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Success in Pay Campaign ...but more still to be done

EIS members have now voted overwhelmingly in favour of the latest proposal on pay from the Scottish Government. This proposal will now be formally concluded between teaching unions, local authorities and the Scottish Government through the SNCT, thus bringing the pay campaign to a long-awaited and very welcome conclusion.

The Value Education, Value Teachers campaign has been a great success for the EIS, and for Scotland's teaching professionals. It has brought members together, engaged them in the work of the union, and enabled us to work together towards the common goal of improving levels of pay. The success that has been achieved belongs to everyone within the EIS.

In this edition, we look back at the campaign that led to this landmark pay settlement which has set the standard for all public sector workers to aspire to. Clearly, the EIS can only campaign on behalf of its own members, but many other trade unions have taken note of the success of the Value Education, Value Teachers campaign and will now be able to approach future pay negotiations with renewed optimism.

Despite the successful resolution of the pay campaign within Value Education, Value Teachers, there are clearly many more challenges to be overcome within Scottish education.

Although the campaign was focused primarily on pay, it also became a lightning-rod for other areas of concern for Scotland's teachers. Some of the issues – such as tackling excessive workload, support for professional development and career progression – will be addressed through the final agreement between unions, the Scottish Government and local authorities via the SNCT.

Other issues, including the serious concerns held by many teachers over the inadequate level of support for young people with

additional support needs, will become a key focus of EIS campaigning going forward.

With the active support of members, the spirit and optimism that has been generated by the success of the Value Education, Value Teachers campaign can deliver further improvements to the working lives of teachers and the learning experience of the young people in our schools.

Value Further Education too?

While celebrating the successful pay campaign in the school sector, the EIS continues to campaign for a fair cost of living pay settlement for Scotland's Further Education Lecturers. Lecturers within the EIS Further Education Lecturers' Association (EIS-FELA) have now taken four days of strike action in pursuit of a fair deal.

The management body, Colleges Scotland, has acted increasingly erratically as the campaign has proceeded and displays no signs of being an organisation that wishes to reach an agreement. Rather than negotiating in good faith through the appropriate forum, the National Joint Negotiating Committee, Colleges Scotland has instead issued increasingly belligerent comments in the press while providing misleading information on the alleged cost of the EIS-FELA pay claim to the Scottish Funding Council and the Scottish Parliament. That they have been allowed to do this, unchecked by either the SFC or the Scottish Government, is nothing short of scandalous.

EIS-FELA is asking only for a fair pay settlement, in line with public sector pay policy. The response from Colleges Scotland has been to label FE lecturers as greedy and unrealistic. It should be clear to any semi-neutral observer which side is being reasonable, and which is spoiling for a fight.

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THE EDITOR:

The SEJ Editor, 46 Moray Place,
Edinburgh, EH3 6BH
t: 0131 225 6244
E: sej@eis.org.uk

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NEW PAY PROPOSAL AHEAD OF EIS COUNCIL



The March meeting of EIS Council, on Friday 8th March, was held shortly before the EIS was set to open its statutory ballot for strike action in support of its pay claim. The statutory ballot process had been finalised, and the ballot papers were ready to be posted out after the weekend. Following a year of campaigning, and many negotiating meetings, it appeared that no deal would be struck and that a move towards industrial action was inevitable.

However, unbeknownst to the majority of Council members, EIS negotiators had received a request from the Scottish Government for a short-notice meeting the previous afternoon (Thursday) to discuss a potential new pay proposal. At that meeting, the Scottish Government had outlined an improved package which would include a 13.51% compounded pay increase over 3 years, with April 2019 pay-scales increasing by 10% compared to the existing scales.

At the meeting, EIS negotiators, led by Salaries Convener Des Morris, had indicated that they felt able to recommend the package to members – but that written confirmation of the proposal would be required so that Council could study the detail and discuss the merits of the potential offer. As it happened, the letter confirming the proposal arrived 15 minutes before the scheduled start of the meeting, and was then circulated to allow Council members time to read the detail before discussing the potential offer.

General Secretary Larry Flanagan

outlined to Council the events that had led up to the new offer being proposed. “The excellent ballot result on the last offer created negotiating leverage for a new offer to be generated,” he said. “There was a strong degree of confidence that

we would win a strike ballot, and beat the strict thresholds for strike action within the Trade Union Act.”



Mr Flanagan continued, “We exerted as much pressure as we could, on the basis of the strong ballot result. It is that result and that pressure that has led to an improved pay offer for Scotland’s teachers.”

