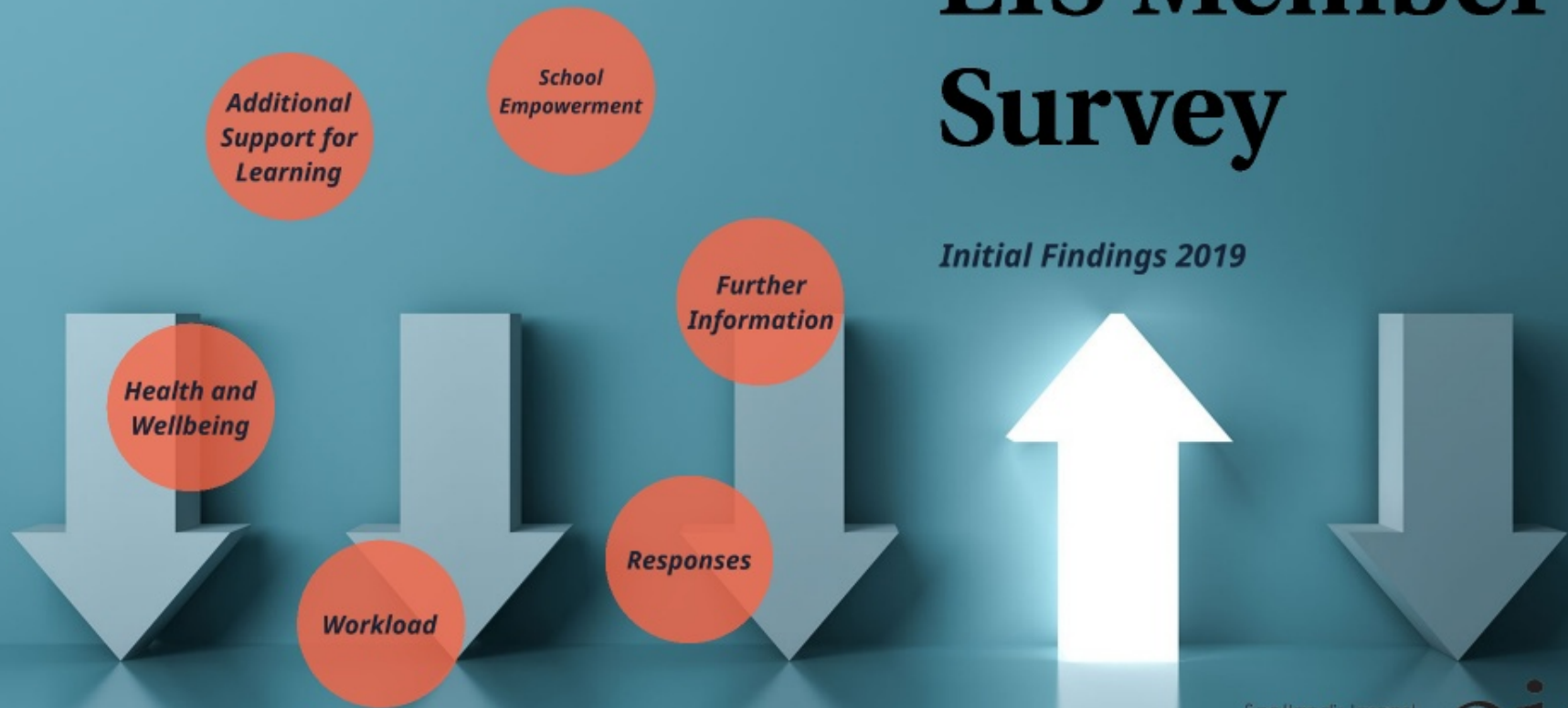


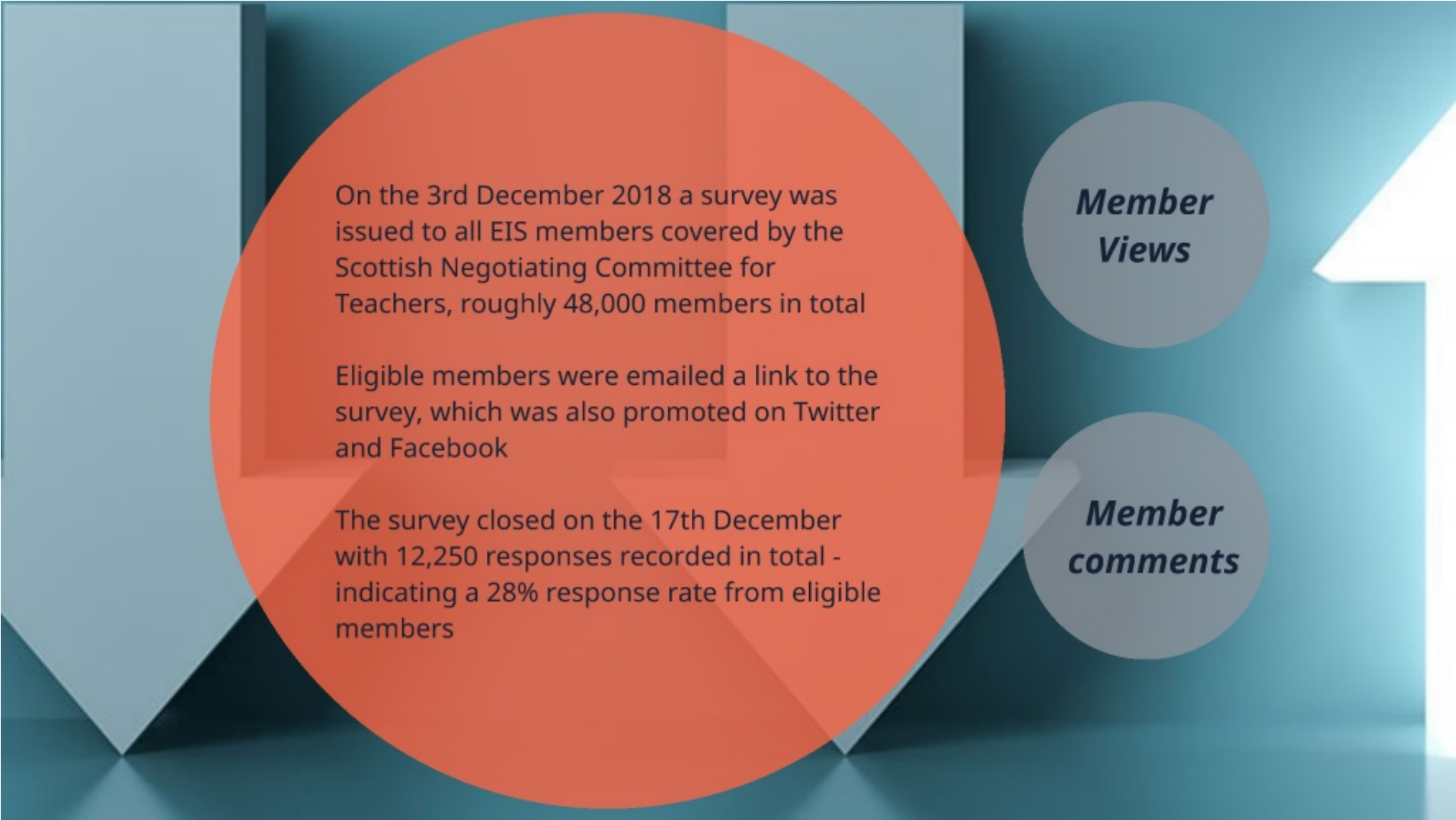
EIS Member Survey

Initial Findings 2019



Scotland's largest
and most effective
education trade union

eis



On the 3rd December 2018 a survey was issued to all EIS members covered by the Scottish Negotiating Committee for Teachers, roughly 48,000 members in total

