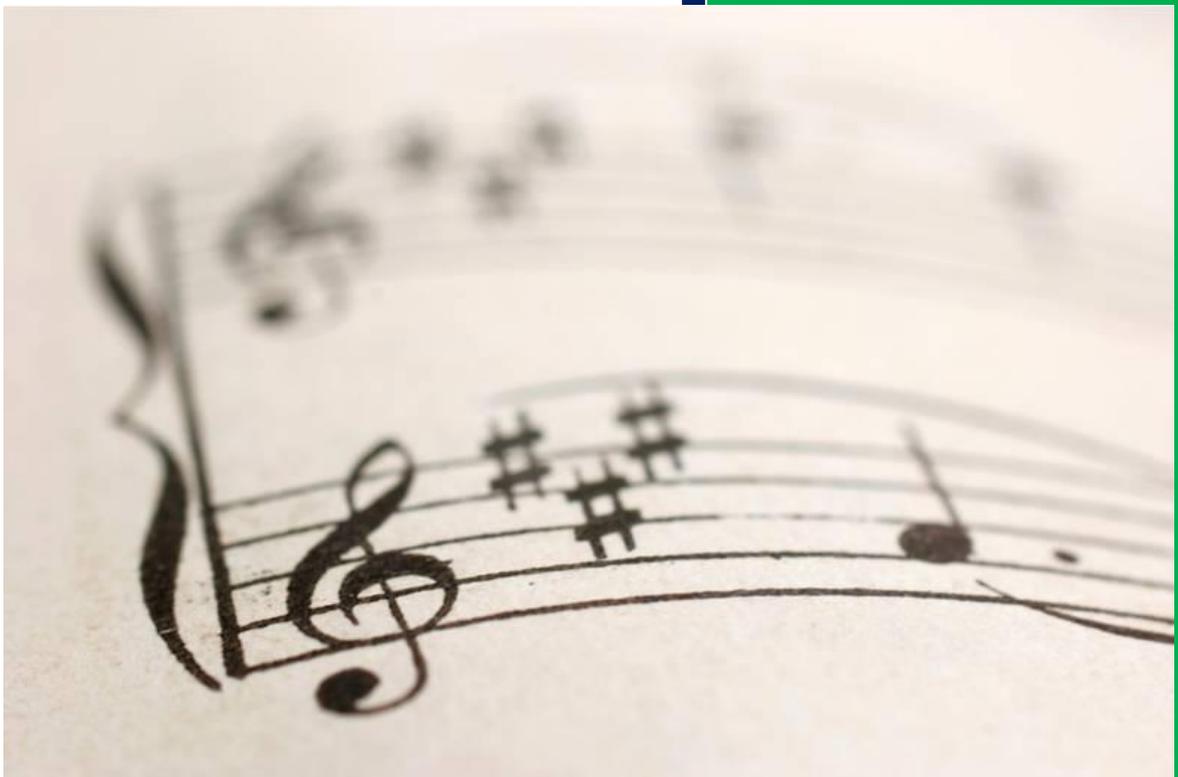


eis

The Educational
Institute of Scotland

Teaching During the Covid-19 Shutdown: Instrumental Teacher Survey Results



Member Survey Results

May 2020

The Educational Institute of Scotland

Background

On the 20th March 2020, all schools in Scotland were closed in order to tackle the spread of the Covid-19 pandemic. To continue to deliver some education to the children of key workers, and to vulnerable children, school hubs opened with staff volunteering in significant numbers to support this function. Other teachers took on the role of providing remote teaching and learning, whilst working from home as part of the national lockdown.

Seven weeks into this school shutdown the EIS surveyed its members to find out about the challenges of delivering education remotely as well as in school hubs. Within this survey, questions were designed, also, to understand teacher wellbeing, and what would be required as we move into the next academic session in August 2020 on the basis of a “blended learning” approach.

Methodology

The School Sector Survey was opened on Tuesday 12th May and closed at midnight on 19th of May. The survey has a total of 41 questions, but owing to survey design, most members answered no more than 30.

In total 26,128 responses were gathered, with a return rate of almost 60%. This turnout shows more than half of all members eligible have completed the survey. The average response time to complete the survey was 14 minutes; however, some members noted that it took them longer than this due to the extended answers that they gave.

Eligible members were emailed a link to the survey, which was also promoted on the EIS website and the EIS social media pages. Prior to the survey going live to members, it was issued to a small test sample of members for peer review. As changes were made following this testing phase, all test responses were deleted prior to the survey going live, with all eligible members re-submitting their responses.

The survey was broken down into 5 sections: About You, Hub Support, Remote Learning, Health and Wellbeing and The Next Academic Session. There was also an opportunity at the end for members to note any further comments.

Only a handful of questions were mandatory. This allowed respondents to skip questions as they progressed throughout the survey. This was done to ensure that there was no false recording within the survey, to improve confidence in the results. Some questions also had ‘logic’ applied, meaning that respondents would be redirected to different follow-on questions depending on the answers they gave. Details of how many respondents answered each question are included within this report.

All figures within this report have been rounded to the nearest one decimal place, meaning that some questions may not have a total exacting 100%, with other questions within the survey allowing for multiple responses.

There was considerable opportunity for members to record more detailed answers to the questions posed, either by using comment boxes, or by ticking an “other” option where appropriate. Throughout this report member comments have been included under the corresponding questions. As some questions within the survey elicited thousands of additional comments or responses, the quotes selected are only a snapshot of this wider data but have been chosen to reflect the majority of views captured.

Instrumental Music Teacher Results

This briefing paper details the responses that were gathered from members who indicated that they worked as an Instrumental Music Teacher. In total 232 responses were gathered from members working as Instrumental Music Teachers. This report highlights their views and should be read alongside the full survey data report.

Margin of Error

Margin of error (also called confidence interval) indicates the level of certainty with which you can expect your survey results to reflect the views from the overall population. Surveying is always a balancing act where you use a smaller group (your survey respondents) to represent a much larger one (the target market or total population).

Margin of error is often used as a way of measuring how effective a survey is. The smaller the margin of error, the more confidence you may have in your results. The bigger the margin of error, the farther they can stray from the views of the total population. One way in which to reduce the margin of error is to increase the sample size.

Using the full eligible membership as our baseline figure, the margin of error with our full sample of 26,128 is less than one percent¹.

The margin of error has not been calculated for this small sample of just over 200 responses, as all data within this report should be read alongside the full findings.

¹ Survey Monkey, Margin of Error Calculator https://www.surveymonkey.com/mp/margin-of-error-calculator/?ut_source=mp&ut_source2=sample-size-calculator&ut_source3=inline&ut_ctatext=margin%2520of%2520error%2520calculator

Section 1 – About You Findings

About You

The first section of the survey asked respondents to fill in key details about themselves. The answers given in these opening sections give an indication of who our members are and what they teach. Whilst these answers provide insight into EIS teacher members when looked at on their own, they can also be analysed alongside other questions within this survey to provide information on how different sections of EIS membership responded to certain issues.

Within the survey, members were asked whether they taught in primary, secondary or special schools (with the ability to select more than one option as appropriate), with secondary school teachers then also being asked what subject(s) they taught. Members were asked, also, to state what their substantive post is from a range of options, and which local authority they worked in.

The questions on member characteristics were compulsory, to ensure that only eligible members filled in the survey, as well as ensuring that there was a large sample to allow for disaggregation. All of the questions within this dedicated report demonstrate the data trends and views of EIS Instrumental Music Teacher members.

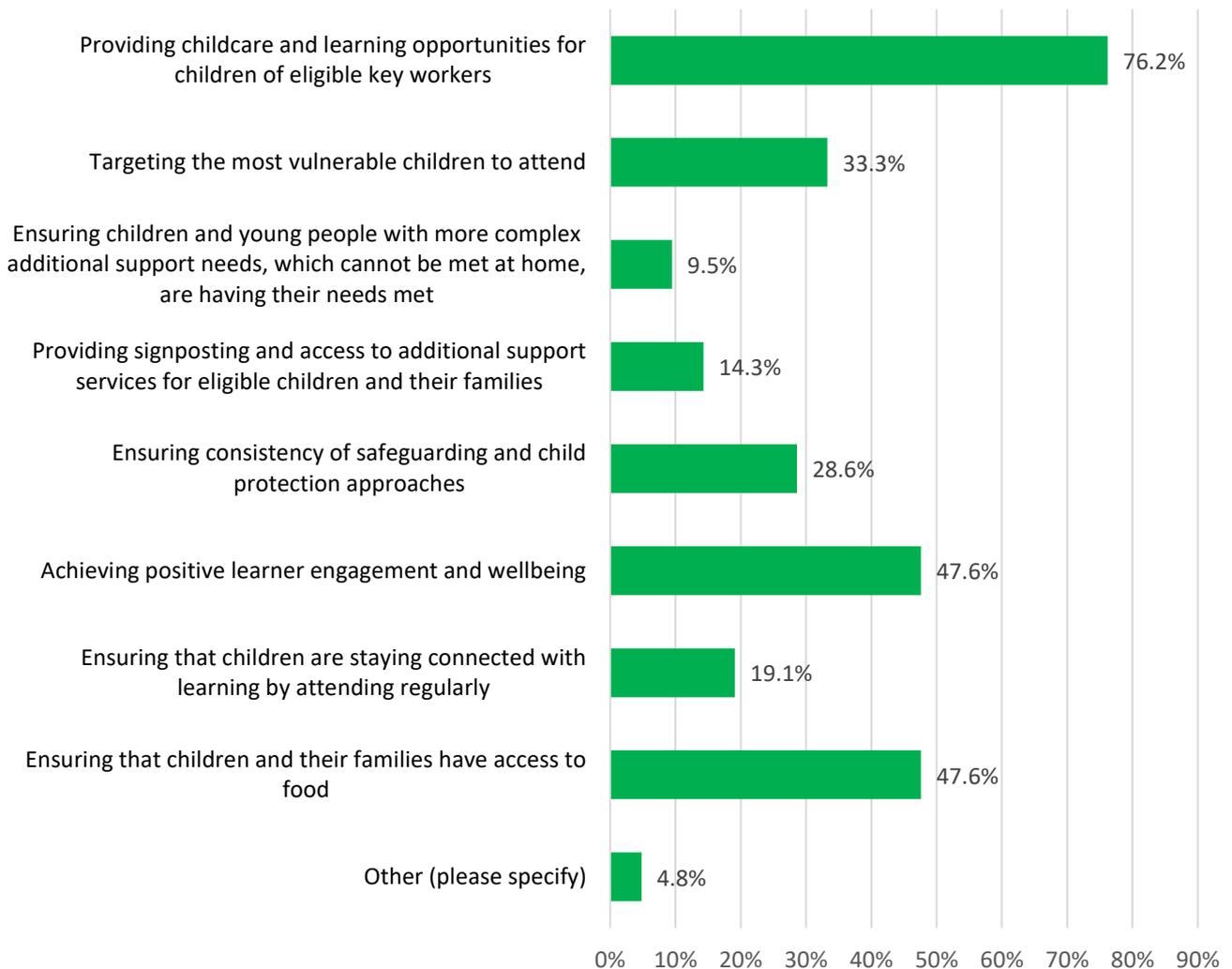
The responses included within this report represent members from every local authority area.

Section 2 – School Hubs

The first question within the school hubs section asked members about the extent of their involvement in local hubs. Only 24 Instrumental Music Teachers said that they had been involved in the planning or teaching within a Hub, with the overwhelming majority saying they had not been involved in any aspect of Hub provision.

Figures 1 and 2 below shows their responses in relation to the aspects that had worked well within the hubs they had supported. As the sample size is only 21, and 16 for these questions, no statistical findings can be drawn from these results.

