

From: [redacted]
Sent: 15 October 2018 12:53:30
To: Public Engagement Unit
Cc: First Minister
Subject: FW: TEACHERS PAY AND CONDITIONS

AO: [Redacted]

MACCS case please for MR for the FM's signature please.

Thanks

[Redacted]
Office of the First Minister
Scottish Government
5TH floor/St Andrews House/Regent Road
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[Redacted]

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From: Sturgeon N (Nicola), MSP
<Nicola.Sturgeon.msp@parliament.scot>
Sent: 14 October 2018 15:07
To: First Minister <firstminister@gov.scot>
Subject: Fwd: TEACHERS PAY AND CONDITIONS

Nicola Sturgeon MSP
Glasgow Southside
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Tel: 0141 424 1174
nicola.sturgeon.msp@parliament.scot<<mailto:nicola.sturgeon.msp@parliament.scot>>

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From: [Redacted]
[Redacted]
Sent: Sunday, October 14, 2018 8:15:38 AM
To: Sturgeon N (Nicola), MSP
Subject: TEACHERS PAY AND CONDITIONS

Dear Ms Sturgeon,

I am aware that you have recently said teachers and other public sector workers can contact you with their views on their job and working conditions. As a teacher currently working in [redacted], I wanted to let you know why I feel so strongly about the current 10% pay claim.

I am passionate about teaching and believe it is vital to the wellbeing of society that all children are offered a high quality education. I am an Additional Support for Learning Teacher in 2 school in [Redacted] and find my work challenging but also very rewarding. [Redacted]. There are a number of key concerns which must be raised if the high quality of Scottish Education is not to tumble:

* Lack of classroom teachers -I am often moved from my role as an additional support teacher (providing extra teaching for those who are included in mainstream education and have multiple learning barriers or behaviour issues) in order to cover classes for absent colleagues. The lack of classroom teachers is directly impacting on my role in inclusion and raising attainment.

* Inclusion without resourcing - teachers have multiple needs in their classes and often lack the resources to meet the needs of all learners - we need much more funding in order to meet the needs of children who are at risk of exclusion, those with learning barriers such as dyslexia and those with complex emotional and physical needs. The impact of challenging children on teaching cannot be underestimated - in the past year I have experienced both verbal and physical abuse from primary aged children and this adds to the stress of an already exacting job.

* Lack of teachers entering the profession - I am constantly concerned by the lack of new teachers entering the profession, and the resulting impact this has on the education of my children and other children. [Redacted].

* Workload - the workload for teachers is immense. We are constantly asked to complete returns, track pupil progress, fill in forms requesting extra help for pupils, attend staff meetings and departmental meetings, provide information evenings for parents and even teach! The constant demand to raise standards in a climate of budget cuts and high levels of paperwork is unsustainable.

I realise there are multiple calls on the resources of the government, but I feel teaching is at a crisis point and the 10% pay claim should be awarded quickly if we are to avoid strikes and more discontent among teachers.

Yours

[Redacted]

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From: [Redacted]
Sent: 15 October 2018 12:57:17
To: Public Engagement Unit
Cc: First Minister
Subject: FW: The reality of teaching in 2018

MACCS case please for MR for the FM's signature please.

Thanks

[Redacted]
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5TH floor/St Andrews House/Regent Road
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From: Sturgeon N (Nicola), MSP <Nicola.Sturgeon.msp@parliament.scot>
Sent: 13 October 2018 12:10
To: First Minister <firstminister@gov.scot>
Subject: Fwd: The reality of teaching in 2018

Nicola Sturgeon MSP
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From: [Redacted]
[Redacted]

Sent: Friday, October 12, 2018 7:34:20 PM

To: Sturgeon N (Nicola), MSP

Subject: The reality of teaching in 2018

Ms Sturgeon

I have never written to a politician before, but as another term ends and I reflect back, I would like to share some of my thoughts with you.

[Redacted] I am an Additional support for Learning teacher, [Redacted]

I am saddened by what I see in schools at the moment. Teachers are exhausted. We have implemented CFE, we have implemented new courses and exams, and we have tried our very best to do this whilst also coping with the misunderstanding of inclusion.