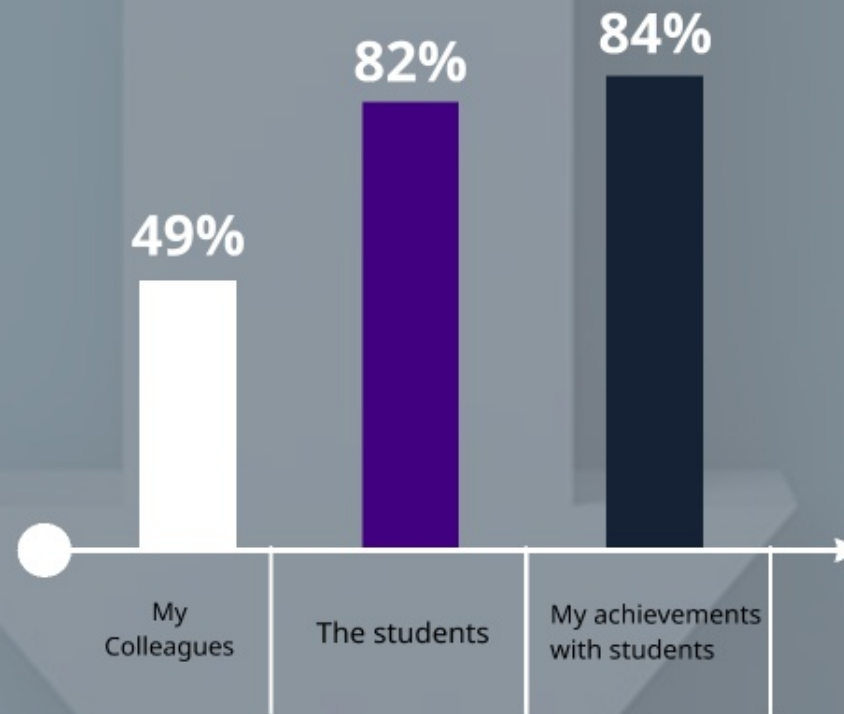
Eligible members were emailed a link to the survey, which was also promoted on Twitter and Facebook

The survey closed on the 17th December with 12,250 responses recorded in total - indicating a 28% response rate from eligible members

Member Views

Member comments

When we asked our members what three aspects of teaching gave them the most satisfaction the answer was clear - **the students**



Member Comments

When you think of teaching what are the top 3 aspects of the job that give you the most satisfaction?

"Relationships with children and parents, where you see them grow"

"Teaching!"

"My subject!"

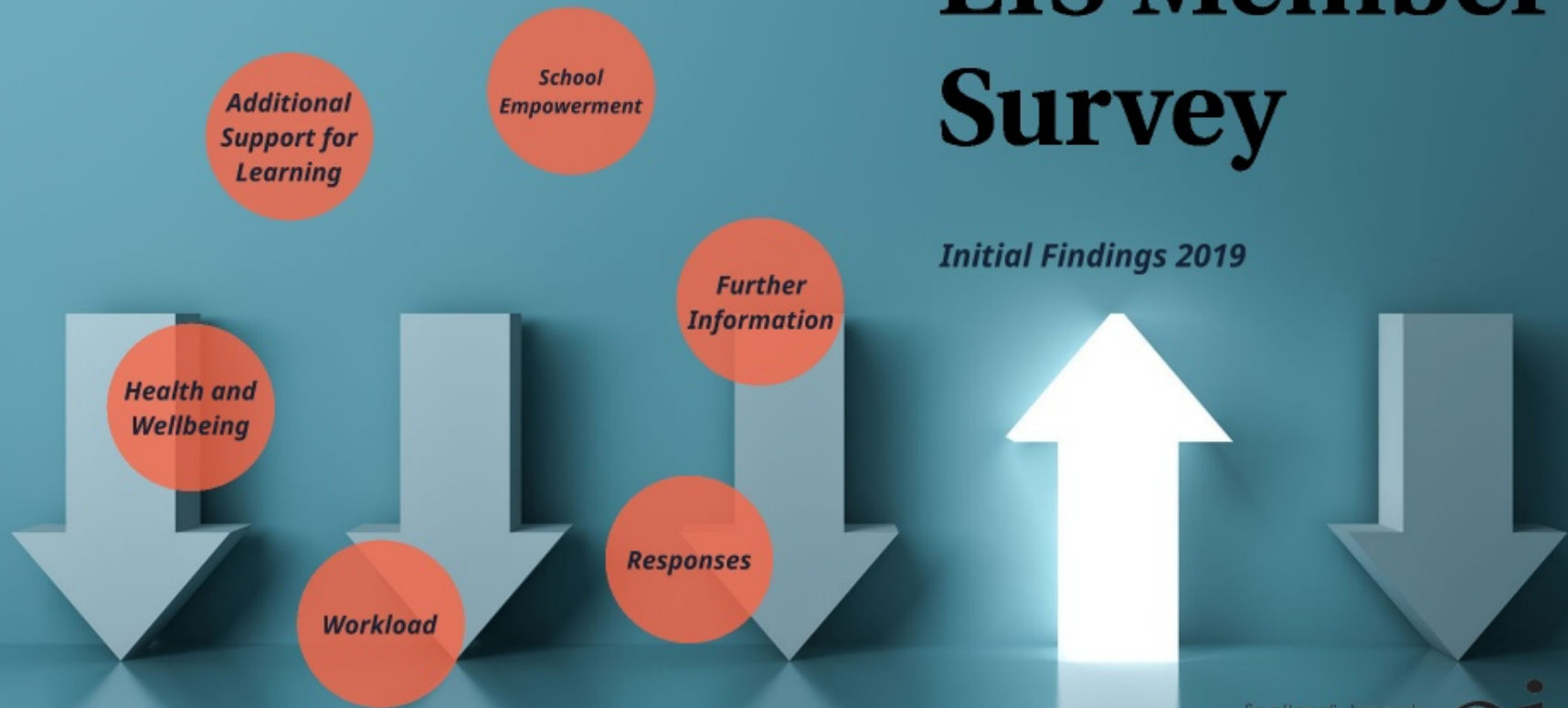
"Being part of a child's excitement for learning is one of the best feelings"

"Preparing resources of good quality - something I have to do largely in my own time"

"Feeling that what I do matters"

EIS Member Survey

Initial Findings 2019



Scotland's largest
and most effective
education trade union

eis

Workload

Members were asked over 40 questions on various aspects of their experiences of teaching, however one issue was raised time and time again - workload

From our findings it's clear that tackling workload is a key priority for Scottish education