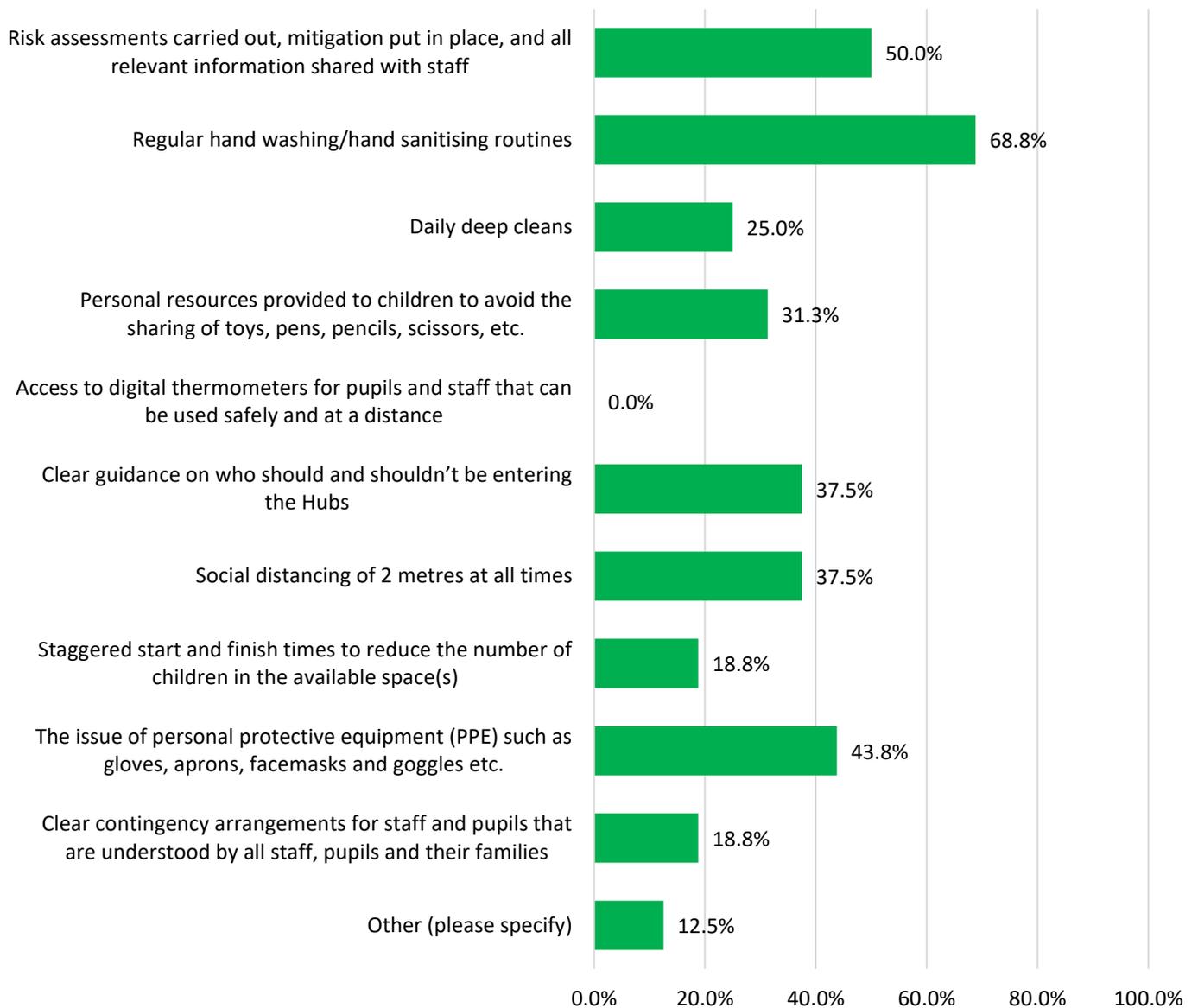
Figure 1: “Which the following objectives of Hub provision have been delivered well in your Hub? (please tick all that apply)” responses²



Total Responses: 21

² Respondents were asked to tick all that apply

Figure 2: “What health and safety measures were introduced to ensure the safety of staff and pupils within the Hub provision you’ve been working in?” responses



Total Responses: 16

At the end of this section members were asked to leave any further comments on Hub support. Below are all the comments left by Instrumental Music Teacher members

- “The people in charge at the HUB have been a bit relaxed about the 2-metre distancing rule and I feel it has not been enforced. The children that have shown some bad behaviour often get away with lack of respect, towards fellow pupils and sometimes staff at times. Though yes, we have been given guidance and summaries of rules to follow, etc - we are still lacking everyone (especially management who should be setting an example) in wearing the PPE gloves (no

face masks by the way). My colleagues and I upon first arriving for our first day, were told that the school had undergone a "deep clean" yet we were shocked to see that surfaces were dusty. Overall the job being done by staff at the HUB is fine, and everyone there gets along, it's a little concerning with the above issues."

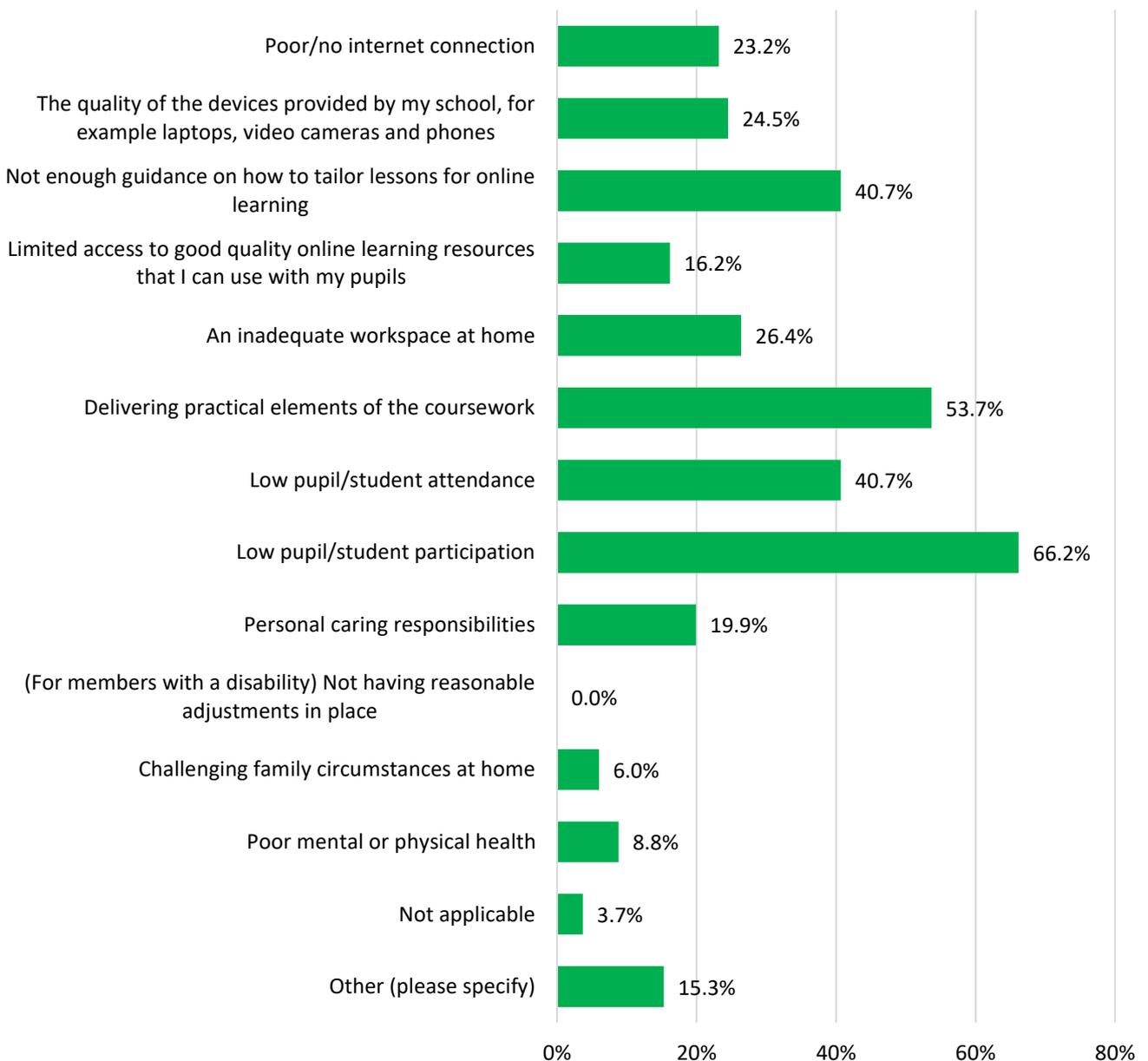
- "I only attend a maximum of once a week to provide music lessons for the classes so am not aware of everything. I am told what I need to know and can contact senior management at any time if I am unsure of anything."
- "I've been in 2 different authority hubs, very surprised in the difference as to how the pupils are managed (now limiting myself to one authority after a parent tested positive), and I've heard that also within authorities it differs. I find this quite worrying. I don't know what guidance or stipulations have been given to hubs. Toys are being shared and I feel the pupils have no idea about social distancing, it was spoken about on the first day but I don't know if it's been happening since to staff or pupils. I'm only attending one afternoon a week but speaking to other staff at least a few of us share this concern."
- "Concerns about social distancing and sharing of musical instruments."

Section 3 – Remote Learning

The next section of the survey asked respondents about their experiences of delivering remote learning. This section explores the barriers that EIS Instrumental Music Teacher members have faced, as well as their perceptions of the challenges that their pupils have experienced in continuing their learning online.

The biggest barrier Instrumental Music Teachers reported was low pupil participation, with over 65% recording this, followed by delivering practical elements of the coursework. This highlights the challenge of engagement when delivering teaching of a practical nature which requires access to the musical instrument and appropriate space in which to play. Figure 3 below shows these results in full.

Figure 3: “What have been the barriers, if any, to you delivering home learning?” responses



Total responses: 216

Only 4% of respondents said that this question wasn't applicable to them, and 15% stated "other". Of the "other" responses, Instrumental Music Teachers highlighted the limited distribution of technology, with many using their own resources. Many respondents also talked about the challenges of delivering music lessons online as pupils had out of tune instruments. Members highlighted the importance of being able to hear clearly what is being played in order to offer support for improvement.

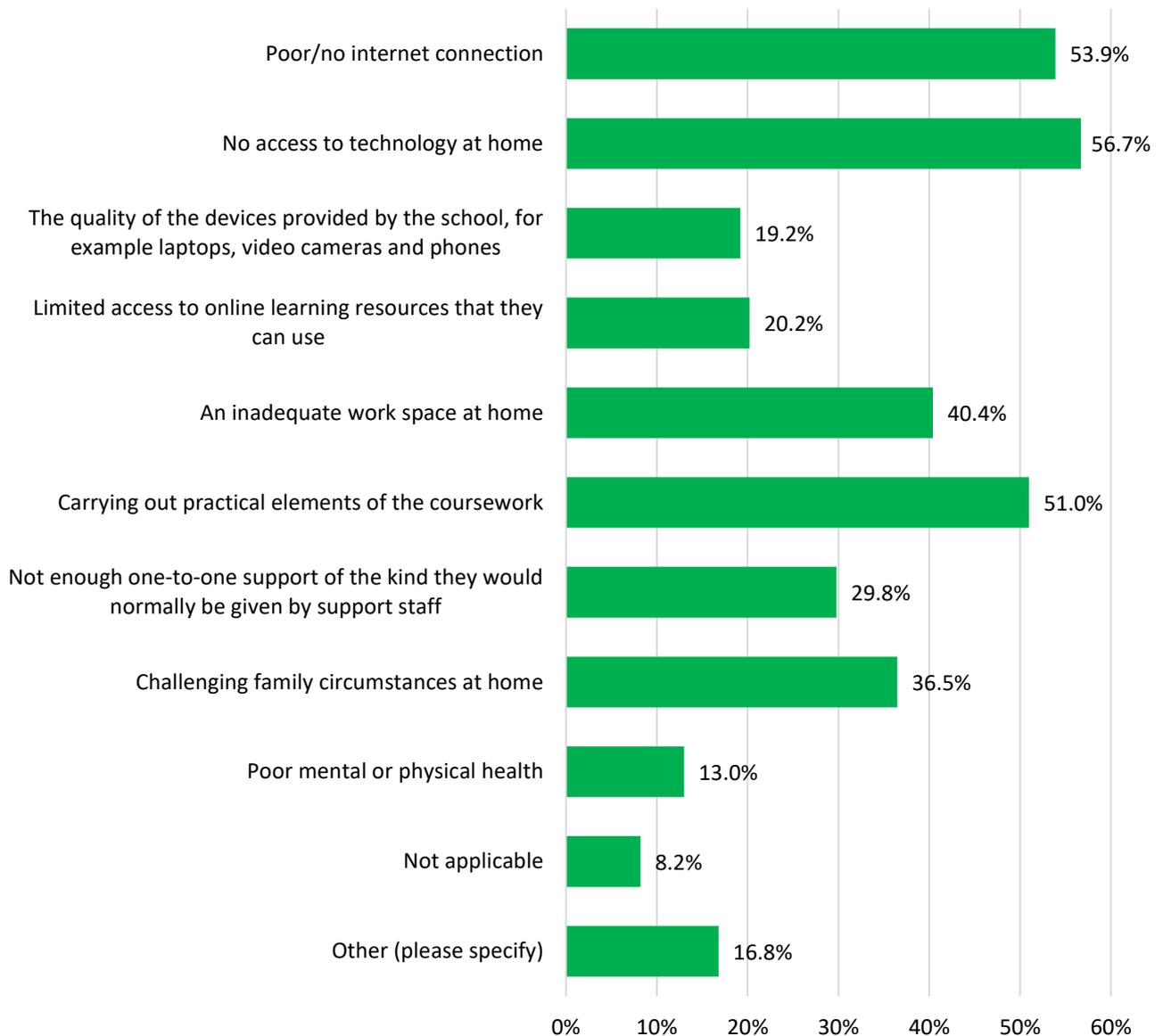
Some of these challenges were detailed in the additional comments that were left by Instrumental Music Teachers:

