

## **AGM Report 2020**

### **Education Committee**

#### **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 5 meetings of the Committee since the last AGM- the final meeting cancelled as a consequence of COVID 19.
- 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 2019 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 the Scottish Parliament's Education and Skills Committee Inquiry into SNSAs and into Senior Phase Subject Choice, and has engaged extensively in the Review of the GTCS Professional Standards, including a detailed written submission as well as participation in the associated Steering Group and Working Groups.
- 3.4 On behalf of the Committee, the Education and Equality Department organised a successful national professional learning conference on school empowerment, with sharp focus on teacher agency and teacher wellbeing, with keynote speaking contributions from Colleagues at Education Scotland and Professor Mark Priestly from the University of Stirling. The programme included workshops addressing specific areas: Enabling Teacher Agency: Professional learning for teacher health and wellbeing; The Refreshed CfE Narrative as an Opportunity to Enhance Empowerment; The Role of Collegiate Decision Making; and Action Research to Empower Professionals. Workshop contributions came from Education Scotland, Action Research recipients and member of EIS staff. Members in FELA and recently qualified teachers had specifically tailored programmes to meet their requirements. These included seminar contributions from GTCS and Education Scotland.

## **Curriculum for Excellence**

- 3.5 The work of the Committee since the last AGM has focused on issues related to the curriculum, for example, diversification of senior phase pathways, national qualifications, and wider assessment matters related to both the Primary and Secondary sectors. These have included developments around Scottish National Standardised Assessments.
- 3.6 Updated advice was issued to Local Association Secretaries on SNSAs. The Committee also influence the Scottish Government's refreshed statement on the purpose of SNSAs early in the school session.
- 3.7 Discussions continue on SNSAs, their place within wider assessment policies and the need to continue to challenge at local level where SNSAs and other forms of standardised assessment are being used inappropriately.
- 3.8 Discussions around the refresh of the CfE narrative and creation of the new Microsite included input from the EIS around the content of the narrative and plans for teacher engagement with it. The microsite was launched at a session at the SLF, the aim of the refresh being to restate more clearly and concisely the original aims of CfE, with the inclusion of contemporary references. The launch of the refreshed CfE narrative was included within the SEJ article prepared by the Department on SLF, as one aspect of the EIS contribution to encouraging re-engagement with the intended ethos and philosophy of CfE.
- 3.9 The Committee continued engagement with the Group set up to oversee the implementation of 1+2 Languages policy, continuing to make the case for appropriate PL opportunities and other supporting resources for this initiative.
- 3.10 EIS representation was provided at the Learning for Sustainability Network. The EIS will continue to support this agenda and to challenge the Scottish Government with regards to providing the resources and personnel needed to support this important area of work.

## **Curriculum and Assessment Board**

- 3.11 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, most specifically this session around the CfE narrative, assessment, Early Years education, Senior Phase curriculum architecture, STEM education, Early Years education, transitions and the Learner Journey Review.

- 3.12 We continue to push for better implementation of the senior phase, among other things, making the case for improved staffing resource to ensure diversity of pathways without need for poor practices of multi- level/course classes. The Committee has agreed to engage fully with what was intended to be the Senior Phase Review- now a fuller review of CfE.
- 3.13 The Board also focuses on aspects of ELC expansion with the EIS continuing to address the need for qualified teachers in this sector.

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

- 3.14 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 of which the General Secretary is a member, thus enabling the Committee to influence high level discussions pertaining to all aspects of Scottish education.
- 3.15 The Board undertook a survey seeking feedback on experiences in probation and post probation up to year 5 as a means of evaluating what supports might be needed to ensure the development and retention of this cohort.
- 3.16 The Board continues its discussions around the student placement scheme and consideration of approaches to supporting students in schools and at University.
- 3.17 The Enabling Teacher Agency Advisory Group was configured to consider the aspects of non-pay related measures in the 2018-20 teachers' pay settlement. Draft criteria was drawn up for the disbursement of the Teacher Innovation Fund covering the management of the fund and application criteria. It was intended that the EIS lead on the management of the fund with, at the time of writing, confirmation on funding awaited.