We are not only expected to be teachers, but also counsellors, parents and police to increasing numbers of pupils. The number of pupils in schools with severe behaviour, emotional or mental health issues are expanding at a huge rate, without the outside agencies to help.

Colleagues, often the most experienced and hard working, are leaving the job because of their own mental and physical health. Some are off long term sick. [Redacted]

[Redacted]

Best wishes

[Redacted]

Ps [Redacted]

Sent from my iPad

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From: [Redacted]
Sent: 19 October 2018 17:22:12
To: Public Engagement Unit
Cc: First Minister
Subject: FW: My current teaching experience

MACCS case please for MR for the FM's signature

Thanks

[Redacted]
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From: [Redacted]<[Redacted]>
Sent: 19 October 2018 15:10
To: First Minister <firstminister@gov.scot>; Deputy First Minister and Cabinet Secretary for Education and Skills <DFMCSE@gov.scot>
Subject: My current teaching experience

Hello Nicola Sturgeon and John Swinney

Following on from the letter that another teacher has written about the workload and balance of inclusion, I felt inspired and motivated to write to you. I feel like teachers, as a whole, are continuing to struggle on with what now is becoming an increasingly unmanageable and stressful job.

[Redacted] I am in post as an Additional Support Needs teacher.

[Redacted] All have complex additional support needs. As mentioned before, I also have all of the extra paperwork etc to go along with this. I have to work every night when my children go to bed, sometimes for up to 3 hours a night, having worked from 8am until at least 4.30pm (with very little break or lunch).

For over a year now I have barely had a full lunch break and my McCrone time has often been compromised due to the needs of my pupils. We simply do not have the teaching staff to adequately cover. I am completely exhausted both emotionally and physically by the end of my week.

[Redacted]

The Pupil Support Assistants and myself can be subjected to challenging behaviour such as swearing and can be hit, kicked or punched daily. This is not to do with not being adequately trained. This is due to not have the physical or human resources to adequately do our jobs.

The pupils I work with and their parents, are the only reason that I am currently not looking I to changing my job. I have a morale responsibility to ensuring I do everything I can for these pupils. However, I can not sustain this level of work without their being an impact to both my own health and my own family life. Neither of which I should have to compromise.

[Redacted]

I would be very appreciative to a response to hear your thoughts about my email.

We need to be valued. Give me job to do, but give me the tools to be able to do it.

Yours sincerely

[Redacted]

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From: [Redacted]
Sent: 10 October 2018 12:01:26
To: Public Engagement Unit
Cc: First Minister, Deputy First Minister and Cabinet Secretary for
Education and Skills
Subject: FW: Teaching

MACCS case please for MR for the FM's signature.

Thanks

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From: Sturgeon N (Nicola), MSP <Nicola.Sturgeon.msp@parliament.scot>
Sent: 07 October 2018 08:09
To: First Minister <firstminister@gov.scot>
Subject: Fwd: Teaching

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From: [Redacted]
Sent: Saturday, October 6, 2018 10:56:13 PM
To: Sturgeon N (Nicola), MSP
Cc: Swinney J (John), MSP
Subject: Teaching

Dear Nicola,

I understand that you have asked for view and I'm sure the floodgates have opened.

I am also sure that the SNP have done their best amongst strict cuts from Westminster and the fall out from years of horrific leadership at that level.

I was always proud to be part of the Scottish Education system which for years was held in high regard. However, I find myself compelled to write because our current system is unsustainable.

[Redacted]

I see a lack of funding directly affecting schools being able to support pupils with support assistants, learning support input and a lack of training, from not having cover to access training within the authority to not being able to pay for training itself. Across the authority DHT's and HT's are all in class covering where shortages lie because there are not enough teachers, budgets for cover are spent or not available and teacher absence is at it's highest.

We saw cuts in our authority where our education officers moved from 12 to 9 and this is the support for HT's who now feel pressured and unsupported with the supposed view that this is 'helpful to devolve more autonomy'. I have yet to meet a HT that felt like this. Our educational psychology team was cut by a third, again the team able to direct and support the schools with planning and solution focussed direction. Many HT's are now taking on second schools as there are no candidates applying or suitable for a role which is thankless, underpaid and becoming less and less supported.