- "Mixed messages as to how to provide on-line support. Being asked to fit my delivery in to an approved format."
- "Many of our pupils are overwhelmed with class work and struggle to get on to instrumental lessons/ practice."
- "It's been really difficult to assess what to do with pupils because very few have communicated with me to ask for guidance with specific issues. As an instrumental music teacher most of my work is practically based so not being able to see and hear what pupils have been doing has been tricky. We have been using Teams on Glow to deliver tuition and I have been putting up a mixture of practical, listening and theory activities but only about 5% of my pupils have either shown me evidence of completing tasks or have asked questions."
- "Very little support from my line manager or council. No training on how to use online platforms, no equipment provided yet we are being expected to put on a virtual concert! Response from pupils has been poor for various reasons. All in all a very stressful and upsetting start to working from home."
- "We don't have enough devices in the house for my children's learning and work for my husband and I. The laptop from work is about 15 years old. I also have no means to do lessons via any means on glow as the council haven't approved any means to do face to face teaching via glow etc."
- "There is a high expectation from us to teach as we would under normal circumstances. We have had no training in digital learning or use of the technology required to do this. Therefore everything I do is slow and often stressful. Particularly when there is little response from students."

The next question asked members to think about the challenges facing their pupils in terms of participating in home learning. The biggest barrier that Instrumental Music Teachers noted was having no access to technology at home with over 56% reporting, and almost 54% indicating that pupils had no, or poor internet connection.

Perhaps unsurprisingly over half of all Instrumental Music Teachers also reported that carrying out practical elements of the coursework was a barrier to delivering home learning as shown in Figure 4.

Figure 4: “When thinking of your students, what barriers have you seen to their participation in home learning?” responses



Total responses: 208

Over 16% of respondents selected “other” as a response to this question. Within these responses, members highlighted that poor attendance in their music lessons was a key problem. However, it was difficult to determine exactly why this was the case. As many Instrumental Music Teachers work across different schools and local authorities, many also stated that the inconsistency of how remote teaching was to be delivered was a source of frustration.

Below is a small sample of the additional comments that were left in response to this question.

- "My subject is completely practical based so I do not feel I can deliver this in an appropriate 'E' learning manner. Many pupils are struggling to get access to any 'E' learning as they did not have an introduction to it prior to lockdown and they cannot find their way around the system I am offering for their 'E' lessons."
- "It's a very difficult situation we are working in - The pupil can hear/ speak to me and see me on camera. But with understandably child protection in place. I can only hear/ speak to child. I am second guessing any problem - breathing, mouthpiece, not sitting properly, not holding instrument properly, sticky valves or slides. As the weeks are going on this is getting even more difficult. I also have a lack of material to give to pupils too. I can't be expected to break copyright rules!"
- "Some pupils have had problems getting their tech to work or even having access to any at all. Others have instrument issues that I could usually repair quickly and easily for them that can't be done or that parents aren't able to help with. Some have constant noise in the background making it difficult for them to concentrate due to space within their homes and other siblings etc."
- "I teach Drum Kit and Percussion. Pupils do not have access to these instruments as they are very expensive and large. Most of my pupils cannot afford a pair of drum sticks."
- "There is an assumption that all students have instruments at home. In Teams the ability to create a channel for specific groups of members has been disabled which means you have to create 4 Teams for each school or all pupils get the content (1st- 3rd year, N5, Higher, Adv. Higher)."

Meeting Additional Support Needs

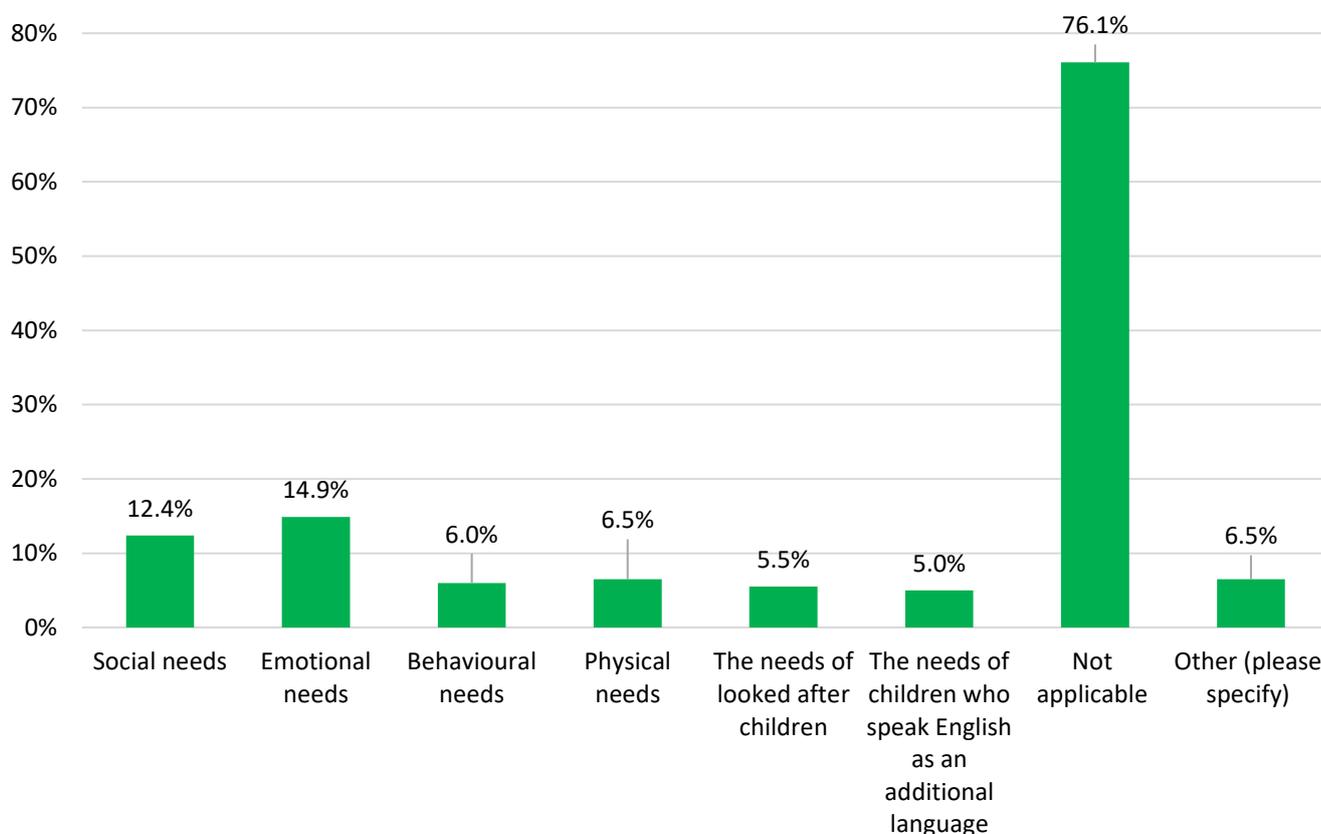
Members were asked if the children with additional support needs in their class are having their needs met since moving to online learning, the vast majority (86%) of Instrumental Music Teachers said that they didn't know, or that it wasn't applicable to them directly. Only 29 respondents, who indicated that they are Instrumental Music Teachers responded to this question. Of those 29, 4 (2%) said the additional needs of children in their class are being met, and 25 (12%) said that they aren't. Below is a sample of the comments left by Instrumental Music Teacher members under this question.

- "The students I work with who have additional support/learning needs, they struggle with general organisation in school have not responded to any email communication that has been sent to them."
- "Do they have instruments at home?"

- "I haven't received any replies to my emails from the students with the most severe ASN. I suspect they don't have the technology or support at home to engage. This is hard."
- "If they and their family struggle with technology, then they will be lost."
- "Pupils in this category haven't returned work to me, I'm assuming they are concentrating on their main subjects."
- "Practical singing lessons/ instrumental lessons suit some of the ASN students and under the current situation, they are engaging less due to the amount of written instruction being given via online learning platforms."
- "I have a child who requires physical input from me in order to properly participate."
- "Out of the pupils that I know have additional support needs (full/accurately updated lists haven't been given from all of the schools I visit), only a tiny percentage have actually been checking the teams page/assignments. There hasn't been much communication from them at all, even when reaching out via emails, etc. This may be because they can't due to hardware/internet access/home environment/health issues. Again, we don't have access to home addresses/numbers or parental email addresses to check in with these children, it has all had to go through Glow/Teams so far, so unsure how else to reach them."
- "The resources and time are just not there to adequately support these students. The biggest issue for me in helping these students is that I was so under prepared and resourced at the start of lockdown. The council server was so poor and I had no experience using Glow and Teams. This has now changed though and is better for me. However, due to the time passed pupils are no longer engaged."
- "Generally, parents have no knowledge of my subject (piano) to be able to help."
- "Many of them are not engaging."
- "Lack of pupil participation."
- "These kids need a teacher and to be supervised and supported. No electronic device or tools can replace that vital human interaction."
- "Some children have gone completely 'off grid' so I have no way of knowing how they are doing."

The next question asked members where the greatest challenges have been in meeting the needs of children with additional support needs. Again, the vast majority of Instrumental Music Teachers said that this question wasn't applicable to them, as shown in figure 5 below.

Figure 5: “Where have been the greatest challenges in meeting the needs of children with Additional Support Needs since the school shutdown? The greatest challenges have been in addressing:” responses



Total responses: 201

As the majority of respondents did not think this question was applicable to their role, it's difficult to draw out significant findings from the graph above, beyond this. Below are all of the comments that Instrumental Music Teachers left under the "other" option, which provides some further insight.

- "Not sure."
- "I would not have access to information about ASN pupils at the moment. I would imagine there are many challenges as I would be constantly on the look out for needs while teaching in person which cannot be done from home."
- "The pupils with no instrument to practise on just feel that they cannot engage properly, then don't respond"
- "You need to see them to gauge how they are- you can't get enough feedback from communicating via text when teaching a musical instrument."
- "They haven't even engaged with music instructor at all."
- "Online learning is no substitute to regular face to face contact."
- "Getting access to work with them at all!"