### **National Improvement Framework**

- 3.18 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.

### **Nursery Education**

- 3.19 The Committee provided representation at meetings between ELC Policy Leads and Unions that represent the Early Learning Sector as progress with ELC expansion continues. Union participation was also

extended to the Early Learning and Childcare Strategic Forum with the EIS now being represented.

- 3.20 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**

- 3.21 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.
- 3.22 The Institute continues to be represented on various groups exploring ASN policy, including the Additional Support for Learning Implementation Group by the Assistant Secretary.
- 3.23 The Committee discussed the current review of the implementation of the ASL Act and took the opportunity to share concerns about ASL implementation with Angela Morgan, Chair of the ASN review, through her attendance at a meeting of the Education Committee and a meeting with Assistant Secretary Bradley. Detailed comments were also collated from the ASN network and submitted in writing.

### **Education Scotland**

- 3.24 Meetings were held throughout the year to discuss a wide variety of issues.
- 3.25 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, School Empowerment, Workload, Teacher Health and Wellbeing and Review of the Senior Phase.
- 3.26 The Committee considered the Young Inspectors Initiative, renamed Young Leaders of Learning, 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. Advice was issued to Local Association Secretaries on this issue at the beginning of the 2019-20 session.

- 3.27 Advice notes have been updated around Inspection for each sector, and are available in a designated zone of the EIS website. The advice was shared with LA Secretaries also.
- 3.28 The online Palestine Israel Teaching Resources were launched following EIS ownership having been agreed with the Scottish Government and Education Scotland, a careful edit of the material having been undertaken and conversion of it to an accessible IT platform. Notification of its launch was sent to a range of stakeholders and a publicity piece featured in an edition of the GTCS member magazine, in addition to promotion to EIS members through the usual channels.
- 3.29 We continue to engage with Education Scotland on the experiences of members in inspections. Our feedback is used as part of the Education Scotland refresh training. Since October, Empowerment has featured as a focus of HMIE inspections in lieu of schools choosing one QI to focus on themselves.
- 3.30 Once again, the Committee ensured a strong EIS presence at the 2019 SLF. The 2019 SLF received 6000 visitors, and Education Scotland as advised by the SLF Management Board of which the Assistant Secretary is a member, is seeking to widen the reach of SLF to practising teachers. They are looking at options to expand opportunities including roadshows and more twilight sessions, with suggestion that TUs could be more involved in these. The Committee considered proposals for seminars for the 2020 SLF and agreed an approach to EIS submissions, to maximise opportunities of securing EIS-hosted seminars, with focus on Early Years and the Empowerment agenda. (The 2020 SLF is now cancelled as a result of COVID.)
- 3.31 Consideration was given to the Education Scotland Programme endorsement scheme with EIS representatives joining the scrutiny panels for the endorsement of professional learning and leadership programmes in 2020. A presentation from Education Scotland on the programme will be forthcoming to the Committee at the earliest opportunity.

## **SQA**

- 3.32 The Convener and Vice Convener of the Education Committee, Office Bearers and certain Office Bearers 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 2019 AGM Resolutions: Review of SQA Alternative Assessment Arrangements and Poverty Proofing the Qualifications; National Qualifications Workload; and National Qualifications – Implementing Change.

The Committee also raised concerns around the Senior Phase Review; late notice changes to NQ assessment in Sciences; N4

review; workload implications of NQ assessment changes; SQA impact on School Empowerment and the Time to Tackle Workload campaign; scheduling of the SQA Exam Diet; use of free-standing units; education in the BSL medium; and review of AAA and poverty-proofing of qualifications.

- 3.33 In light of developments arising from COVID-19, matters raised recently included National Qualification Estimates for this session, the Awarding Programme for 2020, looking ahead to Diet 2021 and contingency College Provision.

