

eis

The Educational
Institute of Scotland



STAND UP

FOR QUALITY EDUCATION

EIS Manifesto: General Election 2024

PUPIL BEHAVIOUR

ASN

WORKLOAD



STAND UP
FOR QUALITY EDUCATION

STAND UP WITH US FOR QUALITY EDUCATION

In 1847, the EIS was founded to advance the working conditions of teachers and to promote sound learning for students. In 2024, 177 years later, as we approach a UK General Election in a matter of weeks, the EIS continues to Stand Up for Quality Education.

We encourage all voters and political parties to join us!

RATIONALE

The EIS is the largest teacher trade union in Scotland, representing over 80% of all teachers and lecturers across Early Years, Special, Primary and Secondary School Education, and the Further and Higher Education sectors.

Though Education is devolved to the Scottish Parliament, the EIS believes that Scottish MPs in Westminster have a responsibility to act in the interests of Scotland and its citizens in respect of all public services, including Education. Whether matters are devolved or not, values matter; and the Barnett consequential matters.

Scotland has a good education system that benefits from the commitment and professionalism of teachers and lecturers who deliver strong outcomes for children and young people, despite the significant challenges of under-resourcing.

Teachers, lecturers and other education staff work extremely hard – in fact, well beyond capacity – to ensure that all learners have educational experiences that are designed to enable them to be successful learners, confident individuals, effective contributors and responsible citizens – i.e. that they are well prepared for future learning and for life.

The EIS believes that political leaders need to do more to ensure that all children and young people in Scotland receive a quality education, and that the system is resourced at a level that realises this aim. Currently, it is not.

Large class sizes and high levels of teaching time, compared with many of our OECD counterparts, see teachers in Scotland straining to do all that is demanded of them with insufficient resources. This is especially true now that almost 40% of young people in mainstream classes have a recognised additional support need, yet ASN support has been cut and cut year upon year over the past decade or so.

>>>

As a result, teachers in Scotland work a significant number of unpaid hours every week, at the expense of their own health and wellbeing. This is neither fair nor sustainable. And neither is it fair that children and young people in large classes with over-stretched staff are unable to get the time and support that they deserve and need to help them move forward as they should with their learning.

Teacher numbers have been unstable for the past decade and have fallen overall for the past two years in a row. The impact of this is felt at all stages but has impacted the youngest learners most significantly: since 2010, there has been a decrease of 56% in the number of GTCS registered teachers in Early Years.

There are simply not enough teachers in the education system to do all the work that is required to provide quality education for all children and young people on a sustainable basis.

To compound matters further, since the onset of austerity in 2010, teachers' salaries have significantly declined in their real terms value, falling further and further behind the salary levels in many of the education systems amongst OECD countries.

As a result of the strike action that EIS members led in 2022-23, teachers at the top of the main-grade scale now earn £48,516. Despite the gain prompted by our strike action, the amount earned is 26% less than it would have been if salaries had been annually paid at the rate of RPI inflation since 2008. Had teachers' salaries been paid in accordance with retail price rises, teachers at the top of the main grade would now be earning £61,234 – a much more attractive salary that would help to strengthen recruitment and retention, and move Scotland closer to the 23-25 countries in the OECD that pay higher salaries to experienced teachers, including Spain and Germany, Canada and Australia, and very close to home, England and Ireland.

The EIS is clear that education is a social good from which everyone in society benefits.

Evidence shows that investment in education, not only ensures that our citizens are equipped to be able to live more fulfilled lives and make more worthwhile contributions to our society, but also leads to better long-term health outcomes – better physical and mental health – better jobs, fewer addiction-related issues, better family and community relationships, and it results in fewer interactions with the criminal justice system. It is worth every penny spent on it.

In essence, if properly resourced, education nurtures and saves lives, in the short and long term; and saves the economy a significant amount of money in remedying the damaging societal consequences of short-termist policies and under-investment in education.

The EIS believes unequivocally that public spending on education is money well spent.

With all of this in mind, and a clear view that not enough is being spent on education in Scotland currently, the EIS launched its Stand Up for Quality Education (SU4QE) campaign at its AGM in June 2023. The SU4QE campaign has three priority areas:

- Build the resources and school culture to address distressed, violent and aggressive pupil behaviour
- Secure an increase in funding and support for pupils with additional support needs
- Achieve a significant reduction in teacher workload

The EIS Stand Up for Quality Education (SU4QE) Manifesto outlines the key EIS priorities for an ambitious and resilient Education sector that delivers equitably for pupils and students, that becomes the cornerstone of a just, cohesive and prosperous society, and that truly values, respects and supports its teachers and lecturers upon whom our children and young people, and adult learners, rely.