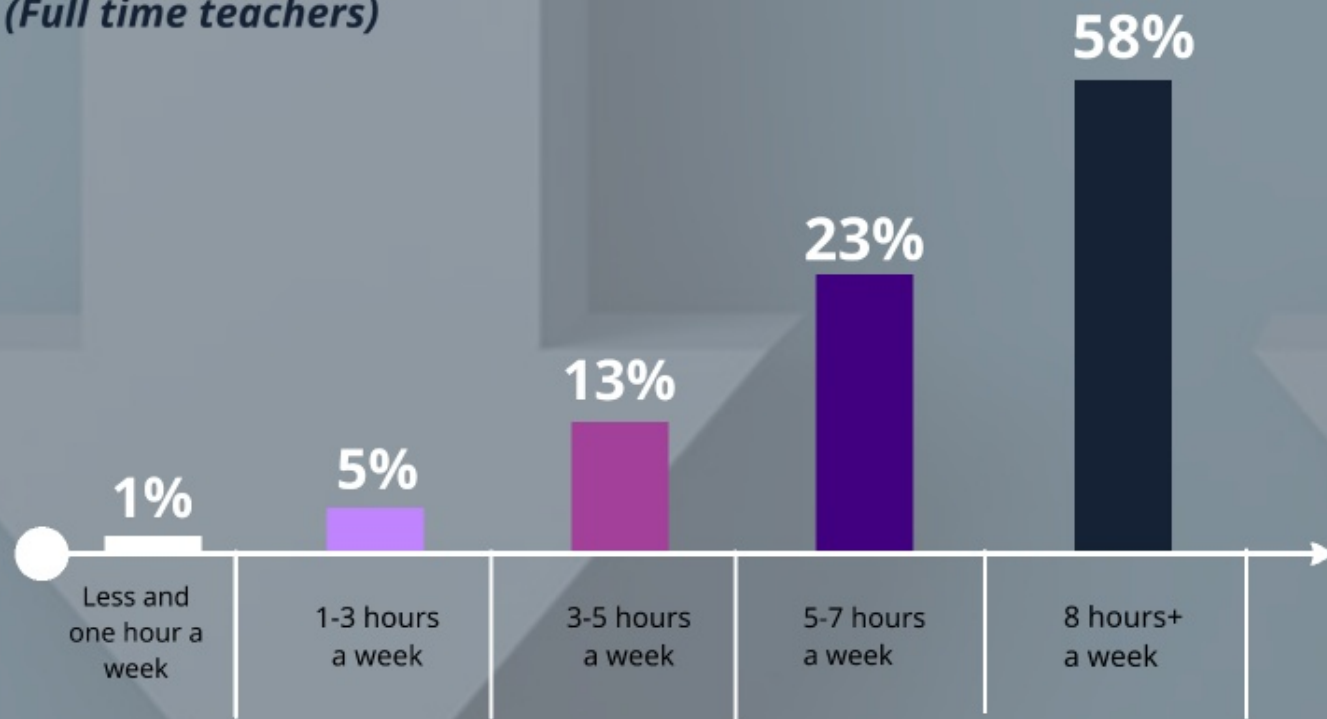
Full time

Part time

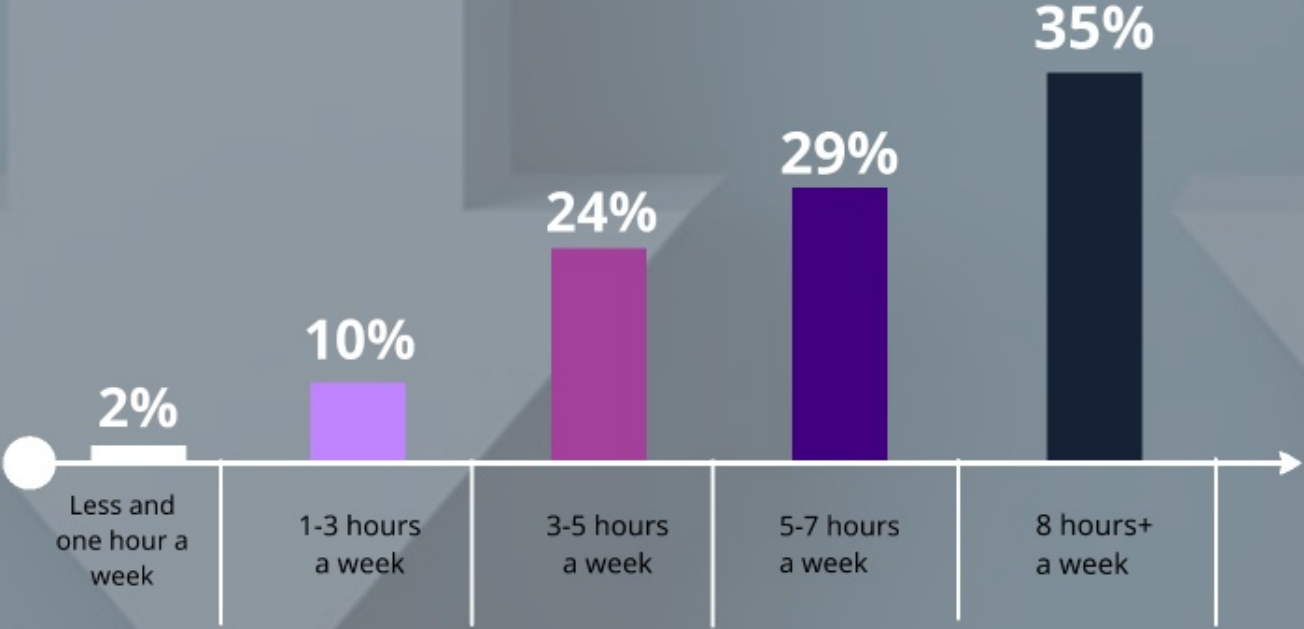
Key findings

*Member
Comments*

*How many hours outside of your contracted hours do usually work?
(Full time teachers)*



*How many hours outside of your contracted hours do usually work?
(Part time teachers)*



Key Findings

- 9,251 respondents or **82%** indicated that they were dissatisfied with their workload levels - **70%** said they were extremely dissatisfied
- Only **2%** of respondents felt they had sufficient time factored into their Working Time Agreement to complete assessment-related workload
- **66%** of members cited workload as their biggest reason for being unhappy at work
- **77%** said they did not have enough time to dedicate to professional learning and development

Over **70%** would not recommend teaching as a good profession to get into

Member Comments

"The removal of classroom assistants within the authority has increased my workload greatly, in terms of supporting all pupil needs in the classroom and also admin tasks which were previously carried out by them "

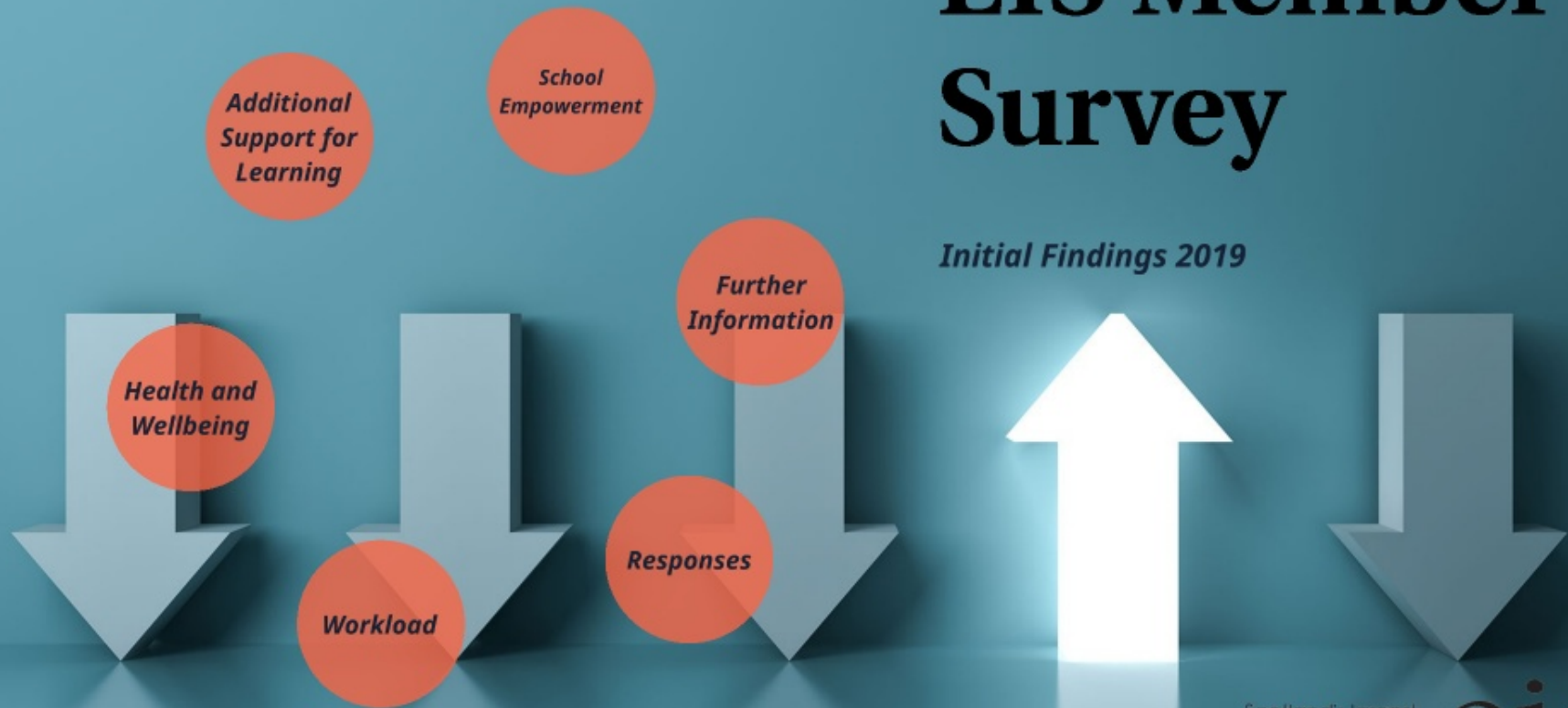
"Often, management tasks are delegated to teachers, dressed up as great opportunities to develop professional learning experiences"

