

SNCT Report

The SNCT met on 18 December 2017, the meeting began with the SNCT AGM and each side confirmed Joint Chairs and Joint Secretaries for 2017/18.

All sides agreed the proposed pay agreement for 1 April 2017 to 31 March 2018. A 1% uplift in pay from 1 April 2017 to 31 December 2017 that applied to all teachers and associated professionals who are governed by the SNCT bargaining arrangements. A further uplift of 1% was to be added from 1 January 2018. The rate of pay for short-term supply teachers was restored to the individual's appropriate point on the main grade scale, with effect from 1 January 2018, from that point all supply teachers will be paid the appropriate point on the main grade scale, regardless of the duration of the cover. Short-term supply teachers will be paid for actual class contact time plus 10% for duties carried out in the school such as correcting work as part of ongoing classwork, maintaining a record of work, and contributing towards good order in the school, as agreed with the Headteacher. All parties of the SNCT agreed to commit to undertaking a strategic review of pay and reward which recognises the vital role teachers play in the education of our children and young people.

At the meeting held on the 8th of February 2018 the Committee noted Circulars that were to be homologated into the SNCT Handbook, a Joint Secretaries letter regarding the revision of the Pay and Leave Specification was also considered. The Teachers Side submitted a narrative to accompany the 10% Pay Claim for consideration by the Employers and Government sides. The current Pay and Conditions of Service negotiations are now live and on- going.

The next meeting is to be held on the 31st May

Catherine Nicol
Convener
Salaries and Conditions of Service Committee

SNCT Support Group Report

A meeting of the SNCT Support Group took place on 29 January 2018. The Support Group considered written reports of meetings between COSLA and the Payroll Providers regarding changes to Pay and Leave Calculations. The Group then discussed a proposal from the Teachers' Panel to change the form of words written in paragraph 7.1.2 of the SNCT Handbook which covers Family Leave, this change addresses Reckonable Service in relation to time spent on the Induction Scheme. Following this the group heard business relating to the proposed Supply Teachers Portal: COSLA provided an update regarding progress on the implementation of the proposed online booking system. Following this the Group noted that a Joint Secretaries' letter concerning workload had been issued to employers. Workload was the next item on the agenda and a recommendation that the SNCT should continue to monitor workload issues was made. Business relating to Job Sizing was addressed, powers were given to the Joint Secretaries to bring forward proposed changes to the SNCT Handbook to clarify the statistics to be used for posts in relation to calculation of free school meals, the pupil equity fund and the size of the school budget. The Group heard that Joint Secretaries' letter regarding Job Sizing FAQs had been issued to employers. The next item of business was a motion submitted by the Teachers Side regarding Practical Class sizes, following lengthy discussion, the Support Group concluded that it would be difficult to take this matter forward through the collective bargaining machinery. Finally, the Support Group agreed on a definition of a working week for Notice Periods, the SNCT Handbook has since been updated accordingly.

On the 23rd March the Support Group met and considered the final draft of the Pay and Leave Specification, there was some debate about the final wording and it was decided that this will be taken forward by the Joint Chairs before it was brought back to the Group. The next item of business concerned the final changes to the wording that would be inserted into the SNCT Handbook regarding Family Leave and Reckonable Service in relation to time spent on the Induction Scheme, it was decided that the Joint Secretaries will consider this and release a letter once final agreement has been reached. There was discussion regarding progress around the implementation of the Supply Teachers Portal. The Employers Side informed the committee that three Authorities had agreed to take part in a Pilot programme, the proposed launch will be in August 2018. A report on the efficacy of the system will be provided to the Support Group in due course. The Group then considered revisions to be made to the SNCT Handbook relating to Conservation of Salaries, these were approved, and the Handbook will be updated accordingly. Resolutions from the Teachers Panel were also considered, the Joint Chairs will meet to consider further action and this business will be returned to.

The next meeting is to be held on the 15th May.

Catherine Nicol
Convener
Salaries and Conditions of Service Committee

Report of the Salaries and Conditions of Service Committee

The committee met on 18 August and 3 November 2017 and again on 2 February 2018.

Business concerning pay and conditions of service negotiations was one of our main priorities. The committee issued a survey to gather members' views. The responses and pertinent literature informed our contribution to the negotiation process. On 18 December agreement was reached by all sides of the SNCT for the period between April 2017 and March 2018.