STAND UP FOR QUALITY EARLY YEARS EDUCATION

As we seek to improve the quality of our education system, we must start with our youngest learners.

Scotland must invest far more in early intervention measures as we seek to support the holistic development of our youngest children, and address the gaps resulting from the high levels of poverty and socio-economic disadvantage that scourge Scotland currently.

The key role that qualified Nursery Teachers and Childhood Practice Graduates have in supporting young children to foster nurturing and attached relationships, as well as learning through play, cannot and should not be underestimated. The benefits are immediately plain to see and are life-long.

The EIS believes that all of Scotland's youngest learners within the 3-18 curriculum deserve to be taught by qualified teachers.

In **STANDING UP for Early Years provision for our youngest learners, the EIS calls for:**

- Greater investment in high quality, free at the point of use and publicly delivered, Early Years provision in which GTCS registered teachers are wholly included alongside other professionals
- Reversal of the cuts to teacher numbers in Early Years
- Minimum guaranteed access to a GTCS registered teacher for all 3-5 year olds
- Full embedding and resourcing of play-based learning and teaching in Early Learning and Childcare settings and in the early years of Primary
- Investment in allied professionals in Health and Social Work to support the effective implementation of early intervention strategies, with the provision of dedicated time for multi-agency engagement, in particular with Speech and Language Therapists and Health Visitors, to ensure specialist support is available for our youngest learners and their families



STAND UP FOR QUALITY SCHOOL EDUCATION

There are considerable challenges facing Scotland's schools in seeking to achieve the shared ambitions for Scotland's children and young people. Lack of sufficient funding is at the heart of these challenges.

Scotland's teachers and school students have endured over a decade of failed austerity policies, the adverse impact of the COVID-19 pandemic, the under-funding of associated Education recovery, and a consequential rise in violence and aggression in our schools.

These issues have been compounded against a backdrop of falling teacher numbers and levels of specialist support that have not kept up with the significantly increasing numbers of children and young people with additional support needs.

Many school buildings, poorly designed for the needs of the school community, are packed beyond capacity. Space is in short supply, meaning that creative approaches are curtailed, and overfull classrooms, corridors and social spaces combine to create challenging environments for children and young people, particularly those with certain physical disabilities and/or sensory needs.

At the same time, many older school buildings are literally crumbling due to structural defects arising from the use of RAAC concrete, whilst others are insufficiently wind-proof and watertight, and poor ventilation continues to be an issue in many school buildings.

In **STANDING UP** for our schools, pupils and teachers, the EIS calls for:

- Increased investment in school buildings to make them the safe, healthy, secure and nurturing environments that they should and need to be for children and young people, and for the teachers and other staff who work in them
- A significant increase in the numbers of permanently employed teachers, starting with the 3500 promised by 2026 (Scottish Government 2021 Scottish Parliament Election Manifesto)
- A veto on cuts to teacher numbers in any local authority
- No cuts to the length of the pupil week in any local authority area
- An end to precarity for the thousands of qualified teachers seeking security of employment
- A headteacher for every school, reversal of cuts to management time for promoted staff and sufficient, protected management time to enable the safe and effective delivery of education in all schools
- A national minimum staffing standard – with ringfenced funding to local authorities – to be developed and adopted to ensure sustainable, fair and consistent teacher staffing levels throughout the country, taking full account of deprivation, additional support needs, and rurality



The EIS also calls for:

- Probationer teacher placements centrally funded by the Scottish Government and treated as additional staffing
- Reduction in class sizes to 20 pupils per class across all stages and subjects
- Decisive action to tackle excessive teacher workload through:
 1. Reduction of class contact time to a maximum of 20 hours per week, starting with delivery of the promised reduction to 21 hours by 2026 (Scottish Government 2021 Scottish Parliament Election Manifesto)
 2. The additional time given to teachers for preparation and marking to reduce the significant amount of unpaid work being done by teachers.
- Elimination of needless bureaucracy – let teachers teach
- De-cluttering of the BGE curriculum in primary
- Prioritisation of assessment that genuinely benefits learning at all stages of the curriculum
- Trust in teachers and in teacher agency in an empowered school system that focuses on quality learning and teaching for children and young people
- Investment in teachers as valued professionals: restoration of the real-terms value of teacher pay to pre-austerity levels