### **GTCS**

- 3.34 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.
- 3.35 The EIS supported 12 candidates in 2020 GTCS Council elections. EIS candidates were successfully elected in Primary (4 places), Secondary (4 places), with candidates in FE and ITE (1 place for each) being elected unopposed.
- 3.36 EIS representation is provided at various GTCS meetings, giving consideration to matters around the Review of Professional Standards; Professional Update; and the Broad General Education Category.
- 3.37 Discussions continued around the BGE category culminating in a final written submission to the GTCS on this matter, followed by GTCS withdrawal of the proposal to create the new category of registration.

### **Review of Professional Standards**

- 3.38 EIS submitted a robust response to the GTCS Consultation of the draft Refreshed Professional Standards and Draft Professional Code. Thereafter, the refreshed documents were presented to GTCS Education Committee in May 2020, now being described as a restructure as well as a refresh. Work is underway to produce a glossary of key terms used in the Professional Standards to further improve clarity and understanding. The final draft versions of the Professional Standards and further engagement plans are to be considered by GTCS Council on 24 June 2020, with EIS continuing to engage in the now extended consultation process.
- 3.39 Having participated in the relevant working group The Committee noted the publication of the new Professional Review and Development Guidelines at a GTCS Professional Update Seminar 31 October which was attended by a member of the Education Committee.

## **Professional Learning**

- 3.40 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.
- 3.41 The Learning Reps Network continues to meet 3 times a year to consider matters related to the learning agenda.
- 3.42 An e-bulletin dedicated to professional learning continues to be issued regularly to Learning Reps and Local Association Secretaries.
- 3.43 The EIS has been successful over recent years in securing 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).
- 3.44 The 2019-2021 application to the Development and Learning Fund also secured funding for a Project Worker to lead work on the Scottish Union Learning funded professional learning offer; and to provide support through attendance at relevant Scottish Union Learning Fund meetings and through close working with the Professional Learning Co-ordinator. Confirmation of funding from the Scottish Government was received recently for the second year until March 2021.
- 3.45 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 successful event was held on 30 November 2019, focussing on leadership learning for female trade unionists. A range of topics were covered with sessions on Workload Control through Working Time Agreements and Empowerment. Invited speakers included Carol Craig delivering a session on Professionalism and Wellbeing; and Professor Rowena Arshad who presented on Building Teacher Agency.
- 3.46 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.

- 3.47 The EIS Action Research Grants initiative continues with the next tranche of applications being sought by the extended closing date of 29 June 2020.
- 3.48 Discussion this session centred around difficulties in attendance at PL events in Highlands & Islands with suggestions provided with a view to seeking closer engagement with Local Authorities as a means of maximising member engagement with the EIS PL offer.
- 3.49 The Committee received details of increased activity following the appointment of the Project Worker and continues to monitor progress in this area. In light of COVID-19 a move to provide SUL courses via an online platform was progressed with successful participation in courses on Teacher Health and Wellbeing; Leadership Toward Management for Women Teachers; and Building Teacher Leadership.

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

- 3.50 Further to the final report of the Independent Panel on Career Pathways for Teachers with which the Committee had engaged extensively, a joint meeting of the Education and Salaries Committees was held to assist the EIS representatives on the SNCT Career Pathways Working Group. The Committee has agreed to support negotiators as required as discussions continue.

### **Parental Involvement**

- 3.51 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 in relation to the project.
- 3.52 The Scottish Government is consulting on views to refine the updated Scottish Schools (Parental Involvement) Act 2006 - Revised Statutory Guidance. A response will be submitted by the extended deadline 30<sup>th</sup> June 2020.

### **Sponsorship of the Arts**

- 3.53 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**

- 3.54 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.
- 3.55 In collaboration with the HT & DHT Network, The Education and Equality Department will seek to recommence logistics to host a further national conference for HT and DHT members to address pertinent issues around empowerment and wellbeing.

### **IMT Network**

- 3.56 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.
- 3.57 The Institute on behalf of the Network continues to campaign for free Instrumental Music services and the retention of instrumental teachers. Discussions are ongoing with representatives from various political parties and stakeholder groups as lobbying and campaigning in this area continue.