Prior to the current round in the pay and conditions of service negotiations, the committee met to consider members' views and an array of relevant data sources. The position we arrived at is incorporated into the Teachers' Side pay claim which has been presented to the SNCT. Members of this Association are being informed on progress via e-mail, bulletins, General Secretary reports and a poster campaign.

The main points on the agenda over the past year have been career structure, the impact of the Governance Review and the conduct of GTCS hearings. The committee has also considered factors which have impacted on teacher workload and health and wellbeing. The committee engaged in several activities to take this business forward:

- motions have been presented at Council,
- a survey of members regarding workload generated by changes to the National Qualifications
- meetings with the Deputy First Minister and representatives of the GTCS
- matters have been raised at SNCT meetings.

The committee has also acted on motions passed at Congress 2017. Several actions have been taken to take this business forward, including:

- concerns have been raised at SNCT meetings
- articles have appeared in newsletters and General Secretary reports,
- bulletins have been sent out to members
- advice notes have been produced.

I would like to express my gratitude to committee members and SSTA staff for their invaluable contribution to the work done over the past year.

Catherine Nicol
Convener
Salaries and Conditions of Service Committee

SQA Report

Over the past year there have been two meetings with the SQA. The most recent at the end of March. The meetings continue to develop our very good relationship allowing for a robust exchange of professional dialogue. We have discussed the following areas:

- National 4 - ongoing discussion on the best way of assessing N4. Wider discussion needed. A greater understanding of N4 needed and it should be cause for celebration.
- National 5 – ongoing use of UASP, since they are no longer being used for gaining a N5 qualification, can be used as stand-alone unit and recognising positive achievement.
Extension of N5 exam this would allow the exam to maintain its SCQF point rating.
- Higher N6 – Timeline for introduction of changes to course specifications. The SQA brought forward the final release date for changes for N6 to the end of April from the end of May. They also released draft changes in February.
- Advanced Higher - Timeline for the changes to the course specifications for the AH's will follow that of the Higher.

- Subject changes in Biology and Computing discussed
- Pupils' Health and Well Being in relation to the demands of National Qualifications
- Timing of changes to National Courses
- Clarification and streamlining of SQA documentation
- Teachers' Professional Judgement for internal assessment
- Articulation of National Qualifications with BGE Benchmarks
- The number of teachers choosing to mark papers is still good.

I would like to thank all members for the information they have passed to the General Secretary, Professional Officers and the Education Committee that has allowed us to have informed discussions with the SQA.

The meetings were attended by:

President-	Kevin Campbell
Vice President-	John Guidi
General Secretary-	Seamus Searson
Professional Officer-	Iain Glennie
Education Convener-	James Cowans

The Association looks forward in continuing to build our relationship with the SQA.

James Cowans, Education Convener

Report of the Education Committee

The committee has had a busy year. The discussions have been wide and varied:-

- Education Bill – Governance Review
- Impact of Council Cuts
- N4 – discussion of future assessment continues
- N5 – impact of changes – change to course specifications, longer exam time
- N5 UASP – still being used for stand-alone units, Recognising Positive Achievement
- N5/6- Assignments - fairness
- SQA – timetable – impact of extending
- BGE – Benchmarks- articulation with National courses
- PEF – how it is being used?
- RMPS – school's commitment to teach S1 to S6
- Mobile phone use
- Insight
- Teacher Shortages

It is hoped that before Congress, another survey will be launched, asking questions primarily around issues of N5, with the possibility of comments about N6 and BGE. I would encourage all members to set aside some time to complete this, as previous surveys have been very informative and useful.

I would like to thank all the members of the Education Committee for their commitment over the year. Special thanks to Iain Glennie, our Professional Officer for his continued excellent support.

During this year two members resigned from the committee: Monique Dreon-Gould and Maggie Nesbitt, who are now actively involved with ASN Advisory Panel. I would like to thank them for all their work with the Education Committee which has been very much appreciated over the years.

In the coming year, we look forward to continuing to develop our professional dialogue with the SQA. We also look to try and develop our links with other professional organisations. Members of the Association pass on their concerns on educational matters, via the office. This information is very informative and I would like encourage members to continue to do so. The issues which members raise help to set the agenda for the Education Committee.

James Cowans, Education Convener.