"In general I feel that teaching as a profession is undervalued in terms of pay scale, given the degree of responsibility and workload required"

"Constant changes... we never get time to embed initiatives before the next one is thrown at us"

EIS Member Survey

Initial Findings 2019



Scotland's largest
and most effective
education trade union

eis

Wellbeing at work

Based on the findings of our membership survey wellbeing was another area of particular concern in Scottish teaching

The responses members shared highlight the compounding effects of curriculum changes, staff shortages and increasing levels of work

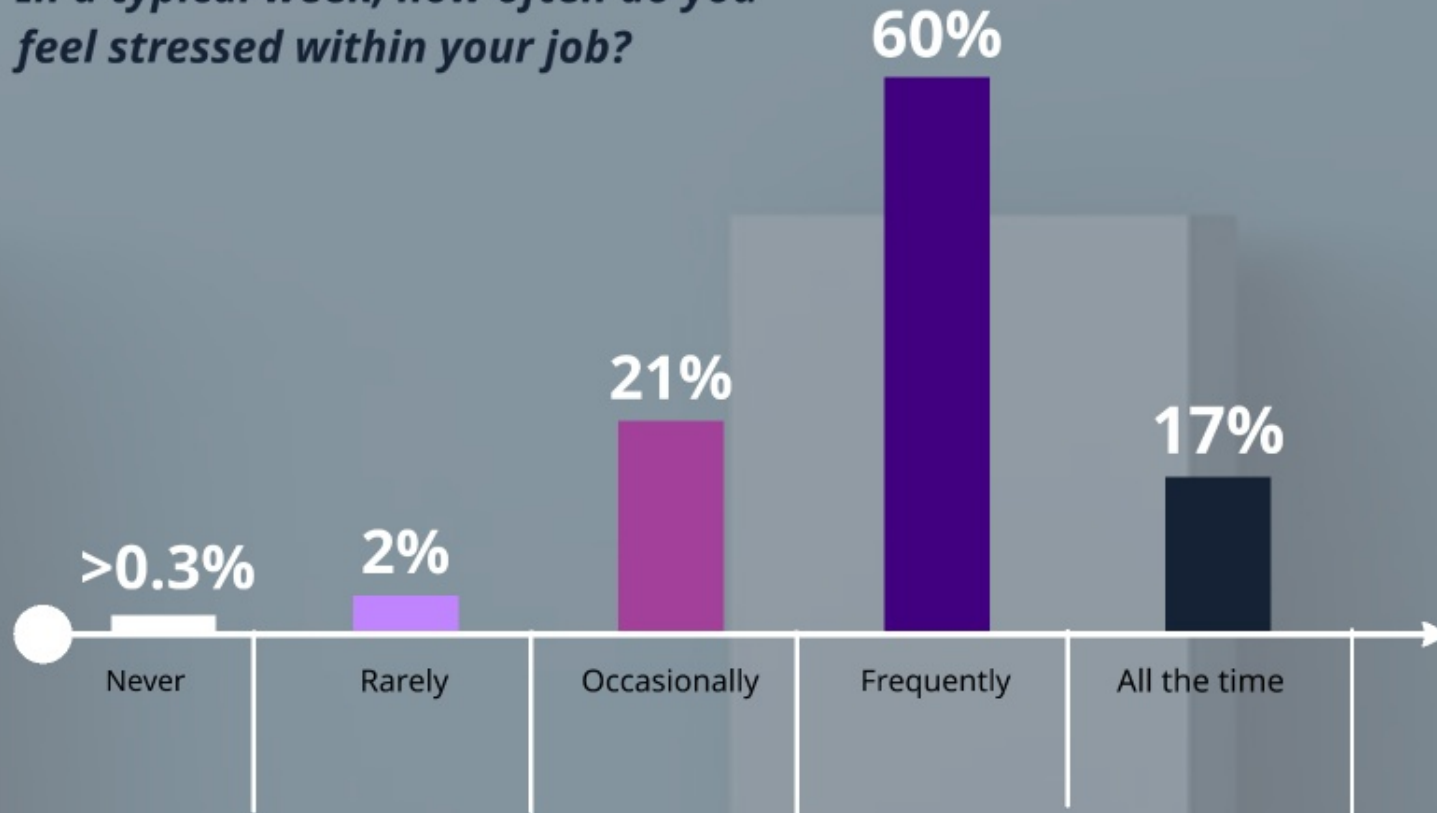