### **COVID 19**

- 3.58 In light of circumstances surrounding COVID 19, the Education and Equality Department sought to provide swift support for members working at home, launching brand new online advice and resources - Working from Home Guidance, including a set for IMTs; and the EIS Working at Home (WaH) Resource, containing 4 main sections: Looking After Your Health and Wellbeing; Making Time for You: Daily Inspiration; Lockdown Learning Ideas; and Continuing your Professional Learning. In addition to promotion through the usual EIS channels, the WaH Resource has been publicised by GTCS, Scottish Union Learning and through the Workforce Support Education Recovery Working Group. At the time of writing, the Working from Home Guidance had been viewed almost 35,000 times, the WaH Resource almost 10,000.

At the time of writing, the Department is also planning to contribute to a series of webinars aimed at maximising member engagement during the COVID period. A webinar focused on the transition from in-school to at-home to blended learning is planned for later in June.

### **Vote of Thanks**

- 3.59 It has been another busy year for those involved with the work of the Committee in particularly challenging circumstances. 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. Thanks also go to Nicola Dasgupta for her support as Committee Vice-convener.

- 3.60 Thanks are also due to the Servicing Official-Assistant Secretary Bradley, to National Officer Anne Keenan, to the Professional Learning Co-ordinator, Rob Henthorn, SUL Project Worker, Pauline McColgan and to the administrative staff of the Education Department for all of their support and hard work throughout the year.
  - 3.61 Thanks to those Education Committee members who are standing down after the AGM.
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**AGM 2019 Resolutions  
Summary of Action Taken/Outcomes**

<u><b>Title of Resolution</b></u>	<u><b>Action Taken/Outcomes</b></u>
<p><b>1. Cuts to ASN Funding</b></p> <p>“That this AGM instruct Council to oppose any further cuts to ASN funding, using local industrial action if necessary, to protect pressured services.”</p> <p>Further, that this AGM, in regard to increased numbers of pupils with ASN in mainstream settings, with same or reduced ASN staffing, ask the EIS nationally to petition the Scottish Government to provide protected central budgets to support these pupils and their learning.”</p>	<p>In the context of the strongly local dimension to this Resolution, signalled to Local Association Secretaries, the recently issued briefing and the ASN report.</p> <p>Uploaded ASN-related content onto website &amp; provided an e-bulletin prompt.</p> <p>Created and included EIS campaigning leaflet highlighting ASN report, in the October ASL Summit delegate pack.</p> <p>Attended the Scottish Government convened ASL Summit, 1 October.</p> <p>Continued and will continue to engage directly with the Cabinet Secretary for Education on ASL provision.</p> <p>Continuing membership of the new Additional Support for Learning Implementation Group (formerly AGASL and smaller membership).</p> <p>Assistant Secretary Bradley spoke as member of a Panel at the Scotland Policy Conference- Additional Support for Learning in Scotland- next steps for improving provision, in November 2019 highlighting key elements of the EIS campaign.</p> <p>Campaigned through press and other media as appropriate.</p> <p>Raised with ADES, COSLA and political parties.</p> <p>Submitted relevant motion to TUC Congress.</p> <p>Submitted motions to STUC Women’s and Disabled Conferences: “Child Poverty and Additional Support Needs” and “Additional Support for Learning”, now Resolutions.</p> <p>Produced a campaign briefing on behalf of the STUC Women’s Committee for distribution to affiliates as an aid to local cross union campaigning against cuts to ASN provision.</p>