Report from the Equalities Panel

Equalities Report for Congress Booklet 2018

The past year has been a very busy one for the members of this panel. I would like to start by offering my thanks for all the hard work from those members involved.

One of our main areas of focus has been to promote the campaign to end period poverty highlighted by Monica Lennon's (MSP) Bill to provide free sanitary products. The result of this campaign means that, from August 2018, free sanitary products are to be provided by all schools, colleges and universities in Scotland. We fully welcome the result of this bill, which will mean that fewer female pupils will have a negative impact on their education caused by not being able to afford sanitary products. A summary of the consultation responses to this bill can be found here:

http://periodpovertyscotland.weebly.com/uploads/1/0/2/8/102887122/consultation_summary_final.pdf

WASPI campaign: The 1995 Conservative Government's State Pension Act has meant an increase in women's state pension age from 60 to 65 so that it was the same as men's. WASPI agreed that there should be an equalisation in pension age, but the changes implemented were unfair to women born in the 1950's. The Equality Panel is fully behind this campaign to ensure that no female should be discriminated against because of the year in which they were born. Further information is available from the website below.

<http://www.waspi.co.uk/>

In October 2017, the Women's STUC launched a survey on menopause in the workplace at their conference in Glenrothes. This survey was completed by workers across Scotland. The results highlight the impact on women in the workplace and demonstrates a lack of understanding and resources available to women. The panel will be taking this forward into next year and look forward to reading the best practice paper being produced by the STUC.

<http://www.stuc.org.uk/files/STUC%20Womens%20Cmmt%20Report%20-%20Menopause.pdf>

In December 2017, Liz Hunter and Maggie Nesbitt were delighted to be invited to the launch, at the Scottish Parliament, of the Stonewall School Report 2017. Unfortunately, the report highlights the bullying still being carried out against LGBT+ young people.

<https://www.stonewall.org.uk/school-report-2017>

Gerry McMurtrie of the Rights Respecting School Award joined members of the panel at a meeting at the SSTA building in Edinburgh. He was able to pass on useful information on the benefits of being part of a Rights respecting School, as well as how to sign up.

The panel has been working on producing a bullying advice note for the SSTA website. We are using the Respect For All report from the Scottish Government as a framework to ensure we are in line with current policy, and hope to have this ready for the start of the new term in August.

Maggie Nesbitt
Equalities Panel Convener

Report from Health and Safety Panel Report

This year marks the 40th anniversary of the Health and Safety Reps and Safety Committee Regulation, which came into force on 1 October 1978.

It is this regulation which governs the appointment and rights of a Health and Safety representative within all workplaces. It's thanks to this act and the dedication of our Health and Safety representatives to reinforce these rights that we have a much safer and protected workplace.

We would like to say a special thanks to **all** of our Health and Safety representatives for what they do, giving their time and expertise representing the rights of our members. Every trade union safety representative has played a part in monitoring, improving and maintaining good and safe working conditions within our schools.

This brings us to the work of the Panel this year. We have lost some of our members and gained some new faces. I am always amazed at the range of topics covered and the lively input at our Saturday meetings

In May we hosted another successful Health and Safety representatives' training day in Stirling, where the Panel was joined by just under one hundred members from across Scotland.

A wide range of interesting presentations were made by various members of the panel, including Stress , Mental Health, Asbestos, Fire regulations, a quiz on the role of the Health and Safety representative, to Managing Social Media and its many perils. Again I would like to thank the Panel for their contributions, giving freely the time needed to prepare, and for having the courage to stand up and deliver in front of so many people. None of them are trained experts, but all share a passion for doing their best for the wellbeing and welfare of all teaching colleagues. If I may quote from the feedback received from one delegate

"I hate the bad press that unions often get, being painted as people who just want to fight against the establishment. It was lovely to be surrounded by so many individuals who genuinely care about their colleagues, pupils and education in general"

We continue to be busy contributing articles to newsletters, as well as conducting research into Reporting of Violent Incidents with a Survey Monkey questionnaire. The next project we are currently undertaking is a review of our Health and Safety Handbook and its online content.

So finally a thank you to everyone at head office for all the support and encouragement we receive, a special thank you to Fiona Dalziel for her guidance and expertise, to the members of the Panel for their time and enthusiasm, and finally a huge thank you to all the Health and Safety representatives. Keep up the good work!