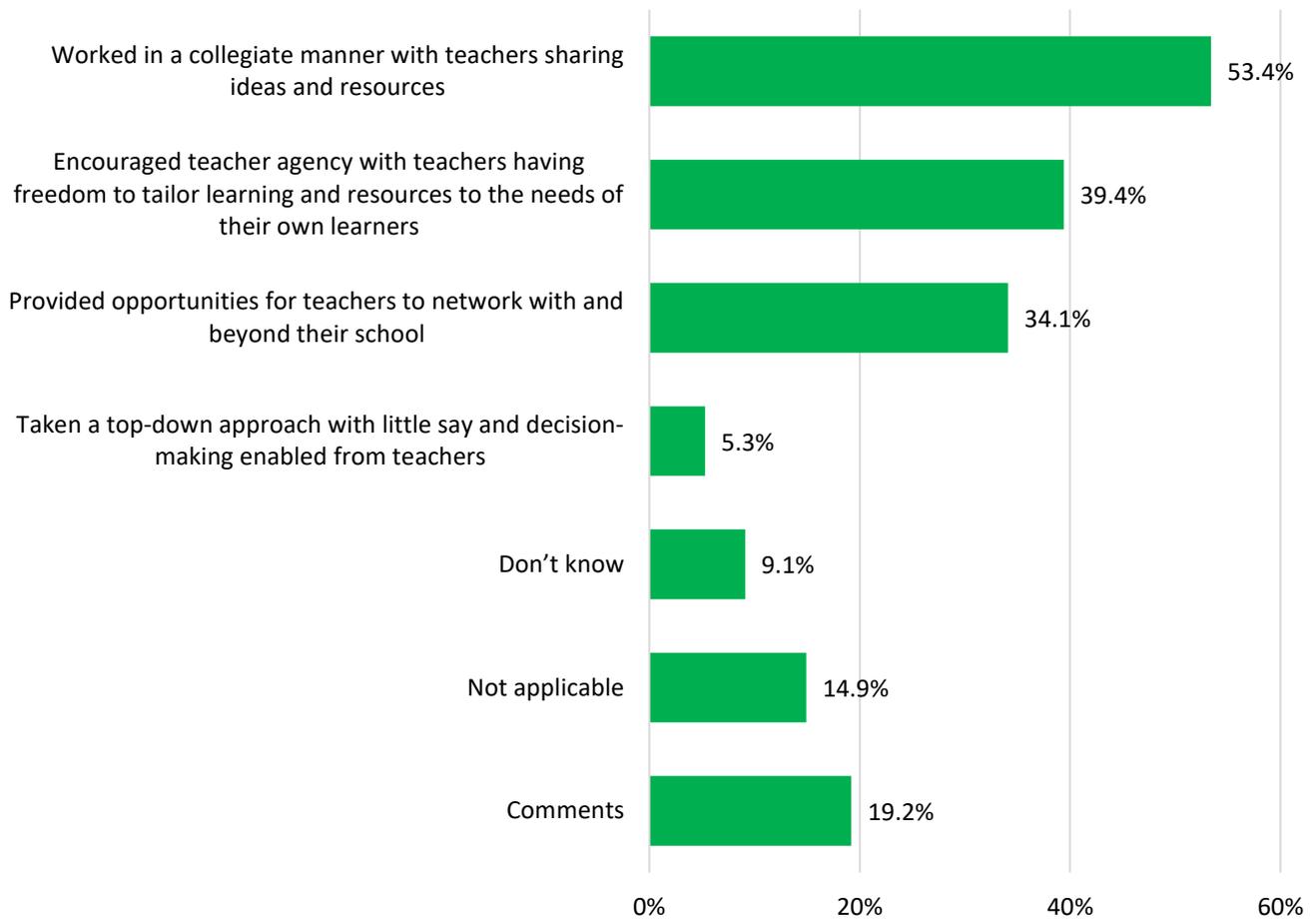
- "Trying to engage children with ASN is difficult when not face to face. Keeping in contact each week to show they are still supported and able to ask open questions about learning."
- "Not finding the team."
- "Have pupil who needs to have her music copied on yellow paper. this is not possible at home."
- "Unsure of which needs aren't being met as so many of my ASN pupils aren't getting in contact or participating in the work given, probably due to a huge variety of reasons."
- "Contacting them."

Managing Remote Learning

In order to better understand how the move to online learning had been delivered across different schools and local authorities, the survey included several questions on teacher perceptions of how remote learning had been implemented. Over half of Instrumental Music Teacher members fed back that they believed that the move towards online and remote learning had been done collegiately, with teacher agency encouraged.

Figure 6 outlines views on how teaching materials were created, designed and shared following the school closures. Instrumental Music Teachers highlighted that they often aren't provided with teaching materials centrally, and they more often than not make up and use their own teaching resources. Many also highlighted again that as they work across schools and sometimes regions, they have noticed a considerable difference in the level of collegiality that they have enjoyed.

Figure 6: “Whilst creating, designing and sharing online learning and teaching materials has your school:” responses



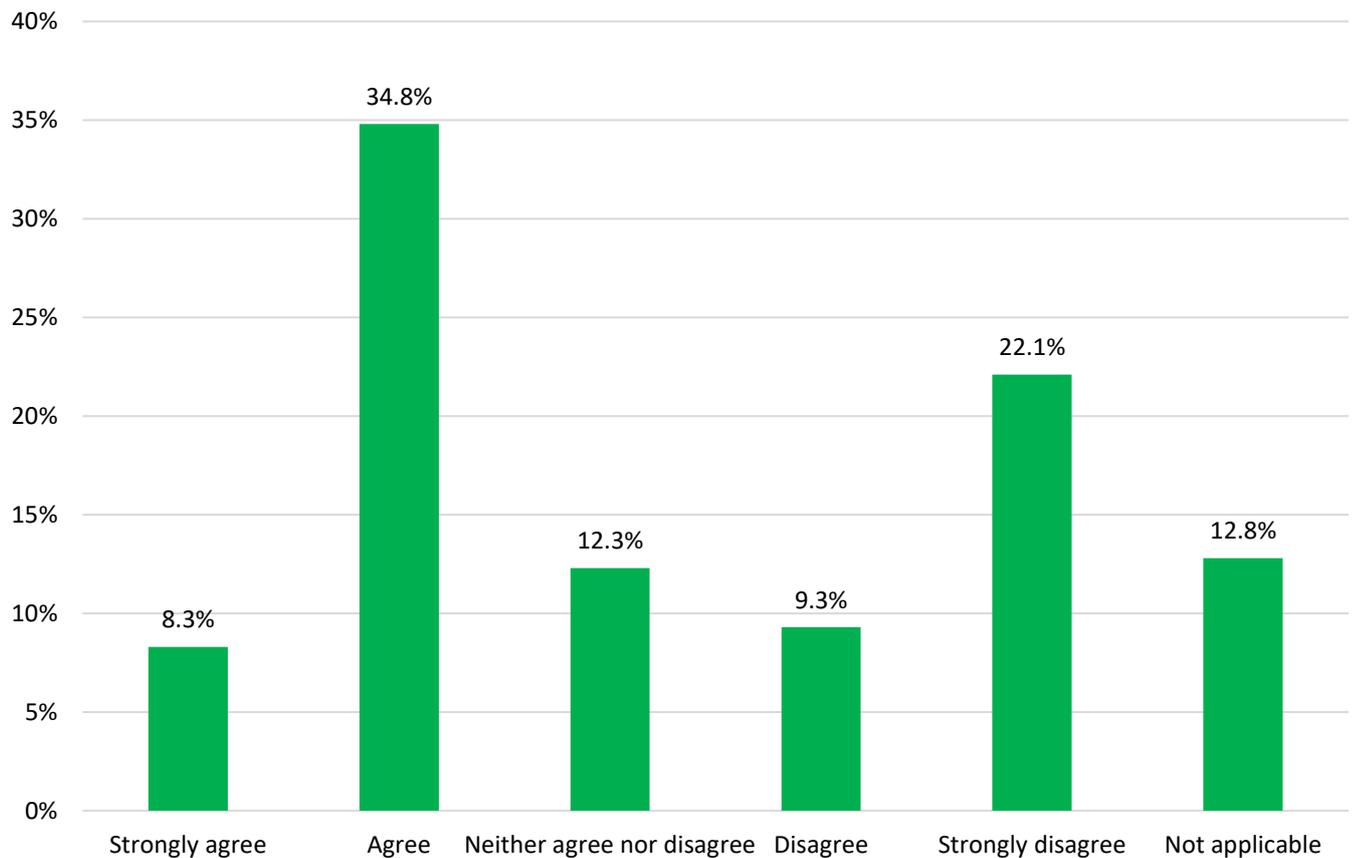
Total responses: 208

Managing Online Learning

Just over 70% of Instrumental Music Teachers said they had engaged in professional learning, for example - professional reading and courses or webinars to help them deliver online learning and home working. Of those who had completed professional learning, 46% said it was through their local authority. Many members stated that they had completed professional learning through their own personal reading and online platforms.

Members were then asked a series of questions which explored their perceptions of how successfully remote learning had been managed within their school. This included management of expectations from both parents and senior staff within their school. The following figures show Instrumental Music Teacher views on each of these areas.

Figure 7: “How far do you agree with the following statements: ‘There have been collegiate discussions concerning realistic expectations about the contingency measures to be put in place to support pupils in my school.’” responses

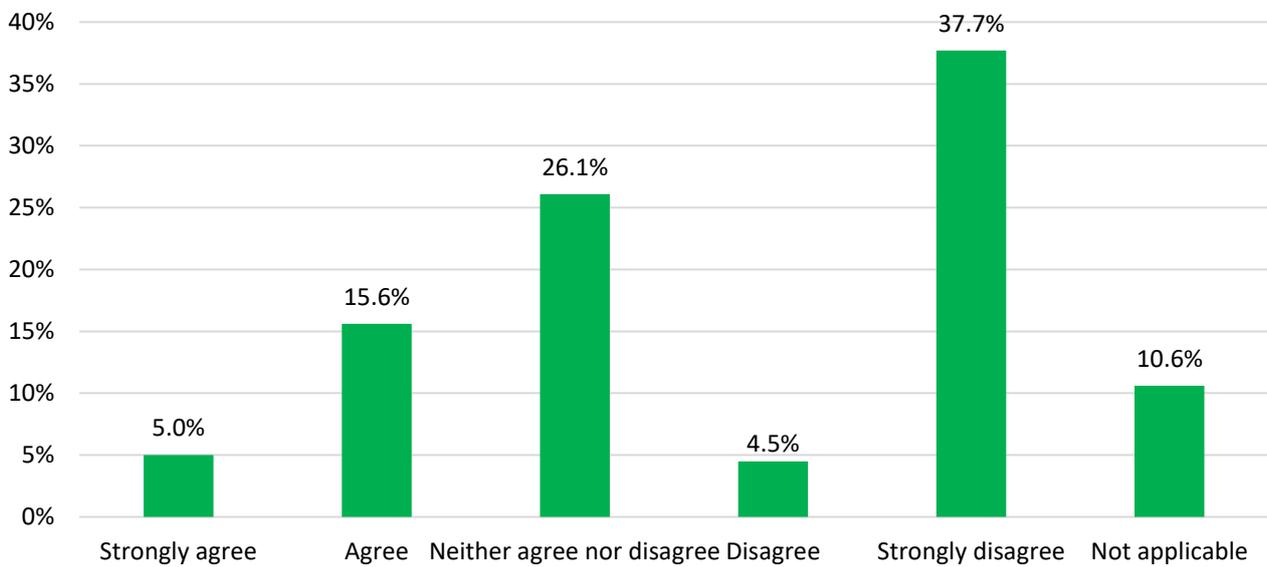


Total responses: 204

When asked if collegiate discussions concerning realistic expectations about the contingency measures, that were to be put in place to support pupils had taken place, only around a third of Instrumental Music Teachers agreed. Around a fifth of members agreed that there has been an unrealistic expectation from parents regarding the quality and quantity of home learning materials that can be developed and delivered at this time (figure 8).

The comments left under this section highlighted the childcare responsibilities that many Instrumental Music Teachers have. Many also highlighted that delivering all of their lessons online was challenging due to the number of students they had, the limited capacity with their own technology as well as that of their students.