	<p>Strong engagement with the Independent ASL Review: Assistant Secretary met with the Chair of the ASL Review in November; Chair be attended the February Education Committee.</p> <p>Summary report from member focused on ASN findings, February 2020.</p>
<p><b>2. Workload Implications of Mandatory CPD Courses</b></p> <p>“That this AGM resolve to instruct Council to investigate and issue advice on the workload implications of Local Authority ‘mandatory’ CPD courses for ASN practitioners in all sectors.”</p>	<p>Investigated the ‘mandatory’ element of said courses by consulting:</p> <ul style="list-style-type: none"> <li>• ASN Network</li> <li>• Motion proposer</li> <li>• CPD sub Committee</li> <li>• LRs &amp; LA Secs</li> </ul> <p>Conducted relevant analysis of the VEVT survey and created a briefing paper to inform thinking.</p> <p>A summary report is included in the AGM 2020 Policy Papers Booklet.</p>
<p><b>3. SQA Examination Diet</b></p> <p>“That this AGM instruct Council to campaign for the starting date of the SQA Examination Diet to be moved to mid May.”</p>	<p>Raised at November SQA Liaison meeting.</p> <p>Focus Groups being arranged to enable further specific discussion. Paused in light of COVID developments, with this workstream to recommence at an appropriate time.</p> <p>Thereafter to feed into discussions around Senior Phase curriculum architecture within the:</p> <ul style="list-style-type: none"> <li>• CAB</li> <li>• SEC</li> <li>• Learner Journey Review Group.</li> </ul> <p>Work in this area will continue into 2020/21 session.</p>
<p><b>4. The Use of Freestanding NQ Units</b></p> <p>“That this AGM instruct Council to investigate the extent of the use of freestanding NQ units being used as a backup qualification for pupils sitting National 5 and Higher Exams, and to issue workload related advice to teachers.”</p>	<p>Raised at November SQA Liaison meeting.</p> <p>When circumstances allow:</p> <ul style="list-style-type: none"> <li>• Interrogate SQA data re presentation patterns</li> <li>• Consult Secondary members of Council</li> <li>• Use previously collected data from schools and LAs</li> </ul>

	<ul style="list-style-type: none"> <li>• Share findings with the Executive Committee to inform campaigning around workload</li> <li>• Draft advice for consideration of the Education Committee.</li> </ul>
<p><b>5. Qualified Teachers in Nursery</b></p> <p>“That this AGM instruct Council to campaign for qualified teachers to be a part of core staffing in nursery settings across Scotland.”</p>	<p>Continued campaigning through:</p> <ul style="list-style-type: none"> <li>• Consultation responses</li> <li>• Press and media statements</li> <li>• EYC expansion working groups</li> <li>• CAB, SEC, etc.</li> </ul> <p>taking every new opportunity to engage with relevant stakeholders in relation to Early Years Expansion.</p> <p>Raised with COSLA, ADES and political parties.</p> <p>Liaison with SUL-funded Organiser whose work has been dedicated in part to Early Years Education.</p> <p>EIS Organiser (Project Worker) focusing on Early Years provision has attended SUL courses that include an Early Years focus, in order to connect with practitioners. The Project Worker will input findings around the needs and aspirations of early years practitioners with a view to establishing a stream of targeted PL activity for early years members.</p> <p>Representation provided at ELC Strategic Forum meetings.</p> <p>Early Years Event focusing on EYT Professional Identity planned for 21<sup>st</sup> March 2020. Since COVID, work ongoing with a view to hosting via an online platform in June.</p> <p>Thereafter, a briefing paper to be provided for EIS Executive on the above to articulate progress of the campaign in the 2020/21 session.</p>