Stress

Stress levels in the past year

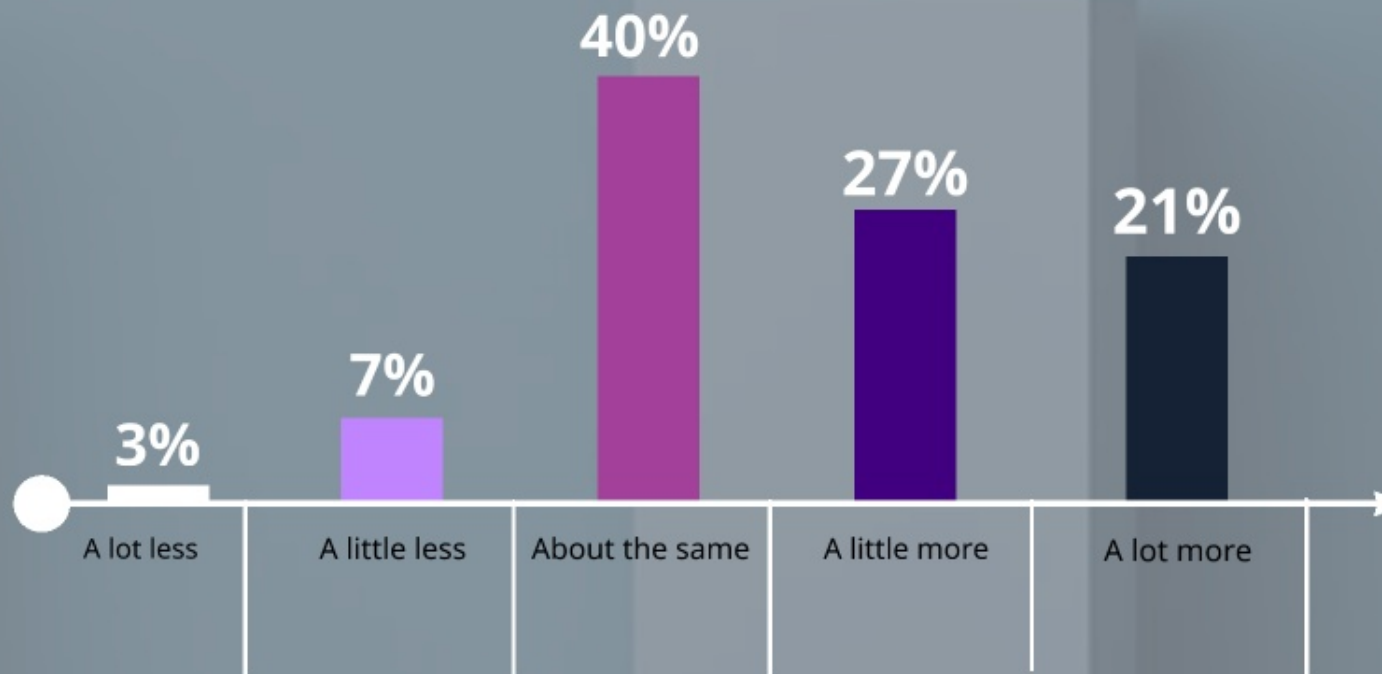
Causes

Member Comments

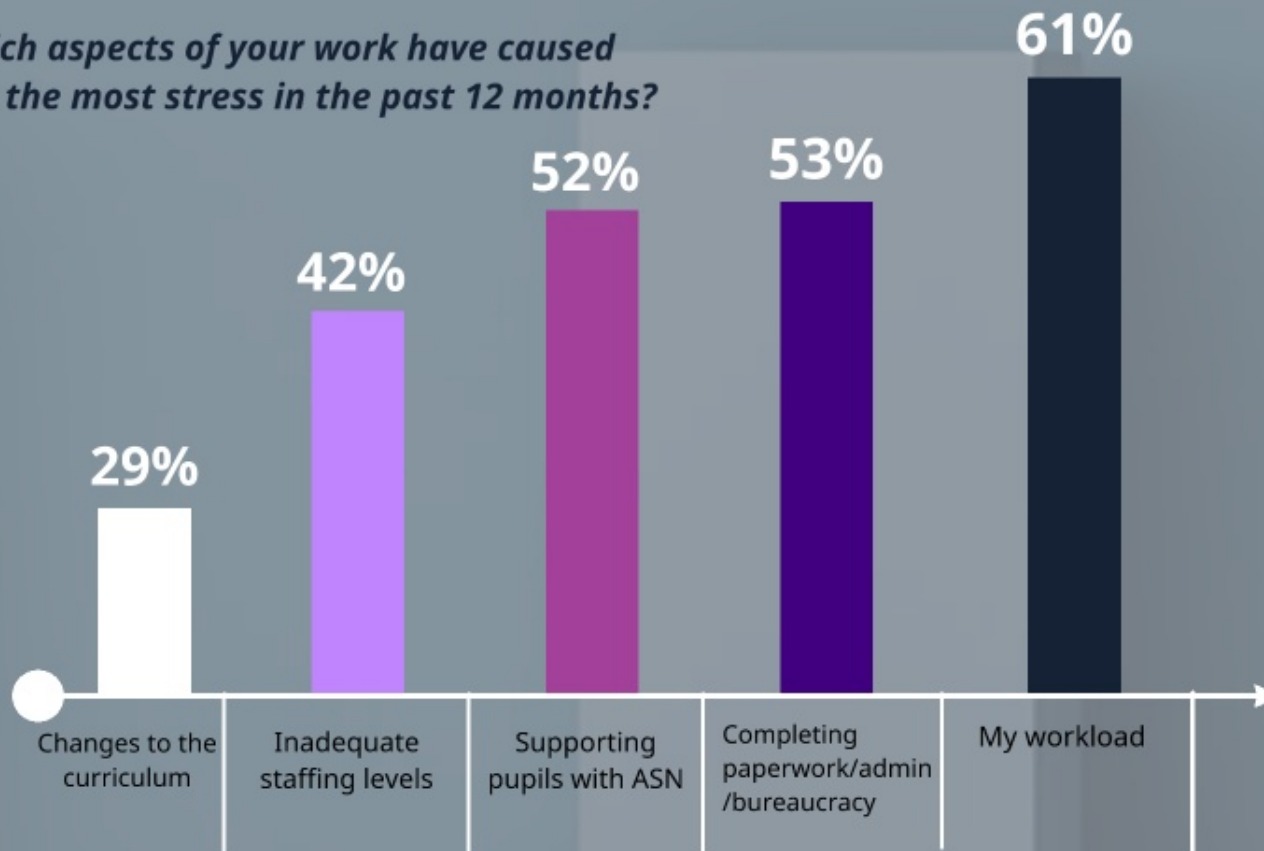
In a typical week, how often do you feel stressed within your job?



Think back to this time last year - how would you say your stress levels are now compared to back then?



Which aspects of your work have caused you the most stress in the past 12 months?



Member Comments

What contributes to any sense of poor wellbeing at work?

"Being asked to complete paperwork in triplicate!"

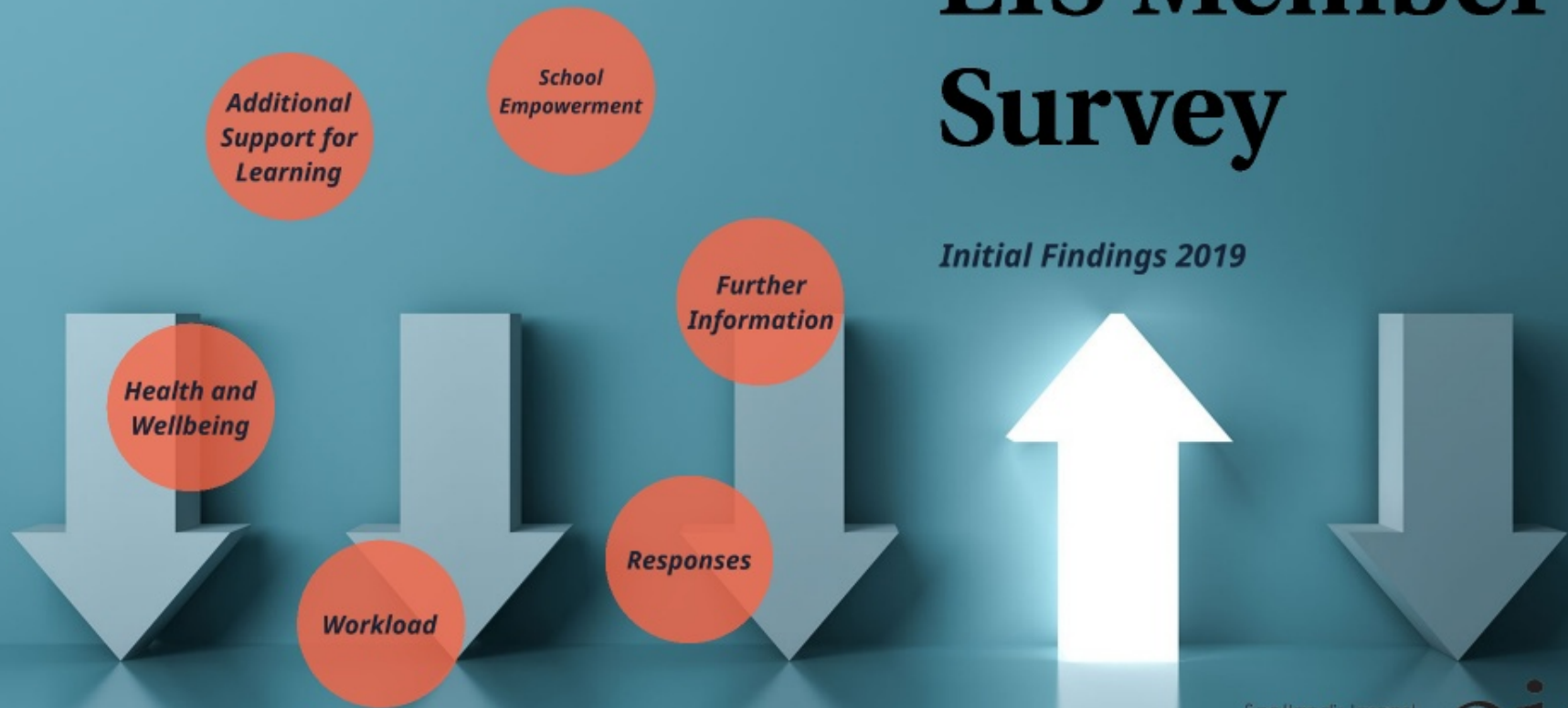
"Lack of resources including learning assistant time"