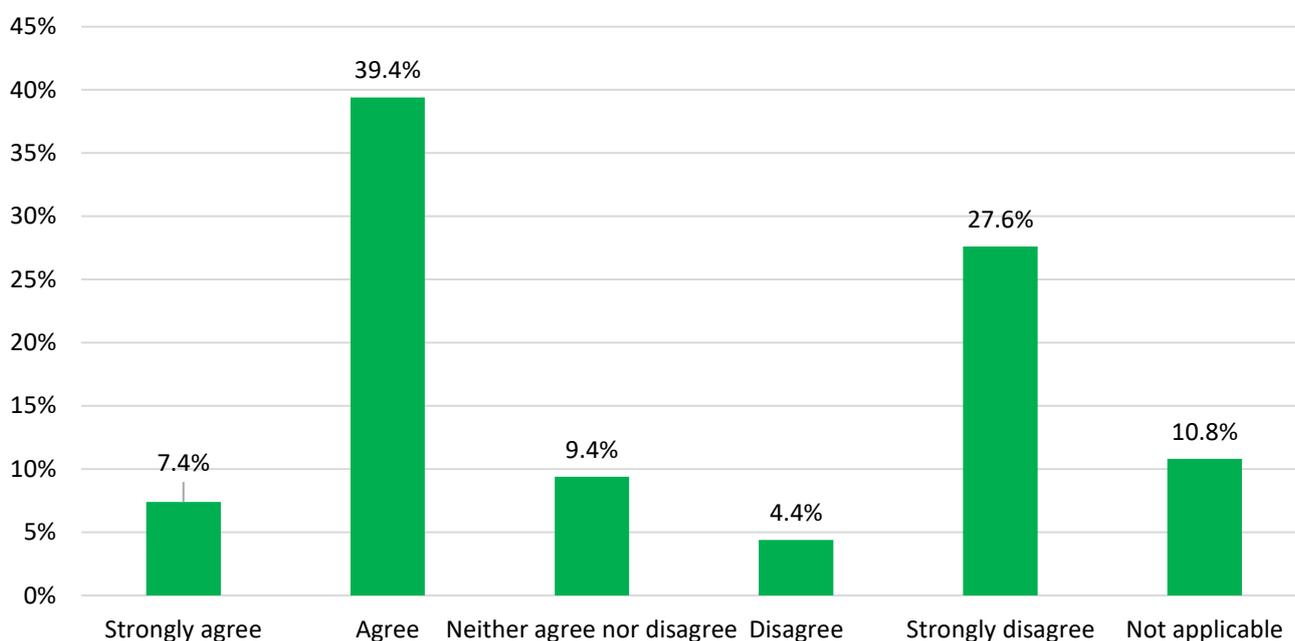
Figure 8: “There is an unrealistic expectation from parents as to the quantity and quality of home learning materials that can be developed and delivered at this time?” responses



Total responses: 199

The final question within this section of the survey asked members if they believed the expectations from their school regarding the learning that they are expected to deliver to young people is achievable. Almost half of Instrumental Music Teachers agreed, or strongly agreed that this was the case, as shown in figure 9.

Figure 9: “I feel that the expectations from my school, regarding the learning I am expected to deliver to young people are realistic and achievable.” responses



Total responses: 203

The vast majority of comments left highlighted the difficulties in delivering a practical subject remotely. Below are some of the comments left by Instrumental Music Teachers detailing their views on remote teaching.

- “I work within several schools. They haven't really felt the need to contact me. My boss also contacted them for Youth Music Initiative contribution to their schools. They did not respond to him but I have been in touch with the schools. Different schools are also working on different portals i.e. Dojo and Google classroom, so we are separated in that way.”
- “The difficulty to me seems to be that no one knows what the expectations are.”
- “To deliver what is expected takes much more time than the teaching hours I have and I often work late into the evening.”
- “Sometimes feel that lack of training in technology makes some delivery expectations difficult.”
- “There was no help or guidance of any kind in the beginning and at the very start some members of staff with underlying health problems were told that they would be expected to attend a Hub as they did not fulfil the LA's own criteria for staying at home. Other staff felt that they had pressure put upon them to volunteer to work in the hubs. We had to -and still have to seek advice and help from the EIS to challenge some of the directions from our LA.”
- “Our office were excellent in communicating with families, but it has not been clear what or how we are expected to provide learning.”

- “Our Music Service has been pro-active with ideas and material. However, the authority has been slow to offer any help with technology, so we are all using our own equipment at home in order to deliver our teaching.”
- “Mostly satisfied now but it felt very tumultuous at the beginning, which produced a lot of anxiety and stress (personally). It is still not ideal that we are having to use our own equipment that may not be perfect for what we require, but we are doing the best with what we have available.”

The findings within this section highlight the huge amount of work that has taken place to move music tuition out of the classroom and into the home.

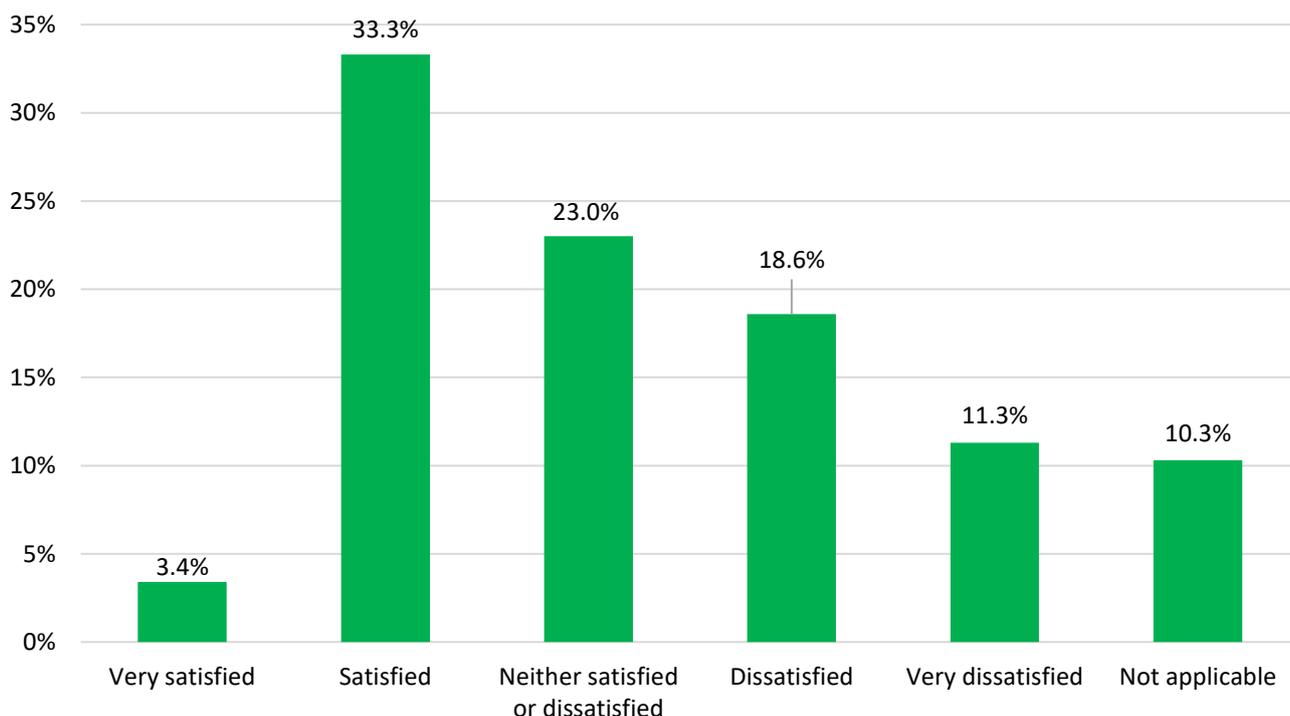
As we prepare for the potential of a blended learning approach moving forward, the need for clear guidance around the delivery of online learning for practical subjects, such as instrumental music tuition, is as urgent as ever.

Section 4 – Health and Wellbeing

The lockdown measures that have been put in place to tackle the Covid-19 virus have restricted the activities that many of us would undertake in our leisure time, to relax and have fun. The inability to meet face to face with loved ones has also been difficult, as these support networks often help us to cope with challenging circumstances and times of high anxiety. Whilst it is perhaps expected that many of us living during lockdown will experience some reduction in our overall wellbeing, the EIS was keen to better understand if there have been additional factors which can be addressed to support the mental health of those working in schools.

The first question asked within this section looked at member perceptions of how the school shutdowns had been managed. Figure 10 below shows the responses of Instrumental Music Teacher members.

Figure 10: “How satisfied are you with how the move to remote teaching and learning was managed within your school?”



Total responses: 204

Figure 10 shows that amongst Instrumental Music Teacher members there were mixed levels of satisfaction with how teaching was managed within their school. Many of the comments that were left underneath this question indicated that Instrumental Music Teachers would like greater support to deliver lessons remotely.

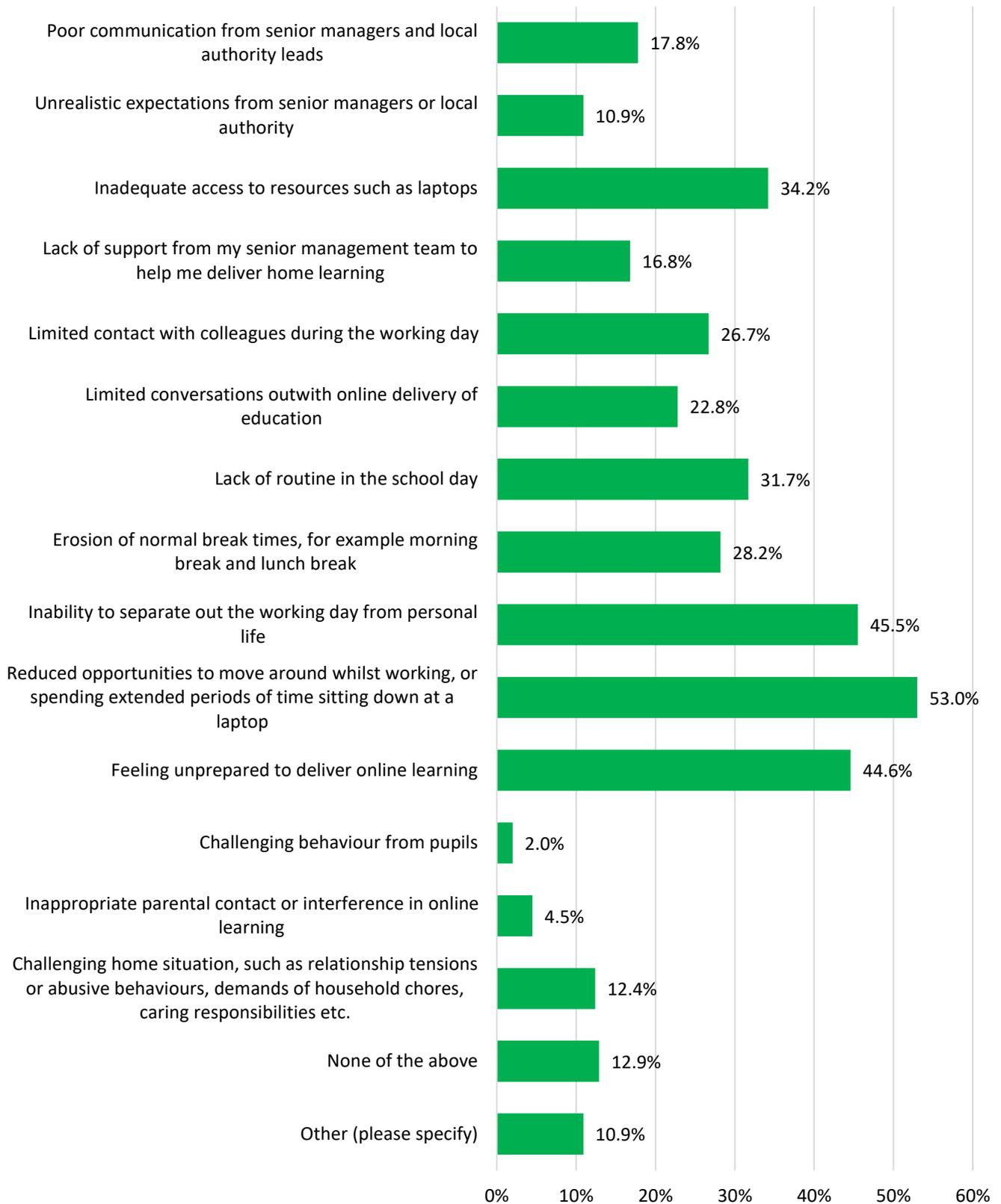
- “Most IMS staff were just abandoned and there was little notification to us of how we were to teach remotely etc.”
- “There was no help or guidance of any kind in the beginning and at the very start some members of staff with underlying health problems were told that they would be expected to attend a Hub as they did not fulfil the LA's own criteria for staying at home. Other staff felt that they had pressure put upon them to volunteer to work in the hubs. We had to -and still have to seek advice and help from the EIS to challenge some of the directions from our LA.”
- “Didn't really have time to get training/establish which platform was going to be used by instructors for each school, or what the expectation would be for pupil engagement.”
- “Our Music Service has been pro-active with ideas and material. However, the authority has been slow to offer any help with technology, so we are all using our own equipment at home in order to deliver our teaching.”
- “No guidance, we had to choose our platform to deliver lessons, no training given, each one of us had to learn from scratch within few days moving to online teaching.”
- “As previously stated. Unrealistic workload. Impossible to do at home what I do in school every day. Technical issues, Screeds of writing. No proper desk or chair. daylight or fresh air or break from looking at a screen for hours and hours every day just to get through my work.”