Meanwhile in class teachers are struggling to the brink of breakdown. The pressures on teachers to close the attainment gap with the inclusion agenda has become unrealistic. [Redacted]

The teachers who care about their pupils are working longer and longer days, giving up holidays and are at breaking point if not already broken. I know in every school I

meet a teacher or a member of the senior leadership team who openly talks about leaving the profession and many who already have. I also have on several occasions had teachers and leaders in tears talking about how hard it is to support pupils and the risks that exist due to behaviour. The only ones I've met who seem less bothered are the ones who I'd rather weren't teaching my own children.

[Redacted]

I hope this is beneficial to whoever reads this and I would be happy to discuss further if required.

[Redacted]

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From: [Redacted]
Sent: 24 October 2018 08:55:32
To: Public Engagement Unit
Cc: First Minister
Subject: FW: Concerns about education and additional support

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Thanks
[Redacted]

[Redacted]
Office of the First Minister
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5TH floor/St Andrews House/Regent Road
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From: [Redacted] <[Redacted]>
Sent: 24 October 2018 08:00
To: First Minister <firstminister@gov.scot>
Subject: Fwd: Concerns about education and additional support

Begin forwarded message:

From: [Redacted] <[Redacted]>> Date: 24 October 2018 at 07:58:44 BST To: nicola.sturgeon.msp@parliament.scot <mailto:nicola.sturgeon.msp@parliament.scot>
Cc: john.swinney.msp@parliament.scot <mailto:john.swinney.msp@parliament.scot>
Subject: Concerns about education and additional support

Dear Ms Sturgeon and Mr Swinney,

You requested teachers contact you with regard to their concerns about education so please take a moment to read this. In light of the talent, expertise and experience draining from our teaching profession, it raises another issue that deserves some consideration. My concern is what could be described as the diminishing role of the

Additional Support for Learning Teacher or Support for Learning Teacher in our schools.

[Redacted] I made the move into Additional Support for Learning. I felt my years of experience and my interest in becoming more specialised and focusing on meeting specific needs meant this was the right move for me. I planned to spend the next chapter of my career developing my expertise in this new role. After so long in the classroom this opportunity felt exciting, and it was the change that I needed.

[Redacted]

Despite anticipating many years in this role, I now think my days in teaching are limited. I'm well aware that many schools across Scotland have no SfL or ASL teachers so the fact that I'm still doing what I was employed for could be considered a bonus. Lucky me. Many ASL staff have been pulled in to work as supply teachers, leaving children who would normally receive additional support to be managed by the already hard-pressed class teacher. I know from my own experience that with a class of 33 it is often difficult to ensure you've given some of your time to each individual in a day, never mind spend quality time supporting a child who has additional needs. How does GIRFEC work in this scenario? It doesn't.

There is the notion in many schools that ASL is the first port of call to provide class cover. This is not the case. The advice given to me by the EIS is that ASL teachers in primary schools are the very last resort to provide cover and should not be used on a regular basis. Whilst I totally understand the predicament the SLT are placed in when there are classes to cover, I'm not a supply teacher. On a daily basis I go in to school wondering if I will actually get to do the job I'm employed to do (and have planned for) or if I'll be asked to cover a class at short notice and then have to come up with a quality day's teaching and learning for a class I'm unfamiliar with. That is a stressful experience I don't enjoy; if I'd wanted to be a short notice supply teacher I would have joined the supply ranks. Two years of this morning dread is beginning to impact on my own health and wellbeing.

Some schools have used Pupil Support Assistants to plug their Additional Support Needs teaching gaps. Hopefully in these cases the Senior Leadership Team have identified what PSAs should work on and how they should proceed and not left it to the class teacher or the under-paid PSA to sort out. PSAs do a fantastic job, but they should not be substitutes for teachers and nor should it become the acceptable norm that a PSA does the work of an ASL teacher.

If ASL teachers have no say about where their career is going because of shortfalls in recruitment and the fact that teaching is no longer an attractive long-term career option, can you really expect them to stay? Ultimately, at the very heart of all this, it is the pupils who have additional support needs who suffer; the child who needs the confidence boost, the nurture and the extra input in order to achieve their potential and help close that attainment gap we hear so much about.

Kind regards,

[Redacted]

[Redacted]

Sent from my iPad

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