>>>

And specifically to enable and promote positive pupil behaviour -

- An explicit recognition that violent and aggressive behaviour in schools is a Health and Safety issue that must be addressed in accordance with the legislation to ensure that school environments are safe for all pupils and staff

- Establishment of a nationally agreed definition of 'violence and aggression' in accordance with the Health and Safety Executive's definition

- Effective systems of reporting and monitoring of violent incidents and of subsequent interventions

- Monitoring of prejudice-based violence and aggression with a national approach that is integrated with local authorities' work

- Increased recruitment of and appropriate professional learning for specialist teachers, educational psychologists and other specialist roles to help prevent violence and aggression, and to assist appropriate responses where it does occur

- Increased mental health support for children and young people and for teachers impacted by violent and aggressive behaviour in schools

- Increased staffing, including promoted posts with protected management time, to enable effective implementation of early intervention approaches to prevent violent and aggressive behaviour and to support sound restorative practice

- To ensure adequate resourcing of Additional Support Needs provision

- Funding to support the effective implementation of UNCRC legislation in practice

- Ring fenced funding to support the "presumption of mainstreaming" and to fill the gap between the promise of ASL legislation and the reality of under-delivery

- Additional funding for specialist staff to support pupils with specific needs, including SFL/ASN teachers and support assistants

- Provision of time for teachers to undertake professional learning in Additional Support Needs, as appropriate

- Increased staffing and professional learning to enable coherent adoption of Trauma Informed Practice

- Urgent enhancement of specialist mental health support for the rising numbers of children and young people who are struggling with their mental health – accessible, local, publicly funded support services for pupils – including CAMHS and speech and language therapy

- Reversal of cuts to English as an Additional Language (EAL) provision and an expansion across Councils of this vital service



And to help schools to play their part in mitigating the impact of child poverty -

- Universal provision of free school meals (including provision over holiday periods) for all nursery and school-aged children
- Guaranteed access to appropriate digital hardware, broadband and data for all pupils on an equitable basis, to help tackle digital poverty
- Progress on and resourcing of, the commitment to free instrumental tuition for all pupils who wish it
- An end to Instrumental Music Teacher staffing cuts and waiting lists for children and young people
- Proper resourcing of free out of school activities and free wraparound childcare to mitigate the worst impacts of poverty on young people's wellbeing, achievement and attainment



STAND UP FOR QUALITY

FURTHER AND HIGHER EDUCATION

Further and Higher Education in Scotland not only provide a vast range of opportunities for students to grow as individuals, enabling them to acquire essential knowledge, skills and qualifications in order to improve life chances, they are also an important resource for the communities they serve. More needs to be done in Higher Education to facilitate improved and proportionate access for young people from disadvantaged backgrounds.

Further Education, in particular, supports adult learners who wish to upskill, reskill, or change careers, and is a vital foundation of employability and is particularly important for people from disadvantaged backgrounds.

Despite the importance of the Higher and Further Education sectors, these sectors have been subject to significant and sustained cuts in funding, leading to fewer Further Education qualifications delivered and a cap on Higher Education places for Scottish domiciled students.

For these reasons, and many more, in **STANDING UP for Further and Higher Education, the EIS calls for:**

- Improved public funding of universities and colleges
- Restoration and growth in Further and Higher student places

- Maintain the college and university focus on being bodies that provide training and teaching based on student and local community needs as opposed to the needs of business

- Fair pay for college and university lecturers

- Action to protect the status of lecturing staff and prevent deskilling of lecturers

- A renewed focus on delivering a wider range of college courses that support individuals and add value to their communities

- Opposition to any further privatisation of Further Education or Higher Education

- Improved democratic accountability and scrutiny for college governing bodies

- Legislative change to place GTCS registration of all lecturers in colleges on a statutory footing

- Expansion of national collective bargaining in Higher Education to include a Scotland-specific context

- An end to the casualisation of the Higher Education workforce



STAND UP FOR EQUALITY

The EIS has a commitment to high standards of education rooted in equality and inclusivity. The EIS's overarching position is the principle that children and young people have the right to learn, and teachers and lecturers have the right to work, in an educational environment that is free from discrimination of any kind, where the rights of all are equally upheld.