Members were then also asked specifically on what elements of their home working had negatively impacted on their wellbeing. The survey allowed members to tick as many options as they thought were applicable, and they were given the opportunity to record any other factors that were not provided in the drop-down list. Figure 11 shows how Instrumental Music Teacher members responded to this question.

The biggest cause for concern was members’ inability to move around whilst working, or spending extended periods sitting down. This was closely followed by the inability to separate out the working day from their personal life and feeling unprepared to deliver online learning. These are factors which must be considered when members may be expected to work from home for much longer periods of time.

Under the “other” option, Instrumental Music Teachers stated that a lack of guidance around how they are to deliver lessons during the lockdown, as well as poor communication from decision makers also contributed to a poor sense of wellbeing.

Figure 11: “What are the critical elements that negatively impact on your wellbeing whilst working from home?”



Total responses: 202

There were two separate boxes which allowed members to expand on how they were feeling, and what were the key elements that were contributing to any sense of poor wellbeing. Below are some comments from Instrumental Music Teachers that reflect the additional feedback that members gave:

- "Our manager often emails late at night and asks staff to participate on calls out of working pattern. If this was leading to us actually being able to teach I wouldn't mind, but we aren't allowed to provide instrumental lessons via video call in our authority"
- "Being unfamiliar with technology is having a huge impact on my mental health. I have gone from being on top of my game, to feeling like a blithering idiot. My team have been very supportive, but because I am also having to learn "computers" remotely I am all at sea. I am even having dreams that I am drowning, that I am out of my depth. Not being able to ask a colleague for random help with computer usage."
- "Suffering from eye strain and poor sleep due to continuous screen use."
- "I am very tired and never feel like I can leave my work behind and relax. Have had a bereavement in my family but no time off work to grieve (my choice - felt better to keep going)."
- "Now that we've been working this way for so long, I think I have become rather institutionalised and will be anxious about returning to work in schools."
- "I feel very stressed and unsupported by my line manager. Lack of training and equipment for my colleagues and I have made this a stressful time. Yet we have been told we need to be "seen to be doing something" and comments regarding our job security have been made by our line manager. Very worrying and stressful."

When asked, 41% of respondents³ said that they had a caring responsibility for their children, another family member or someone else. Of these 41%, 62% said that they felt they had been adequately supported by their employer to help them deliver these personal responsibilities.⁴

Supporting teachers to achieve greater teacher agency, and a better work-life balance has long been a priority for the EIS. To support teachers as they move towards a blended teaching model, support and clear guidance must be issued to schools, parents and pupils to alleviate some of the additional pressures that EIS members have reported.

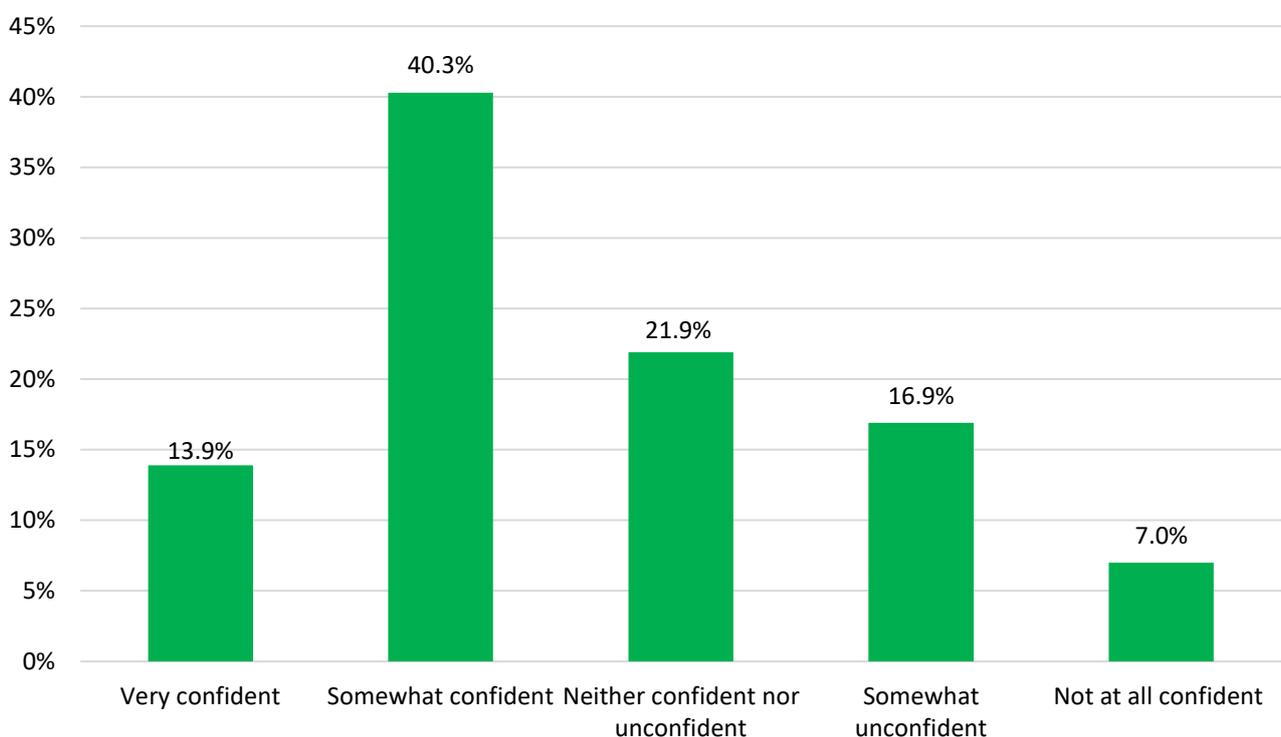
³ 199 Instrumental Music Teacher members answered the question: "Do you have caring responsibilities for children or another family member, or someone else?" 40.7% said yes, 55.8% said no and 3.5% indicated that they would prefer not to say.

⁴ 98 Instrumental Music Teacher members answered the follow-up question "If yes, do you think you have been given adequate support from your employer to help you?" 62.2% said yes, 27.6% said no. This total does not equal 100% suggesting that some respondents skipped this question.

Section 5 – Next Academic Session

The final section of the survey asked members directly about how they are feeling about moving towards the next session of teaching with social distancing measures still in place. The first question posed to members asked what level of confidence they have in their ability to cope with an increased use of online learning in the next academic year? Figure 12 below shows Instrumental Music Teacher member views.

Figure 12: “What level of confidence do you have in your ability to cope with an increased use of online learning in the next academic year?”



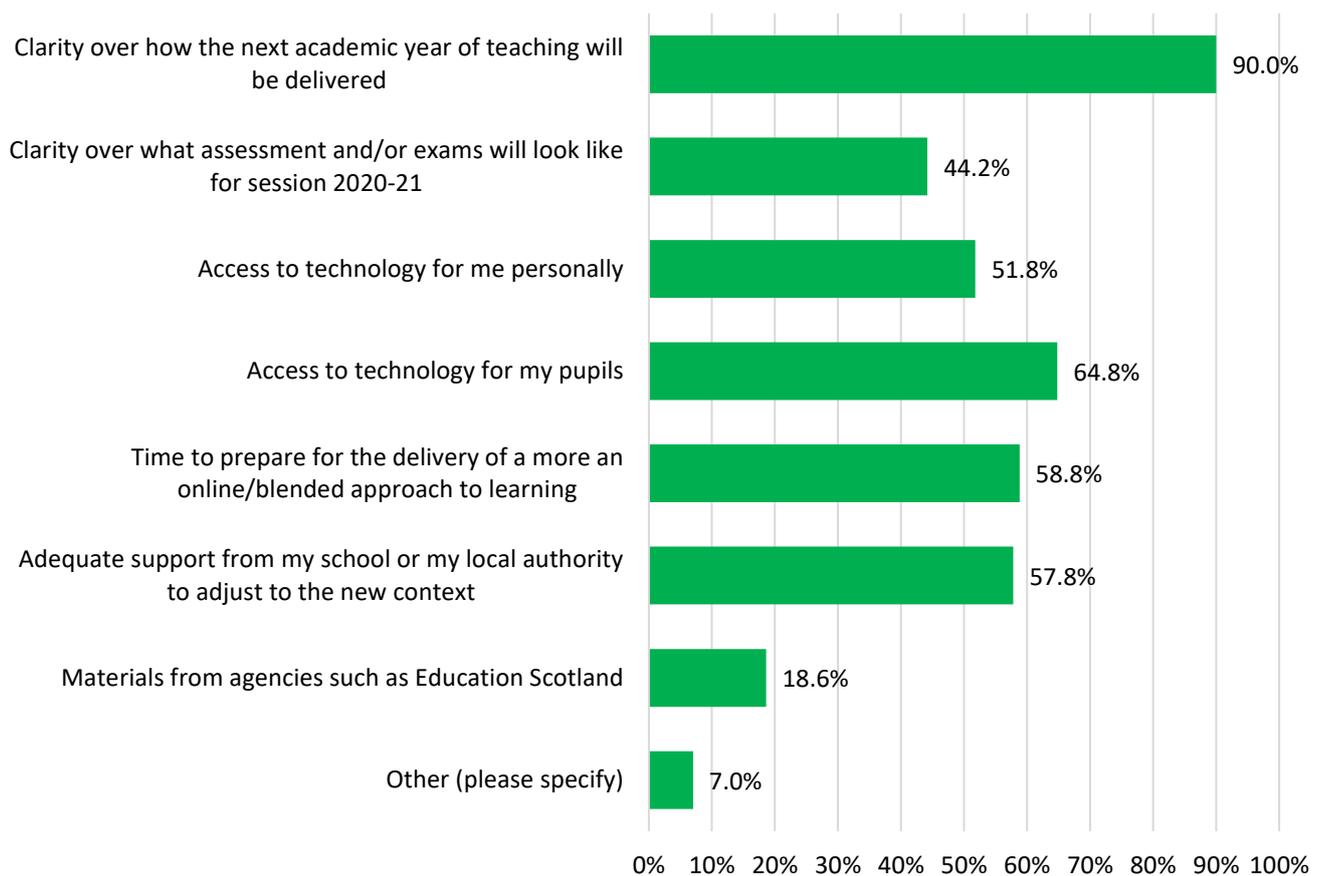
Total responses: 201

Figure 12 suggest that around half of Instrumental Music Teachers feel reasonably confident that they can cope with an increased use of online learning in the next academic year. However, members highlighted the concerns that they had going forward, for example in meeting their personal caring responsibilities as well as the limitations with their current Information Communications Technology (ICT) provisions.