"I feel stressed because I can only manage to work approx. 5-7 extra hours over and above the 35-hour working week due to the fact that I have family who depend on me. I feel stressed that I never have enough time to do my job in the way that management request. The paperwork has probably doubled in the last three years and resources have been taken away"

"Feeling isolated and unsupported"

EIS Member Survey

Initial Findings 2019



Scotland's largest
and most effective
education trade union

eis

Additional Support for Learning

The loss of classroom assistants, learning support assistants and rising class sizes were cited as some of the key factors behind the increased demand for supporting pupils with additional needs

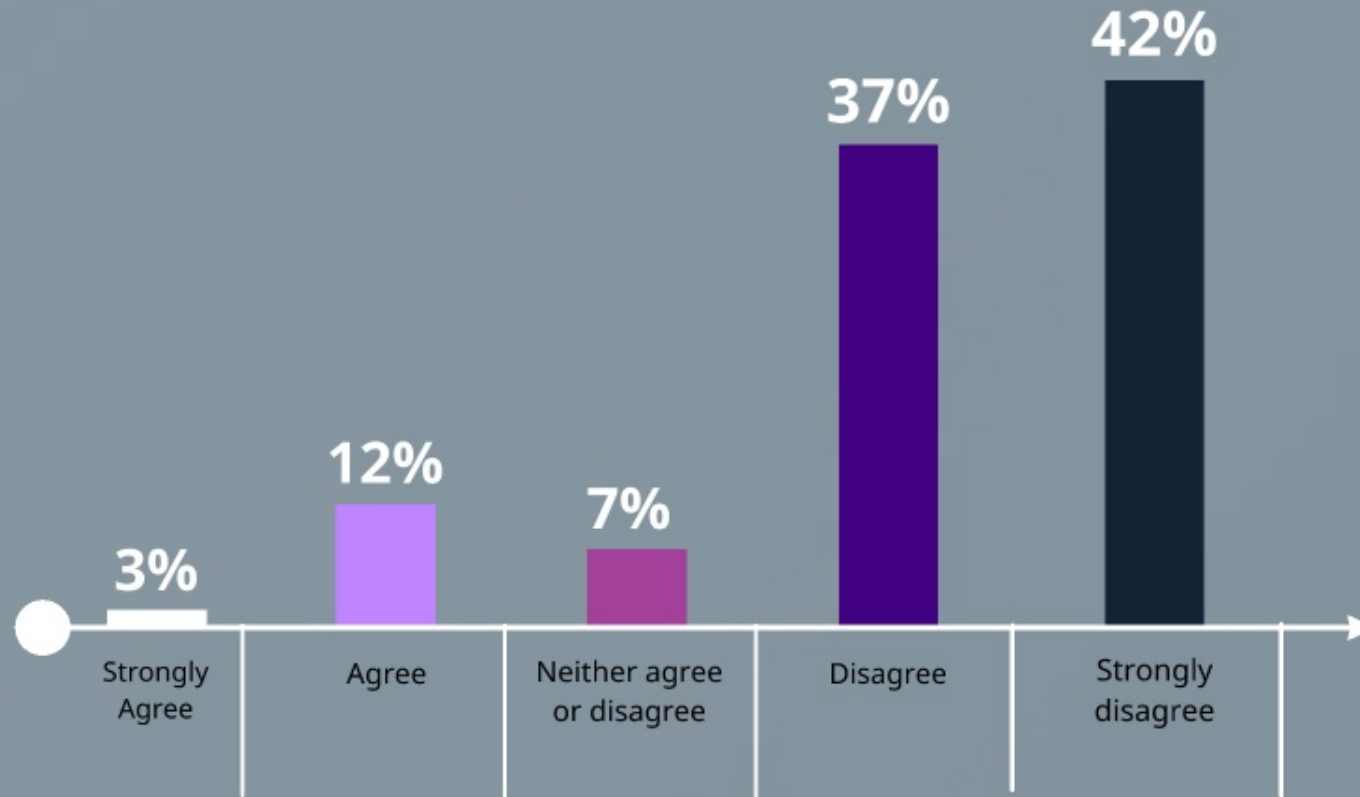
Whilst only one direct question was asked on the provision of Additional Support for Learning members raised concerns around its delivery throughout the survey

***ASL
Provision***

***Key
findings***

***Member
Comments***

How far do you agree with the following statement: 'The provision for children/ young people with additional support needs is adequate in my school.'



Key findings

- After surveying over 10,000 teachers specifically on ASL provision **over 78%** disagreed that it was adequate for the children and young people with additional support needs within their school
- **51%** of members said that ensuring there is appropriate resources/capacity/funding to deliver Additional Support for Learning was one of the most important areas that they would like EIS to raise with Local and National Government
- **37%** said that trying to meet the needs of pupils who require additional support was an important factor in their sense of poor wellbeing at work

"Having worked in a dedicated ASN establishment I feel that the reduction of places in these establishments is more to do with cost than inclusion. Inclusion in mainstream and the needs of every child will only be met, when resources and environment provided are sufficient to meet all needs"
- member response

Member Comments

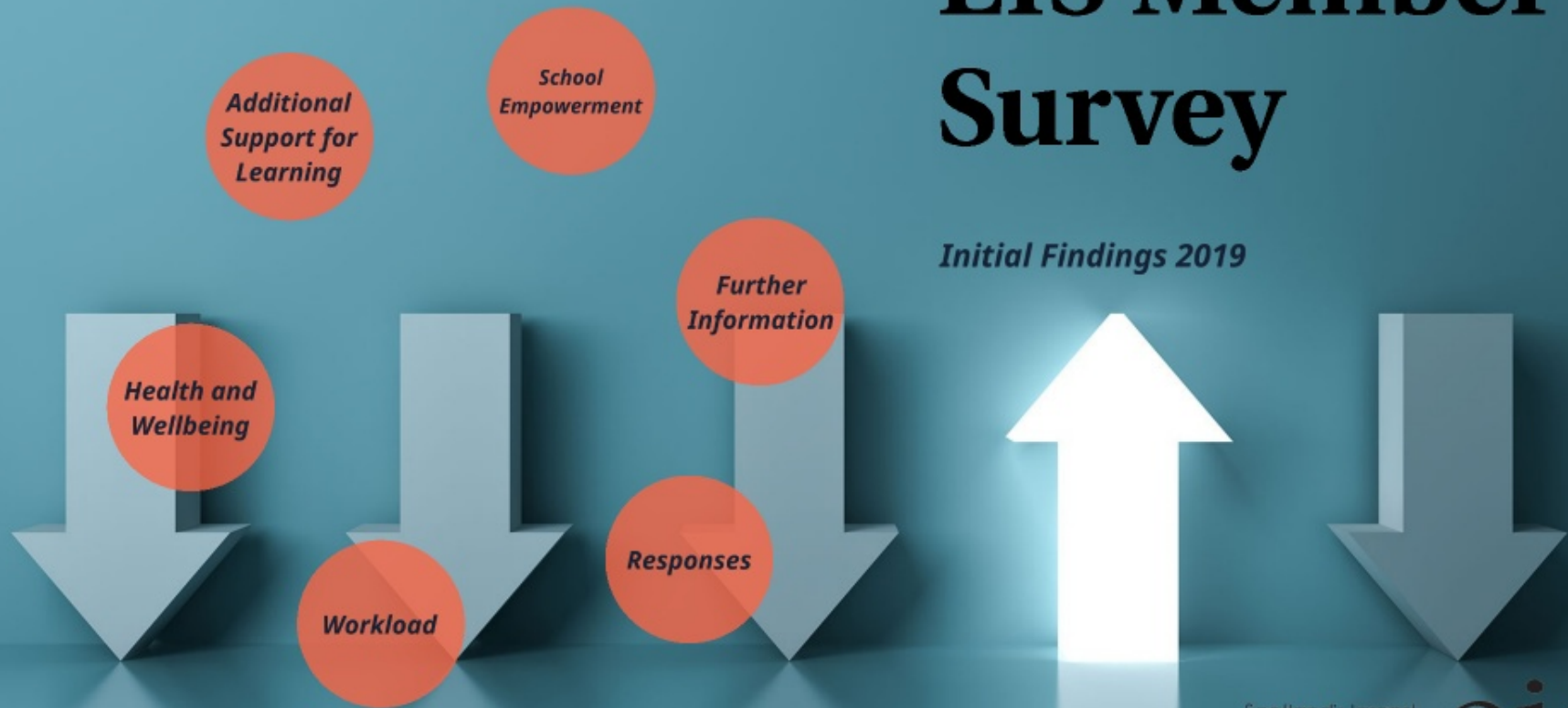
"Children's mental health issues are increasing and support is lessening."