<p><b>6. Guidance Post in Primary Schools</b></p> <p>“That this AGM call on EIS Council to investigate and report on the potential of developing a guidance post in primary schools.”</p>	<p><b>Recommendation: Education (lead)/Salaries</b></p> <p>Researched purpose of and need for pastoral care teachers in the education of children and young people through desk-based research, including international models.</p> <p>Use of Child Poverty research to highlight the importance of guidance posts, alongside desk-based research.</p> <p>Convened a focus group of Primary Members- January Council.</p> <p>Raised with Education Scotland and ADES.</p> <p>Raised with GTCS and Scottish Government.</p> <p>A draft interim report has been prepared for consideration at the next meeting of the Committee.</p> <p>When circumstances permit:</p> <ul style="list-style-type: none"> <li>• Evaluate current relevant ITE provision.</li> <li>• Seek input from Salaries around implications of costings of the introduction of guidance posts to schools on the basis of additionality.</li> </ul>
<p><b>7. Virtual Head Teachers</b></p> <p>“That this AGM instruct Council to oppose moves towards the use of Virtual Head Teachers as a means of replacing Head Teachers or as a substitute for Head Teachers within schools.”</p>	<p><b>Recommendation: Education (lead)/Salaries</b></p> <p>Attended Virtual School workshop delivered by virtual HT at Assessment Summit, October 2019.</p> <p>Consulted with the HT Network.</p> <p>When circumstances permit:</p> <ul style="list-style-type: none"> <li>• Seek the views and any relevant information from Salaries.</li> <li>• Provide a briefing to LA Secs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Share briefing with EIS representatives on the SNCT.</li> </ul> <p>Work in this area will continue in session 2020/21 considering recent developments.</p>
<p><b>8. National 1+2 Languages Strategy</b></p> <p>“That this AGM instruct Council to lobby for a comprehensive government review of the National 1+2 Languages strategy, evaluating its progress thus far, in order to ensure that the implementation of this policy enhances language provision in Scotland.”</p>	<p>Considered the work of the 1+2 Strategic Implementation Group, which has included Strategy review.</p> <p>Evaluated findings of the Review.</p> <p>Engagement with the SIG continues.</p> <p>The Committee will continue to push for dedicated staffing to support this initiative, through the outcomes of the Career Pathways discussions.</p>
<p><b>9. Statutory Play-Based Kindergarten Stage for Scottish Schools</b></p> <p>“That this AGM instruct Council to campaign to establish a statutory play-based kindergarten stage that promotes the role of GTCS registered teachers as part of core staffing for Scottish schools.”</p>	<p>Fully considered the report from the previous Resolution on this theme at the December meeting.</p> <p>Embarked on further modest research as recommended by the report, this to be considered at a future meeting of the Education Committee in order to decide the parameters of the campaign (age of children and staffing model) and campaign methodology.</p>
<p><b>10. Structure of the Senior Phase in Educational Establishments</b></p> <p>“That this AGM instruct Council to investigate and report on the structure of the senior phase in educational establishments.”</p>	<p>Raised at liaison meeting with Education Scotland in November.</p> <p>Use previously collected EIS data.</p> <p>Use information included in EIS response to the Education and Skills Committee Inquiry into Subject Choice.</p> <p>Final report to be informed by the Scottish Government Review of the Senior Phase, deadline now extended as a consequence of COVID.</p> <p>Work will be ongoing on this matter into 2020/21 session.</p>

<p><b>11. Curricular Specialist Provision of Arts, Music &amp; Physical Education in Primary Schools</b></p> <p>“That this AGM instruct Council to campaign for curricular specialist provision of art, music, physical education and modern languages in primary schools across Scotland.”</p>	<p>Engagement with CfE Review as appropriate.</p> <p>Continuation of IMT campaigning.</p> <p>Continue liaison with Salaries with a view to influencing SNCT discussions on New Career Pathways for Teachers.</p> <p>Consider developments from the new Career Pathways for Teachers.</p> <p>Work on this Resolution will be carried over to the 2020/21 session.</p>
<p><b>12. Removal of Discrete Daily Registration Periods</b></p> <p>“That this AGM instruct Council to campaign against the removal of discrete daily registration periods in Secondary Schools.”</p>	<p>Use Primary guidance post research.</p> <p>Use Child Poverty research to highlight the importance of registration time for children who experience socio-economic disadvantage.</p> <p>Feed relevant messages into existing campaigning around mental health, ASN, impact of poverty, etc.; and through SAGRABIS and ASLIG.</p>
<p><b>13. The Use of Restraint &amp; Seclusion in Schools</b></p> <p>“That this AGM instruct Council to call upon:</p> <ul style="list-style-type: none"> <li>• the Scottish Government to publish clear guidance on the use of restraint and seclusion in schools and colleges;</li> <li>• Local Authorities and colleges to ensure the provision of proportionate training in de-escalation techniques, and appropriate training provision in safe restrictive practice for those staff who wish to be trained.”</li> </ul>	<p><b>Recommendation: Employment Relations (lead)/Education</b></p> <p>A question and answer session on “Violent and Disruptive Pupils” took place at the January 2020 ASN Network meeting with National Officer from the Employment Relations Department.</p> <p>Actions from Employment Relation Department fed into SAGRABIS and any liaison with the Children’s Commissioner as appropriate.</p> <p>EIS supported the Scottish Government decision to create extended guidance through the work of SAGRABIS where we continue to be represented. Work on creating the guidance is in its early stages.</p>