- “It depends what we are expected to do. Currently email correspondence with students is fine when caring for a 15month old at home. If we have to deliver video lessons etc I will begin to struggle to balance childcare and work.”

- "My personal ability is fine. However, we need laptops and more equipment to work from home."
- "My confidence will grow the more I use Glow. I aim to keep it as a fundamental part of teaching, even if we returned to school."
- "Teaching instrumental and vocal music relies on face to face communication. Without this, there will be a huge number of students falling off the radar. This will be really damaging for the IMS service and wellbeing of the IMS staff."
- "I am worrying about my health and wellbeing. When I have mentioned this - the response was we need to be seen as at least one of top 2 or 3 authorities after all we charge students £354 a year for lessons."
- "I will be confident if it coincides with face to face lessons where possible, as with a practical subject like instrumental music, there are a lot of technique things that are let go at the moment."

Figure 13: Which of the following are most critical to be building confidence around next session?



Total responses: 199

The next question asked members what they thought was needed to build their confidence around the next session of teaching. 90% of Instrumental Music Teacher members said that greater clarity over how the next academic year of teaching will be delivered would be the most critical to building confidence around the next session. The next most critical element, was access to technology for their pupils and having time to prepare for the delivery of a more online/blended learning approach. Each of these elements must be incorporated into the planning for the 2020/2021 session to ensure Instrumental Music Teachers and other relevant education staff can deliver teaching and learning, whatever the context in which it will take place, with confidence.

Of those who indicated "other" as an option to this question there were many other concerns listed. Many highlighted the importance of having face to face lessons when teaching a practical skill, which may be more challenging with social distancing measures in place.

Comments from members who indicated "other":

- "Having an appropriate place to teach. As instructors the rooms we are often in can't implement the 2m rule."
- "We need to be able to see the pupils we teach - it's a practical subject. We can listen and guess what's happening- the pupils need to be shown what to do, postures/ tongue/ etc corrected so they can continue. They need the reassurance that I give them in person. But we also need MORE space in a school to deliver these lessons. No more shut in a tiny cupboard with 3 or 4 pupils. Especially wind players who 'spit' into their instruments to produce a sound. We need a room with a window that opens."
- "Reassurance that if we can't work during normal hours that we don't need to work all night and early morning to make up for lost productivity."
- "I'd like to use a more technology-based approach to learning music, but that requires equipment and funding."
- "Ability to video conference with pupil to deliver the lesson, the ability to ensure each of my pupils can access an instrument."

Following this question, there was an opportunity for members to highlight any further comments they had on how to build confidence in the next session. Instrumental Music Teacher members highlighted that they often work in cramped and unsuitable spaces which often have no windows. It was also suggested that protocols need to be adjusted, though still with appropriate safeguards, in order to deliver lessons online to their pupils. Below are some of the comments left by Instrumental Music Teachers.

- "As a member of the IMS staff I would hope not to be forgotten about. Exams in our subject can add equivalent Higher points to UCAS entries etc Music making is important for a wide academic range of pupils and can be a focus of relieving stress etc. I would also hope that we would not be expected to continue teaching in rooms with no outside windows, are part of the school cleaning schedule (book cupboards are not at the moment!!) and that we can deliver safely within Government guidelines."
- "Permission and ability to deliver live video lessons would make online teaching more valuable. We need clear guidelines and permission to do this."

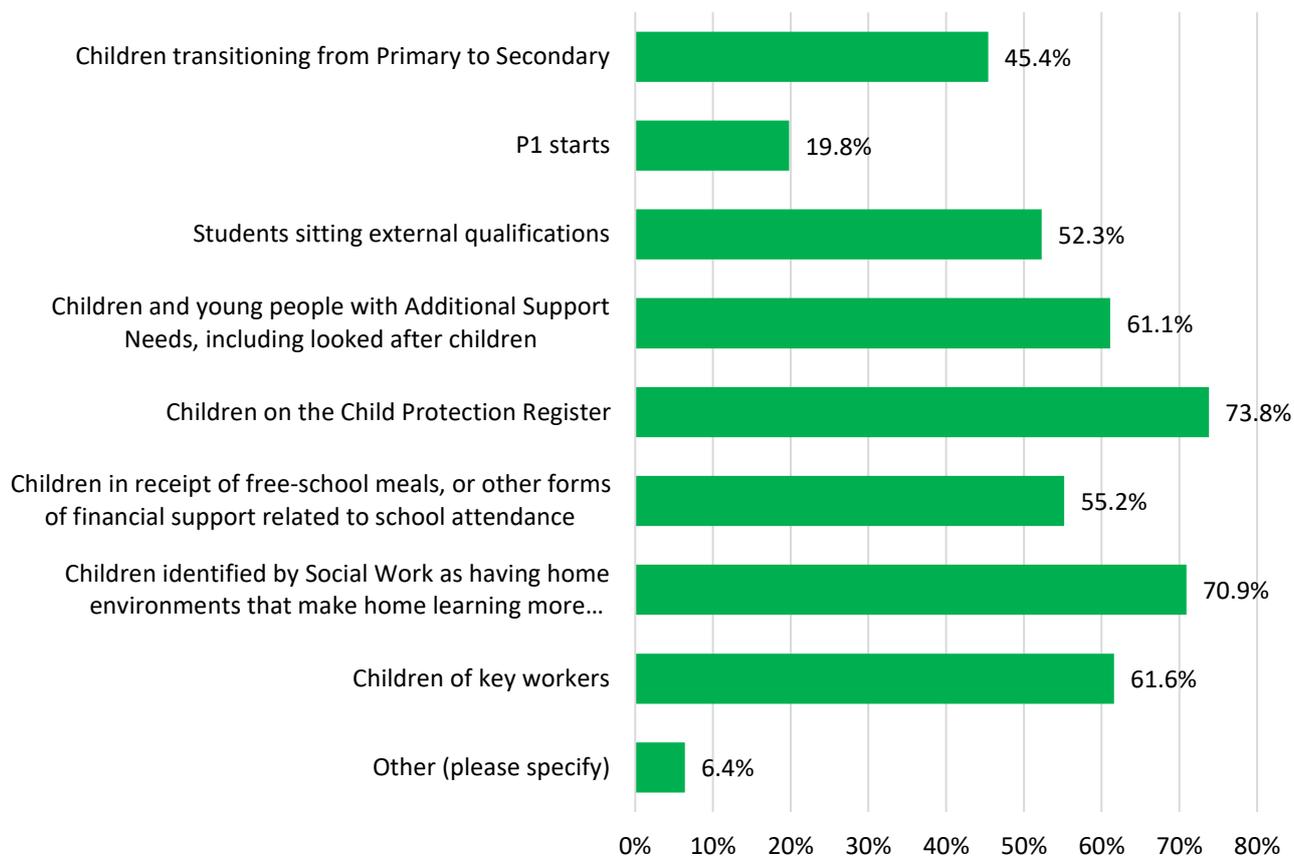
- “Development time would be really helpful and an agreement to work within the same platforms in terms of communication and issuing work to pupils. Support too in terms of pupils who are not engaging online for whatever reason.”
- “Because our job is practical based, we need our Authority to organise and sanction online lessons so that we can have some kind of face-to-face teaching.”
- “As a music instructor, i am not really sure how I can do my job safely. I am a brass instructor and some of the small rooms we teach in with no windows or ventilation and having pupils blow air at you through trumpets and trombones does not fit in with the current safety guidelines.”

Prioritisation of face-to-face learning

At the time of the survey being live, discussions were ongoing about how, when, and who will be prioritised when school buildings reopen. Members were reminded that the Scottish Government was considering that certain groups be prioritised as part of a phased approach to reopening schools, and asked if provision be prioritised or be universal, even at a reduced level? In response to this 49% of Instrumental Music Teacher members said they agreed that provision should be prioritised, 18% that provision should be universal (even at a reduced level) and 33% indicated that they didn't know.

When prompted further about which groups should be prioritised (were that to be the model used) Instrumental Music Teachers indicated that children on the child protection register, children identified by social work as having challenging home environments and children of key workers should be considered first. Figure 14 details the full responses given by Instrumental Music Teacher members.

Figure 14: “If prioritised, which groups do you think should be prioritised when schools begin to reopen?”



Total responses: 172

The next question was an open ended question which asked members: “What additional measures do you think need to be taken to support children with Additional Support Needs, or younger children to socially distance or maintain high levels of personal hygiene?” Below is a representative sample of the comments left by Instrumental Music Teachers.

- “I would say that in order to achieve the necessary support for and communication with pupils, parents and carers, that many more ASN staff will be needed as will a much lower ratio of pupils to staff in class.”
- “Smaller class sizes and potentially class partitions. Access to hand sanitizer and soap/water.”
- “Extra Buildings may be needed as many school pupils are packed in like sardines. It will be very difficult to make young children keep a distance from each other.”
- “Pupils with ASN need learning opportunities that can be achieved without technology. For example, paper copies of music activities/ hard copies of progress diaries/ a work pack for instrumental lessons would help so many students who struggle to access online learning. Having hard copies of work would give a sense of achievement as they work through items and see them complete. This would mean that on the return to school, instead of falling behind and losing confidence

the ASN students will be motivated and feel confident to be amongst other students.”

- “Staffing levels must be adequate, PPE must be provided, pupil numbers would need to be greatly reduced and rotated.”

Another open ended question asked members: “What additional measures do you think need to be taken to support the delivery of practical subjects such as P.E. and Home Economics whilst socially distancing and maintaining high levels of personal hygiene?” Key comments from Instrumental Music Teachers are highlighted below.

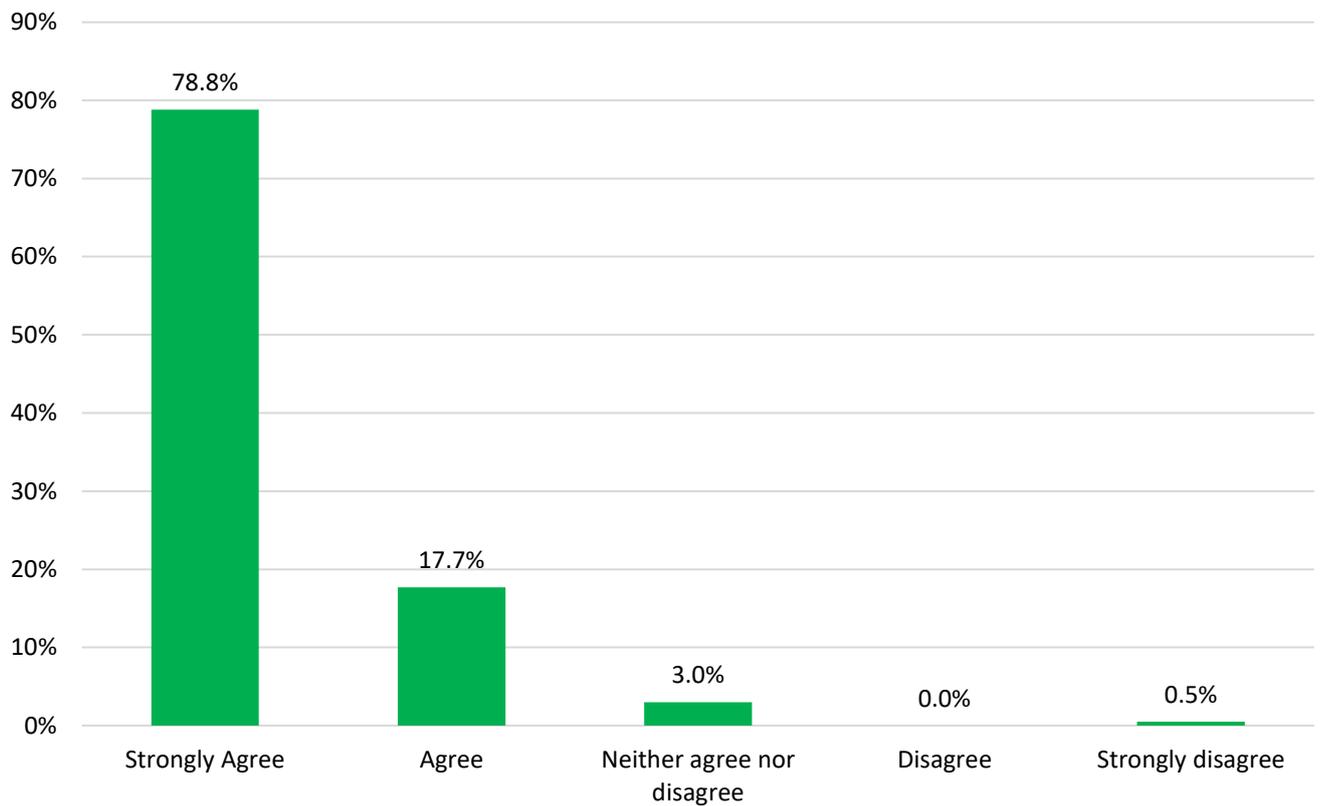
- “Music is also a practical subject. As mentioned previously, a ventilated and daily cleaned room would be required. Also singing and wood wind/brass instruments would require a lot of area. Hand sanitisers would also help as IMS staff are constantly touching pupils musical instruments and frequently we move 2 schools in a day.”
- “More space required, Instrumental Instructors cannot be expected to teach in small practice rooms, often without windows or ventilation.”
- “Many music instructors cannot teach in the same rooms and maintain social distancing. I believe it will need to come down to prioritising pupils who need tuition to complete qualifications.”
- “Activities will need to be modified to maintain social distancing and in PE certain sports which involve contact will need to be stopped. Additional resources will need to be made available so that children don't have to share equipment. Provide hand sanitiser at the door of every classroom in the school and make sure children use it before entering.”
- “I need to be able to teach my instrument in a room big enough for me to teach while socially distance from my pupils. I often teach in group and in small room and I am concerned about this as I am at an increased risk of catching a virus.”