Sue Edwards
Health & Safety Advisory Panel Convener

Report of the Scottish Joint Committee on Religious and Moral Education

No Report

SSTA Representative Mandy Davidson

Tabled Reports

Agenda Item 9 – Report of the General Secretary

Agenda Item 12a – GTCS Professional Updates Steering Group Report

Agenda Item 13 – Report from Additional Support Needs Advisory Panel

Agenda Item 16 – Senior Managers' Advisory Panel

Agenda Item 18a – Scottish Advisory Group for Relationships and Behaviour in Schools
(SAGRABIS)

Additional Support Needs Panel

Unfortunately, this year the Panel has only managed to meet once in January 2018 however the discussion was fruitful and plans are in progress to further the decisions of the Panel. The delay in the group meeting has partly been due to the very late finalising of Local Authorities' budgets which, this year it would appear, have had a significant detrimental effect on ASN provision.

During the January meeting the Panel considered:-

- The impact of efficiency savings on ASN support within mainstream and special schools
- The government's education and skills committee publication 'How is Additional Support for Learning working in practice?'
(http://www.parliament.scot/S5_Education/Reports/ASN_6th_Report_2017.pdf)
- Children and YP: Information Sharing – pastoral care implications for ASN pupils
- SAGRABIS activities including the BiSSR report.

ACTIONS/DECISIONS:-

- The Panel members gave anecdotal evidence that ASN teachers were being re-deployed into mainstream classes to cover absence and there has been an overall reduction in ASN support staff in both mainstream and specialist provisions. This reduction is having a noticeable impact on the level of support available for ASN pupils particularly those with autism, ESL pupils and those with severe and complex needs. The Panel agreed to petition local authorities for 'real' statistics regarding reductions in ASN teacher/support staff numbers.
- The Panel applauded the recent study noted above* which although praises the principals of the AfL Act questions the resourcing of its demands. The Panel agreed to raise a motion at Congress to support the recommendations made in the report.
- The Panel is to pursue representation on a specialist GIRFEC Panel which will look at the implications of information sharing restrictions, confidentiality and the ability of professionals to have enough information to support children and YP effectively. At the time of writing this report we have not yet managed to secure a place on this Panel
- SAGRABIS – Questions were raised again about the validity of the methodology behind the survey and whether giving HTs the responsibility to circulate the survey to staff through 'random' sampling was perhaps flawed.
- The Panel decided to consider risk assessments for ASN pupils and exclusion at the next meeting.
- This is an important but under-resourced area of education. We would very much welcome anyone with an interest and a commitment to this sector to consider joining the Panel.

Janine McCullough

GTCS Professional Update Steering Group

14th May 2018

PU - Professional Update

PL - Professional Learning

PRD - Professional Review and Development.

SFR – Standard for Full Registration.

AFD – Area for Development

LA – Local Authorities.

Review of Professional Standards

The GTCS held discussions that were based upon the following groups: Stakeholders. Schools and Local Authorities. It felt that there was insufficient discussion with profession associations, universities, parents and young people.

Further information is sought via teaching magazine and web based awareness. In addition, the review includes operational sub groups within the GTCS and it is overseen by the strategic group.

The SFR is to remain the benchmark for teaching standards.

Various issues regarding Professional Standards:

- How to implement the standard
- Structure is unhelpful and too lengthy
- Compartmentalisation i.e. tick box mentality
- Purpose and use is unclear,
- Career pathway approach is non-linear

Improvements suggested were:

- Strengthen introduction
- Clarify the mandatory and aspirational elements of the SFR
- Focus on purpose of education and influence of teachers
- Leadership standard to include system leadership
- Build a clear sense of progression, cohesion and continuity

The GTCS research included views of parents regarding Professional standards. Parents expected teacher professional standards to be:

- Supportive of young people
- Kind and nurturing in nature
- Highly skilled and aware of the social context
- Effective communicators
- Demonstrating a love for learning and teaching

Review of the Professional Standard has the following possibilities:

- Restructure into a single development spine
- Use of the leadership standard
- Be based upon positive relationships at all levels.
- COPAC not to be included in SFR at present.
- Form a writing working group to look at next stage.
- Looking into the future must take into account government review on career structure.

Further consultation will take place until Sept 2018; however there is an issue of getting people committed to writing groups as they have to request leave of absence and the request is denied in many cases.

Professional Up-date

Statistics:

2016-17: completed 97.3 %. Incomplete 2.7%.