"The presumption of inclusion in mainstream is a laudable mindset for us to have but the reality of more and more children with a huge range of additional needs coming into mainstream classes without additional support staff, adequate training or funding is setting us all up for failure."

"There is a strong desire and willingness to meet the needs of all children in school, however presumption of mainstreaming is grossly underfunded, and some children are just not able to work within the mainstream i.e. classes of 30 and above. When identified as needing small group learning, there are no places available. The catch-all is that it is the duty and responsibility of all teachers to meet the needs of all children in their class."

EIS Member Survey

Initial Findings 2019



Scotland's largest
and most effective
education trade union

eis

School Empowerment

In addition to the personal experiences of teachers within the classroom, the EIS also wanted to better understand experiences within the wider school environment

Many of the views shared show there is good practice across Scotland and a strong desire to always improve

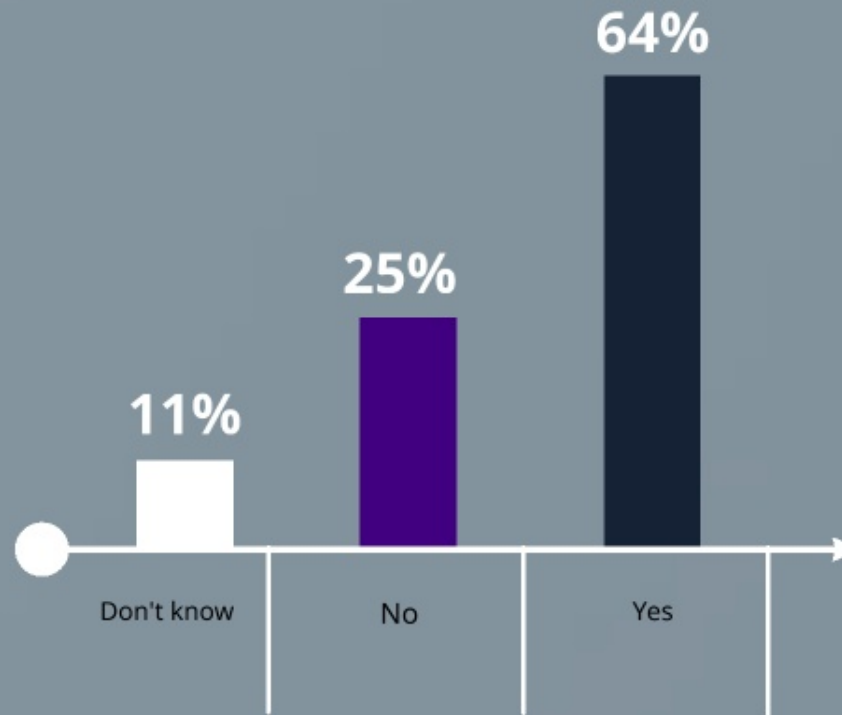
***Collegiate
Practice***

***Empowered
Schools***

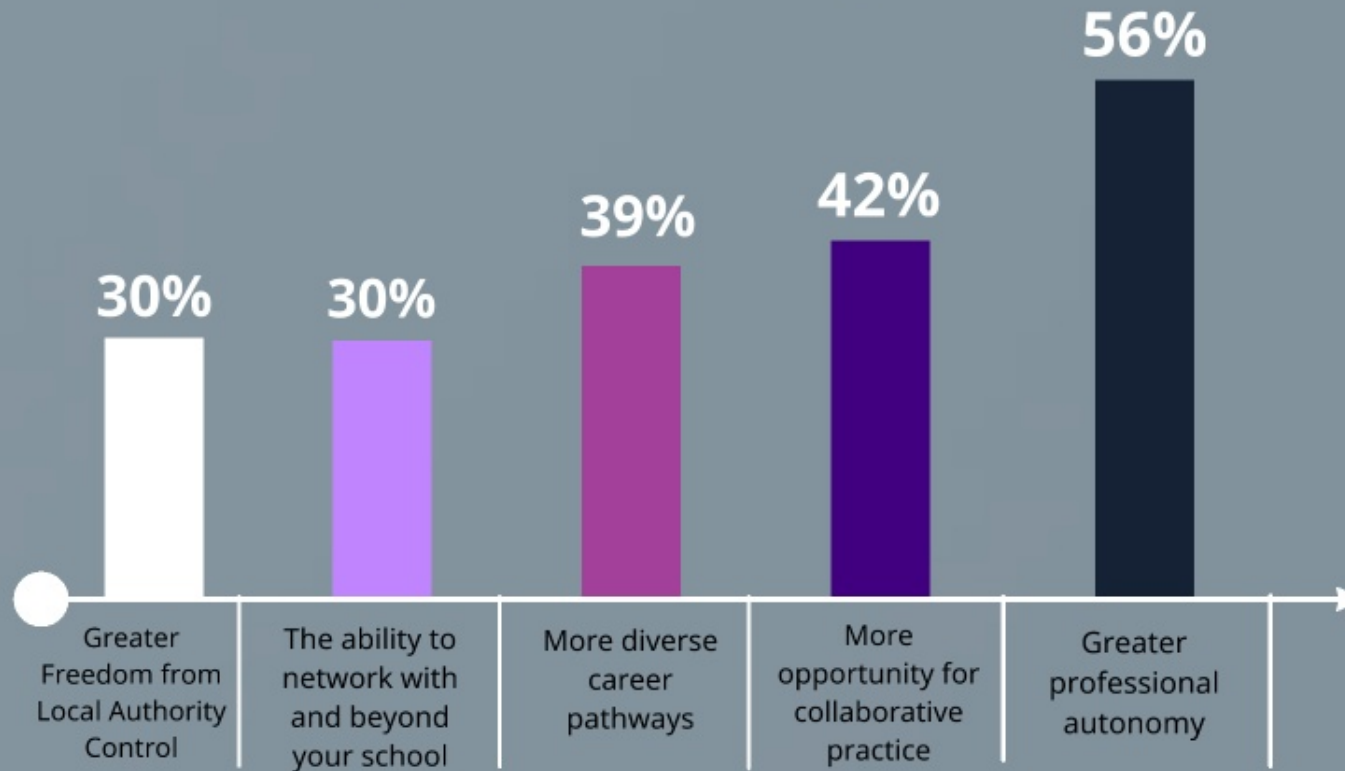
***Key
Findings***

***Members
Comments***

Would you say your school/workplace...Is collegiate in practice?



Which 3 things do you think would be most critical to a successful empowered school system?



Key Findings

- Only **40%** said they received sufficient professional development opportunities to do their job well, with **36%**, more than a third stating that they did not
- Only **23%** of respondents said they had sufficient opportunity to further their career in the future, with **49%** disagreeing or strongly disagreeing
- **12%** of members cited a headteachers' charter as being the most critical aspect of a successful empowered school system
- **52%** said their school operated a distributive leadership model

Almost **half** of respondents said their school had a collaborative school culture offering mutual support

Member Comments

"Allow the teachers to have a say in the school as we seem to be overlooked and disregarded by the council and management."

