay negotiations, with funding for the associated activity being provided by government.

Expansion of the EIS's provision of CLPL beyond this would require significant increase in resources, including staffing. Any decision to increase resources to enable further expansion would have implications for the rate of member subscriptions and/or the continuation of free access for members to the professional learning offered. Free access to union-led professional learning opportunities is a principle which the EIS has always upheld, and which makes the EIS attractive to new entrants to the profession and to experienced teachers who are considering changing their union affiliation. In essence, free provision of high quality professional learning, together with low subscription fees, places the EIS at a strong competitive advantage to other teacher trade unions.

Recommendation

The Education Committee is asked to consider this report and decide on next steps.

Appendix: PL provision in the last 5 years

2018-19 to date

Funding	PL Activity	Mode	Reach
EIS	IMT Conference: Celebrating IMT	1-day conference	National
	HT&DHT Conference: Empowering Schools	1-day conference	National
	PL / ASN Conference	½-day conference	National
	Anti-Racist Education: Teachers Turning the Tide	½ day seminar	Glasgow and surrounding
	Sharing Practice on Holocaust Education	½ day seminar	National
	Action Research Grants	Self-directed research	National
	Page Scholarship	Self-directed research	National
Scottish Union Learning	Building Teacher Leadership	1-day course	Glasgow Dundee Edinburgh x2 Inverness Aberdeen Galashiels
	Equality & Human Rights	1-day course	Glasgow Inverness
	ASL	3x3-hour course	Inverness x2 Glasgow Wick Edinburgh x2
	Mental Health in Young People	1-day course	Ullapool Greenock

			Stirling Glasgow Stornoway Galashiels Lerwick
	Teaching Refugee & Migrant Children	1-day course	Aberdeen
	BME Leadership	1-day course	Glasgow
	Women Leadership	1-day course	Fort William Dundee
	Learning & Teaching about the Holocaust	1-day course	Stirling Glasgow
	Tackling Racism in our Schools	1-day course	Edinburgh Glasgow
EIS/Globe Education	Ways into Shakespeare	2-hour workshop	Edinburgh, Fife and Lothians
SG/EIS/ City & Guilds	Masters in Education	Online learning	National
EIS/SCEL	Growing Teacher Leadership	2x ½-day course	Glasgow Edinburgh

2017-18

Funder	PL Activity	Mode	Reach
EIS	PL Conference	½ day conference	National
	HT&DHT Conference: Heads Together	1-day conference	National
	Education Conference:	1-day conference	National

	Empowering Teachers		
	Action Research Grants	Self-directed research	National
	Page Scholarship	Self-directed research	National
Scottish Union Learning	Building Teacher Leadership	1-day / 2x ½ -day course	Oban Glasgow x2 Edinburgh Aberdeen
	Equality & Human Rights	1-day course	Edinburgh Glasgow x2 Inverness
	ASL	3x3-hour course	Glasgow Edinburgh
	Mental Health in Young People	1-day course	Inverness Stirling x2 Dumfries Glasgow
	Teaching Refugee & Migrant Children	1-day course	Perth Glasgow
	BME Leadership	2-day course	Glasgow
	Women Leadership	2-day course	Inverness Glasgow Edinburgh Stornoway
	EIS/Globe Education	Ways into Shakespeare	2-hour workshop
SG/EIS/ City Guilds &	Masters in Education	Online learning	National

2016-17

Funder	PL Activity	Mode	Reach
EIS	Social Media for LA Secretaries	1.5-hour session	National
	HT&DHT Conference: Leading from the Middle	1-day conference	National
Scottish Union Learning	Social Media	Twilight	Glasgow Edinburgh H&Is
	Smartboard	Twilight / Sat morning	Glasgow South, East and North Ayrshire H&Is
	Dyslexia Awareness	Twilight	Glasgow Edinburgh Perth & Kinross Stirling H&Is
EIS/UWS	PG Cert. in Coaching and Mentoring	Blended learning	National

2015-16

Funder	PL Activity	Mode	Reach
EIS	Beginning Professional Learning	1-day conference	National
	Improving Quality and Equity	1-day conference	National

	Health & Wellbeing series	½-day event	Edinburgh East Lothian Ayrshires Dundee
	Tackling Bureaucracy series	½ day event	Aberdeen Glasgow
	Professional Update series	½ day event	Ayrshires
Scottish Union Learning	Social Media	Twilight	Glasgow Edinburgh H&Is
	Smartboard	Twilight/ morning Sat	Glasgow South, East and North Ayrshire H&Is
	Dyslexia Awareness	Twilight	Glasgow Edinburgh Perth & Kinross Stirling H&Is

2014-15

Funder	PL Activity	Mode	Reach
EIS	IMT Conference: Shared Vision	1-day conference	National
	Tackling Bureaucracy series	½-day event	Edinburgh Aberdeen Glasgow Stirling
EIS/Stonewall	Homophobic Bullying in	½-day event	Glasgow and

Scotland	Schools		surrounding area
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