In **STANDING UP** for Equality, the EIS calls for:

- Prioritisation of equality in terms of creating safe, inclusive and non-discriminatory cultures, environments and practices for all staff and students regardless of any protected characteristics or of socio-economic disadvantage
- Redoubling of efforts towards racial and ethnic diversification, increasing the diversity of the teaching profession, in particular increasing numbers of Black, Asian, and Minority Ethnic teachers
- Practical support for teachers and schools to deliver pro-equality, equitable, anti-racist, anti-sexist, anti-homophobic and anti-transphobic education
- Action to address the worrying increase in misogyny and gender based violence in our schools, workplaces and wider society
- Increased support for the health and wellbeing of all those working in education, including improving access to reasonable adjustments, and specific support for mental health
- Recognition of Long Covid as a disability



STAND UP FOR BETTER, FAIRER CONDITIONS FOR WORKERS

Whilst Education is important, it must exist within a fair and inclusive society, supported by effective public services, that allow all citizens to thrive and those who can, to be employed in work that is safe, fair, secure and fulfilling.

The principles of Fair Work must be meaningfully facilitated by the Scottish Government across all sectors of employment – especially within public bodies. The programme needs to be expanded and fully embedded across the workforce, including teachers and lecturers.

In **STANDING UP for teachers and lecturers, and all other workers in Scotland, the EIS calls for the expansion of Fair Work and devolution of further legislative powers to the Scottish Parliament in:**

- Employment law
- Industrial relations legislation
- Health and Safety at work

Crucially, in light of the UK having amongst the most draconian trade union legislation in the world, we call on political parties to:

1. Commit to repealing all anti-trade union laws brought forth by the current and previous UK governments
2. Stand up for workers' right to strike and to take action short of strike action (ASOS), free from any intimidation by any employer, including threats of deeming in response to legitimate ASOS

STAND UP FOR PROPER FUNDING OF PUBLIC SERVICES

The EIS has consistently supported progressive taxation policies to generate increased public funding. The COVID-19 pandemic highlighted just how vital public services, including Education, are to our children and young people, and families and underscored the role that our education establishments play in their communities.

Our public services are essential for the overall health, prosperity and cohesion of our society.

In **STANDING UP for public services, the EIS therefore calls for:**

- More progressive taxation with selectively higher tax rates in order to reflect a priority commitment to fund and deliver quality public services
- Greater use of Scotland's devolved powers to raise funds for public services

STAND UP FOR PEACE, SOCIAL JUSTICE AND THE PLANET

The EIS stands shoulder to shoulder with our sister trade unions across the globe in pursuit of peace, equality and social justice, and is committed to helping tackle the climate change that threatens the very existence of our planet in the future, and which right now makes life and education extremely challenging for children, young people and their families, and adult learners, in the global south.

In **STANDING UP for peace, social and climate justice, the EIS calls for:**

In the Middle East -

- An immediate ceasefire in Gaza
- The immediate, unconditional release of all Israeli hostages, unharmed
- An end to the illegal occupation of Palestinian territory and the blockade of Gaza
- Respect for all Palestinian rights, including the right to self-determination and the right to return
- An end to the supply of UK arms to Israel

At home, we call for support for teachers in Scotland to deliver lessons related to the conflict in Israel and Palestine, using the EIS teaching resource as a starting point.

Relative to the to the War in Ukraine -

- The Heads of State and government officials of Ukraine and Russia to do everything in their power to de-escalate the conflict and to seek a lasting, peaceful solution to this crisis
- International bodies and European institutions to expend all effort in facilitating a peaceful settlement of the conflict
- Restoration and protection of worker and trade union rights in Ukraine

And to help tackle climate change:

- A halt to biodiversity loss and reduction of greenhouse gas emissions to net zero by 2030
- Education of the public on the science behind the climate and ecological emergency
- The creation of a Citizens' Assembly to steer decisions on tackling the climate emergency
- For the UK Government to honour its commitments under the United Nations Framework for Climate Change



THE EIS IS STANDING UP FOR:

-  **QUALITY EDUCATION ACROSS ALL SECTORS**
-  **EQUALITY EMBEDDED WITHIN OUR EDUCATION SETTINGS**
-  **BETTER, FAIRER CONDITIONS FOR ALL WORKERS IN SCOTLAND**
-  **PROPER FUNDING OF PUBLIC SERVICES**
-  **PEACE, SOCIAL JUSTICE AND THE PLANET**

Ahead of the General Election on July 4th, we urge all parties and candidates, to stand up with us through the policy commitments that they make in their own manifestos and their own campaigns.

And we encourage all voters – parents, carers and families, and all who have an interest in quality education that’s rooted in social, economic and climate justice – to stand up with us as they cast their valuable votes!

For more information regarding the EIS Manifesto, contact enquiries@eis.org.uk



STAND UP

FOR QUALITY EDUCATION

eis

The Educational
Institute of Scotland



02249900867

Carbon Captured Material