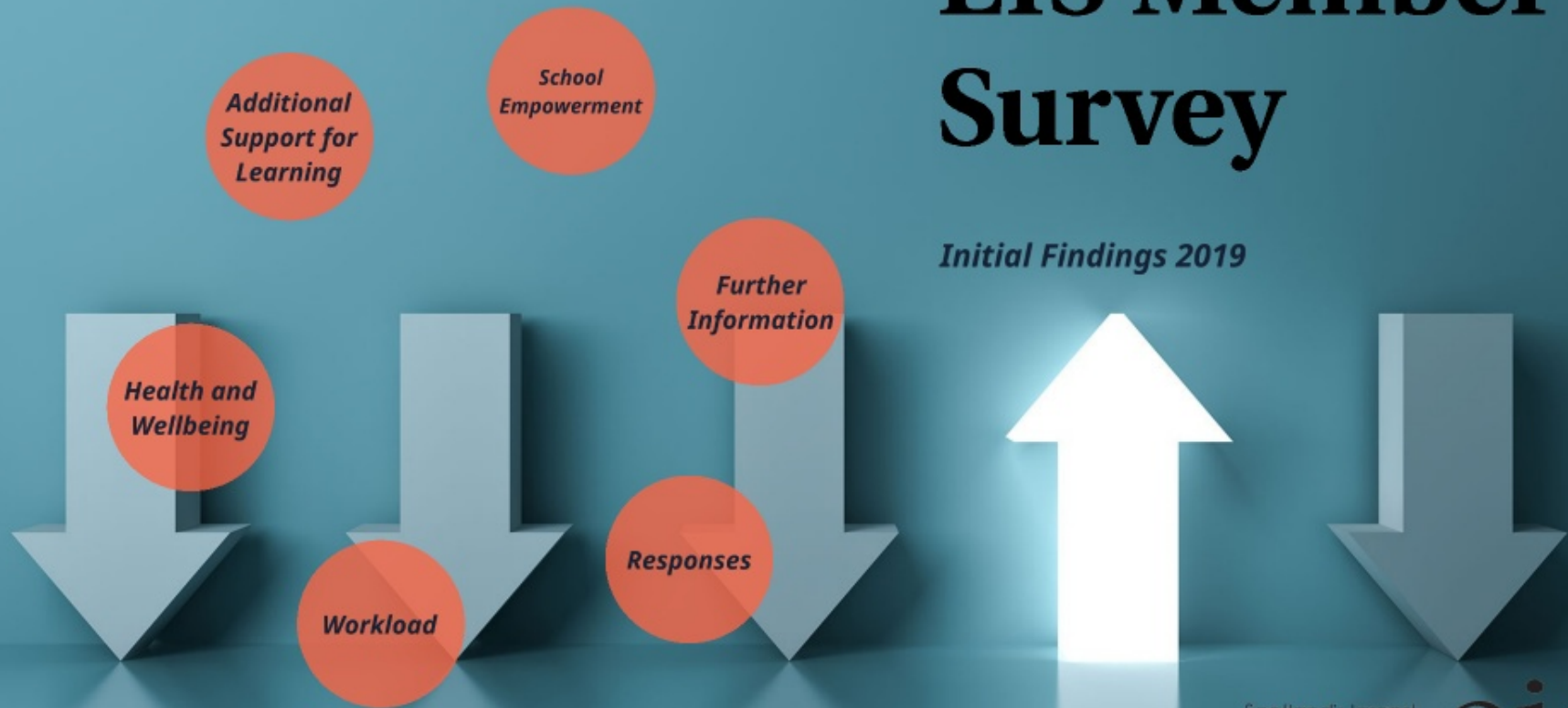
"Effective leadership to ensure school systems are consistent throughout the school. Meeting expectations from colleagues at every level."

"A school system that can provide adequate numbers of staff and separate learning and social spaces to support and nurture children who struggle to cope in the classroom."

"Greater investment and infrastructure in communities by Government to ensure that responsibility for healthy, successful children is not solely left with schools."

EIS Member Survey

Initial Findings 2019



Scotland's largest
and most effective
education trade union

eis

Contacts

Thank you to all of our members that took part in this survey

If you would like further information on this survey please contact the Communications team:

Campaigns@eis.org.uk
0131 225 6244

If you would like to join EIS please contact our Membership team on:

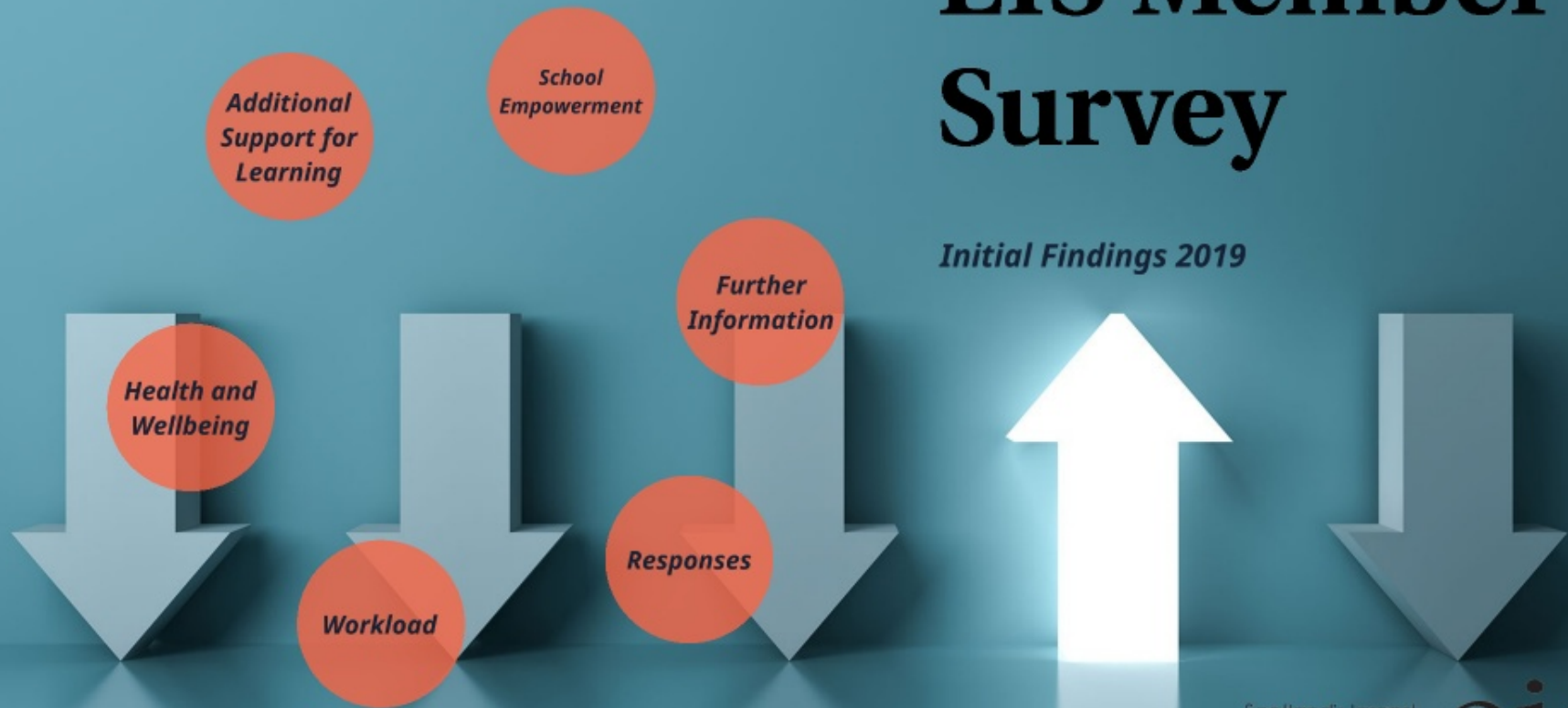
Membership@eis.org.uk
0131 225 6244

Scotland's largest
and most effective
education trade union

eis

EIS Member Survey

Initial Findings 2019



Scotland's largest
and most effective
education trade union

eis