The EIS has articulated a strong set of conditions to be met before schools can reopen. Within the survey these 3 conditions were also presented to members for their views. These 3 conditions are:

1. Established capacity to “test trace and isolate”;
2. Significant operational changes in place to ensure implementation of all health guidelines (for example effective social distancing, enhanced hygiene routines, and ongoing risk assessments in place); and
3. Transparent and shared evidence that the spread of infection is under control and that schools and educational establishments are safe places to work.

When asked, 96% of respondents agreed or strongly agreed with these 3 conditions. 3% neither agreed nor disagreed and only 1% disagreed or strongly disagreed. This is a clear call to decision makers to ensure that these conditions are met before staff and pupils return as shown in figure 15.

Figure 15: “The EIS has articulated a strong set of conditions to be met before schools can reopen: 1. Established capacity to “test trace and isolate” 2. Significant operational changes in place to ensure implementation of all health guidelines e.g. effective social distancing, enhanced hygiene routines, and ongoing risk assessments in place 3. Transparent and shared evidence that the spread of infection is under control and that schools and educational establishments are safe places to work in terms of this statement, do you?” responses



Total responses: 198

Shielding, caring responsibilities and underlying health conditions

When prompted, 26% of Instrumental Music Teacher respondents said they have underlying physical or mental health conditions that would put them more at risk of Covid-19 impacts and would prevent them returning to classroom teaching. A further 22% said that they had childcare responsibilities, and 15% said they had shielding responsibilities which would make it difficult for them to return to classroom teaching.⁵ Many members highlighted their concerns around returning too soon or returning without

⁵ Full data outlined in Appendix A

further professional or personal support. Below are some of the other concerns Instrumental Music Teacher members raised.

- "Instrumental Teachers routinely teach in rooms much smaller than classrooms and very often groups of 4-5, sometimes blowing instruments. The health implications are starkly obvious."
- "I really miss seeing my pupils and have been encouraged by the feedback. During this time I have learnt so many new skills from newspaper articles, home videos, teams, virtual coffee mornings, group instrumental sessions etc ! It is amazing what can be done but I would like to learn more! We all must adapt but nothing beats working with your pupils in person."
- "As part of the instrumental team we often have to teach in very small rooms with no ventilation (glorified cupboards). There is a need for allocating us suitable rooms, deep cleaning equipment and instruments and spreading timetables so we don't teach in groups. Until this can be achieved we need to have access to video teaching."
- "If family aren't allowed to look after my infant then I would be unable to be in work on days when my wife is working (she is a nurse and so logically her work would take priority)."
- "I am anxious about how I would balance my working week if some children were back in school and I'd to teach them in school and continue to deliver online teaching for those not back at school. How would I balance that workload?"
- "I appreciate this is a difficult and unprecedented time for us all and I am very grateful the EIS are taking a proactive stance in protecting teaching staff and their pupils. Thank you for all your hard work and support."

All of the comments above highlight the concerns that members have about returning to work, not only for themselves and their pupils, but also for their families and wider networks. These concerns must be taken seriously when planning for the return to face-to-face schooling.

Finally, members were asked what internet they had at home, with 95%⁶ saying that they had broadband, and 5% saying they only had access on their phone or that they did not have access to the internet.

When asked if they had a workspace that was separated from other areas of the home, only 44% said yes, with the remaining 56% saying no.

⁶ Of 195 respondents

Final Comments and Conclusions

The findings and comments within each of these sections highlight that schools have worked hard to ensure that their pupils and staff are not disadvantaged during these challenging times. The experiences of Instrumental Music Teachers show the difficulties in delivering practical subjects online. Members have also been clear that this challenging time, has pushed them to work long hours, adapt their skills quickly and left them in need of clearer guidance. It is also clear that this has taken an emotional and sometimes physical toll on members who are trying to work during a global pandemic and national emergency.

The responses within this report get to the heart of concerns and anxieties faced by Instrumental Music Teacher members and set out the clear next steps for decision makers. For many the lack of clarity about what is to happen over the coming year is itself a source of stress, alongside childcare and shielding responsibilities. For lots of members their workspace is not separate from the rest of the home, and therefore accounts of working well beyond the working day, and finding it difficult to switch off, are common. This highlights the ever present need to support teacher health and wellbeing, as well as managing expectations from all parties about what is to be expected from their Instrumental Music Teachers. These expectations must also reflect the wider personal commitments and capabilities of our school members.

The responses also highlight the potential hazards and risks which should be considered as part of a bespoke risk assessment process for this group of staff prior to the return to school. The practical nature of teaching voice and instrumental music, together with the increased potential of droplet or air-borne transmission of Covid-19, means that consideration should be given to the implementation of an additional risk mitigation strategy for Instrumental Music Teachers.

When prompted, Instrumental Music Teacher members left concluding comments to their survey responses. Below are a very small sample.

- "I would like to thank the EIS for the continued level-headed support and also the regular updates. Much appreciated!!"
- "I have particular concerns around my ability to carry out my duties as a music instructor safely. Very often we teach in small, poorly ventilated rooms, often without access to fresh, circulating air. Social distancing would be impossible in most situations. I need reassurance and more importantly evidence that I and my pupils would be safe. As a brass instructor I have concerns around air particles being emitted with some force during lessons increasing possible spread of the virus. Extensive PPE would be required as well as much larger teaching classrooms. The unlikely possibility of this being available is causing major anxiety for the future of the instrumental music service."
- "I don't see the rush in returning. Vulnerable and children of key workers should be prioritised. More effort into contact with parents who are not engaging as there could be neglect issues there.""
- "Concerns regarding Instrumental Teachers working in small spaces, often with no windows or natural ventilation. Additional concerns regarding woodwind, brass

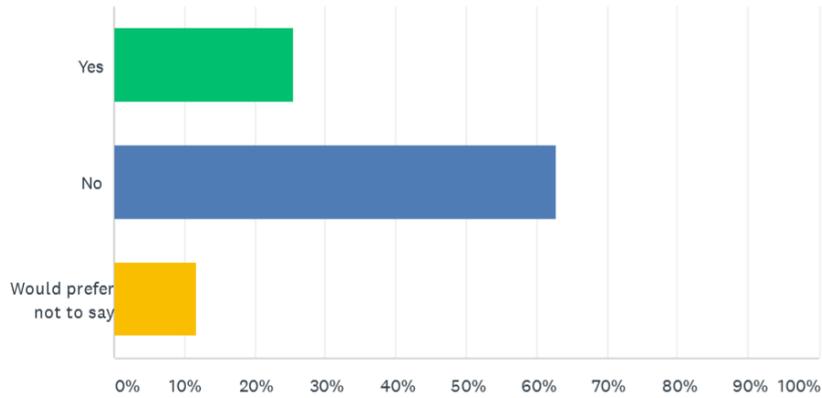
and singing teachers-a lot of extra breathing in small spaces. Social distancing an issue.”

- “I would like the EIS to ask local authorities how instrumental instruction will be delivered in Scotland in the next Academic year.”
- “As these are unprecedented times, I think it is important for schools and the Government to engage with all teachers to establish a way forward. We all have the education and wellbeing of our young people at heart.”
- “I’m concerned that my authority has no plan for delivering the instrumental music service under ‘Covid conditions’ it’s imperative that one to one remote lessons are permitted and infrastructure to deliver these lessons is put in place.”

Appendix A – Questions 36, 37 and 38

Q36 Do you have underlying physical or mental health conditions that put you more at risk of Covid-19 impacts and would prevent you returning to classroom teaching?

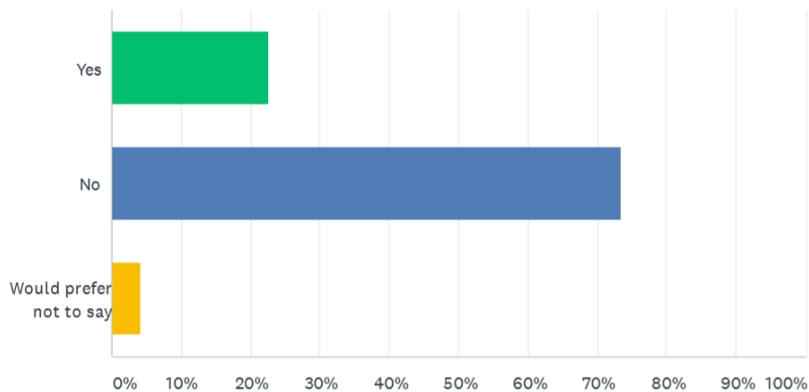
Answered: 196 Skipped: 36



ANSWER CHOICES	RESPONSES	
Yes	25.51%	50
No	62.76%	123
Would prefer not to say	11.73%	23
TOTAL		196

Q37 Do you have childcare responsibilities which would make it difficult for you to return to classroom teaching?

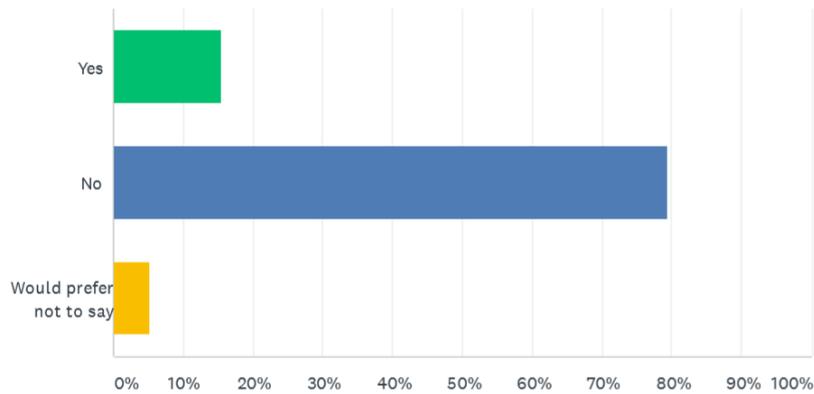
Answered: 195 Skipped: 37



ANSWER CHOICES	RESPONSES	
Yes	22.56%	44
No	73.33%	143
Would prefer not to say	4.10%	8
TOTAL		195

Q38 Do you have shielding responsibilities which would make it difficult for you to return to classroom teaching?

Answered: 195 Skipped: 37



ANSWER CHOICES	RESPONSES	
Yes	15.38%	30
No	79.49%	155
Would prefer not to say	5.13%	10
TOTAL		195

Further Information

For more information on any of the themes within this report please contact:

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