Details are not up to date.

2017-18: completed 9.04% incomplete 90.96%

This changes on a daily basis as the process is on-going. 2% higher at the same point last year.

Next steps:

To identify employed individuals and forward final reminder by Dec 18 for present cohort.

5 cohorts (over 5 years) to get the whole profession to complete PU.

There are issues with people retiring or changing LA's and not telling the GTCS.

It is not the LA's responsibility to notify GTCS of any changes to staffing which makes contacting individuals difficult.

PU Annual Evaluation:

Based upon online survey of Reviewees and Reviewers in 2016-17:

More attention is paid to PRD during the year for PU.

Consideration on the impact on the system and individuals

There are emerging issues that challenge, limit and hinder development and impact the PU process.

The PU process is bureaucratic, complex and repetitive.

Has competing demands

System leadership standard is school centric.

Time constraints on individuals

Not all teachers are familiar with the standard

Future development will include different types of professional learning in particular for non-teaching roles.

A full report will be published once approval is given by the GTCS council.

MyPL Pilot Update

Changes to PRD process via MyPilot. There will be the introduction of mandatory elements within the process. At least one meeting that must include the following:

Agreed agenda.

Mandatory

Agreed PL plan and Area for Development

Mandatory

Rate your experience.

Anonymous input by the reviewee

At present this is Phase 2 and the GTCS will look at the impact of 3 different systems being used on teachers working in different LA's.

The next step is Phase 3. 2 LA's are using MyPL.

PRD National advice to Support PU and PL

This item of the agenda was put on hold, until the next meeting.

Professional Learning Awards for Organisations

Three organisations have been identified for the Professional Learning Awards.

Royal Conservatoire of Scotland

Scotland's Enterprising Schools

Scottish Film Education

The event is due to take place on 20th September at the Crowne plaza, Glasgow

Staffing Update

Present teacher secondments to be maintained.

Any Other Competent Business

None declared

Date of Future Meetings

Early September, date to be confirmed.

Scottish Advisory Group for Relationships and Behaviour in Schools Report (SAGRABIS)

This year we have tried to continue with the protocol established by the General Secretary in terms of reporting to Council and have sent out reports shortly after the two meetings (November 17 and May 18). This is a summary of those reports:-

- **Behaviour in schools survey and response**

(<http://www.gov.scot/Publications/2017/11/5792>)

The group noted that a significant factor affecting social and emotional wellbeing and mental health in schools is the climate and ethos, and the tension between balancing high expectations and structure, with warmth and support. The report does show that low level disruption has increased (2012-2016) and there is a specific need for further support staff training and resources. New policy guidance is being considered which would include support to further improve the ethos, culture, and behaviour in Scottish schools in line with CfE and GTCS standards. A programme of professional learning is to be developed for support staff, PSE is to be reviewed in terms of meeting learners social and emotional needs, and policies and strategies are to be considered in terms of positive relationships and behaviour.

- **Physical intervention, seclusion, and the reporting of violent incidents.** The document 'Included Engaged and Involved Part 2'

(<http://www.gov.scot/Publications/2017/06/8877>) was published in June 2017. Following a petition started in 2015 regarding the use of physical intervention, seclusion and the reporting of violent incidents, the group will now be surveying local authorities to see if the requirements of the petitioners are being met.

- **Violence in Schools.** Much work is being undertaken through Police Scotland Youth Volunteers, No Knives Better Lives, and Mentors in Violence Prevention to reduce the incidence of violence in schools. IEI2 (2017) has also included guidance on dealing with 'weapons' in schools.

- **Scottish Government new publication– 'Learner participation in Educational Settings'** (<https://education.gov.scot/improvement/Documents/learner-participation.pdf>) Includes on-line support materials and a 'framework for understanding' of participation and self-evaluation.

- **Respect for ALL** (<http://www.gov.scot/Resource/0052/00527674.pdf>) The updated document was launched in November 2017 and has been designed to ensure that all sectors and communities are consistently and coherently contributing to a holistic approach to anti-bullying regardless of the type of bullying.
- **Respectme**. The organisation has been engaging with pupils and families to help create positive climates in schools through a number of roadshows and the refreshed 'Addressing Inclusion Document' (<http://respectme.org.uk/wp-content/uploads/2017/11/Addressing-Inclusion-Final-Nov-17-1.pdf>)

Janine McCullough