<p><b>14. Education in the BSL-medium</b></p> <p>“That this AGM instruct Council to support Deaf students in schools, further education and higher education by asking EIS to campaign for:</p> <ul style="list-style-type: none"> <li>(a) education in the BSL-medium to be provided on a wider availability,</li> <li>(b) including BSL-medium exams and SQA exams in BSL as a subject;</li> <li>(c) training for teachers and lecturers to support the improvement of educational outcomes for Deaf students;</li> <li>(d) maintaining the inclusion of deaf units based in mainstream schools;</li> <li>(e) maintain schools for the Deaf; and</li> <li>(f) recruitment of new teachers and lecturers with BSL knowledge, more in-service training of current teachers and lecturers, and recruitment of Deaf teachers and lecturers.”</li> </ul>	<p><b>Recommendation: Equality (lead)/Education</b></p> <p>Compiled a long list of potential partner organisations and individuals with interest in this topic.</p> <p>A roundtable meeting with Deaf organisations and potential BSL Professional Learning Partners was held at EIS HQ in November 2019. Attendees included representatives from Deaf Scotland, the National Deaf Children’s Society, Deaf Action, the British Association of Teachers of the Deaf, COMMTACS, and Moray House’s specialist Teachers of the Deaf programme at Edinburgh University.</p> <p>This meeting identified a number of opportunities for EIS collaboration on Professional Learning in BSL and other skills to support educational outcomes for Deaf learners. Opportunities for partnership in campaigns and advocacy work were also explored. These are being followed-up with individual partners by the Professional Learning Co-Ordinator.</p> <p>Matter was raised with SQA and Education Scotland within November meetings. Further consideration to be given as a future agenda item on the SQA Equality Key Partners Group.</p>
<p><b>REMITTED MOTIONS</b></p>	
<p><b>1. Entry Requirements for ITE Programmes in Scotland</b></p> <p>“That this AGM support the GTCS Memorandum on Entry Requirements for ITE Programmes in Scotland being National Qualifications at SCQF Level 6 (Higher Grade) in four subjects, one of which must be English and in addition SCQF Level 5 (National 5) in Mathematics.”</p>	<p>A paper has been drafted for the consideration of the Education Committee relating to the role of literacy and numeracy skills in determining teacher effectiveness.</p> <p>Thereafter, findings to be considered in relation to current policy regarding minimum entry requirements in each skill area.</p> <p>Work on the remitted Motion will be carried over to the 2020/21 session.</p>

<p><b>2. Subject Updates for the National Qualification</b></p> <p>“That this AGM call upon Council to engage with the SQA with a view to ensuring that all subject updates for the National Qualifications are in place by April each year.”</p>	<p><b>No action:</b> the terms of the Resolution represent a diminution of extant policy which states optimum notice of changes of one year.</p>
<p><b>3. SQA Script Review Process</b></p> <p>“That this AGM instruct Council to request that the SQA return all exam material (both coursework and exam script) to centres after the Script Review Process has been completed.”</p>	<p>The matter was raised with SQA at the November liaison meeting, with agreement to share thinking.</p> <p>Overtaken by events- work to be continued with SQA when circumstances allow.</p> <p>A paper to be drafted considering the advantages and disadvantages of automatic return of all scripts to centres; and the legal position relating to potential data-sharing matters.</p>
<p><b>4. Qualified Teachers in Every School</b></p> <p>“That this AGM call on Council to reiterate the principle that every classroom should have a qualified teacher and strongly resist any moves to use distance learning models via technology as an alternative to this.”</p>	<p>Consideration of rurality with reference to e-Sgoil arrangements and existing policy originating from the Employment Relations Department in this area.</p> <p>Preparation of guidance taking account of the COVID 19 context and the move to a blended learning model next session.</p>

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