On the detail of the offer, Mr Flanagan added, “Over the three years covered by the proposal, the salary increase equates to 13.51% compounded compared to current salary scales. This will put teachers at the top of the main grade at over £40,000 by April of this year. The clear view of EIS negotiators is that this new offer represents a win for our members.”



Salaries Convener Des Morris then moved that Council vote to recommend acceptance of the proposed offer, and to suspend the planned statutory strike ballot so that members could instead be consulted on the new offer.

Mr Morris said, “Members will be aware that the EIS is the only union that rejected the previous offer at the Scottish Negotiating Committee for Teachers. That decision has been absolutely vindicated with the delivery of this new proposal. It is the EIS, and EIS members, who have secured this offer. We have secured our headline demand of 10% payable this year, and this is a real positive step in restoring teachers’ pay to pre-austerity levels.”



Vice-Convener of Salaries Mick Dolan, seconding the Motion, said, “I commend all the work that has gone on behind the scenes throughout this campaign. While this proposed deal may not be exactly where we wanted to be when we started this campaign, our members will still see this as a win. And it is their win – our members turned out in huge numbers in our ballots and at our national demonstration.”



Allan Crosbie (Edinburgh) then moved an amendment, calling for members to be



balloted immediately on the terms of the proposed offer, rather than waiting for the offer to be formalised by COSLA at the end of March. “We should be very proud of this campaign, and we need to keep building on the success of this campaign – we have achieved a great deal.”



Speaking in support, **Susan Quinn (Education Convener)** said, “This is an offer that we should be recommending acceptance of. We need to ballot our members immediately to get their views on all aspects of the proposal, not just the pay settlement.”



John Kelly (EIS-FELA) added, “I think this is a fabulous deal, and I think the EIS has done a wonderful job for teachers. The reinvigoration of the union through this campaign has been fantastic – the power of the members is what got you here. This is a fabulous victory for the EIS, and we need to shout about it.”



Jean Miller (Glasgow) praised the campaign and the new proposal saying “I really welcome this increased offer, and all that it offers for our members.”



President-elect Bill Ramsay lauded the success of the campaign, saying, “What you have achieved is remarkable, you should all be congratulated.”

Council then moved to a vote to recommend acceptance of the proposal, and to immediately ballot members on the offer with a recommendation to accept. Following the count, **President Alison Thornton** announced that the result was 94 votes in favour of the proposal, with 3 votes against.



Executive

President Elect Bill Ramsay reported on financial matters, including the EIS annual accounts and reports on the value of the institute’s investments. Mr Ramsay also updated Council on the refurbishment of the Glasgow Area Office, and the planned upgrade of the EIS telephone system in all offices.

Education

Convener Susan Quinn updated Council on ongoing work related to SNSAs, highlighting that the EIS had recently provided written and oral evidence to the Scottish Parliament’s education and skills committee regarding all stages of SNSAs, and continued to be represented on the board reviewing P1 SNSAs.

Equality

Vice-Convener Caroline Yates reported that the EIS had responded to the Scottish Government Hate Crime Campaign consultation, and advised Council that the EIS had published updated advice on sexual harassment (see related article on pp14-15) which was being sent to all establishments and published on the EIS website.

Employment Relations

Convener Ricky Cullen updated Council on Benevolent and Legal Affairs matters, advising Council that 15 benevolent applications for assistance had been approved and that 19 legal cases had been considered by the Committee at its last meeting.

Salaries

In addition to updating Council on salaries matters, as discussed at the SNCT, Convener Des Morris told Council that the UK Government had decided not to implement a planned improvement to the accrual rate of the Scottish Teachers’ Pension Scheme that had been recommended by the Scottish Advisory Board, due to Treasury concerns over potential costs.

Dundee EIS Highlights Concerns over Council Budget Cuts

The Dundee local Association of the EIS has raised serious concerns over Dundee Council's announcement that core education budgets will be cut by 3% in the next financial year. The EIS also highlighted its opposition to the Council's plans to introduce a faculty system to the city's secondary schools. This will lead to cuts to teaching posts, and a loss of expertise in many subject areas.

Commenting, EIS Local Association Secretary David Baxter said, "This is terrible news for schools in Dundee, with a deep 3% cut to core funding following

on from many painful years of austerity budgets. This cut will have a detrimental impact on the educational experience of young people in Dundee, and will also lead to a loss of teaching posts across the city's schools."

Mr Baxter continued, "The planned move to a faculty system has no educational rationale, and is purely designed as a cost-cutting measure. In other parts of the country where faculties have been introduced, the result has been the removal of many teaching posts and the loss of invaluable subject specialisms

within the new faculties. The loss of specialist heads of department in many subject areas can lead to a lack of support for teachers and pupils alike, with serious implications for the workload of class teachers and a damaging impact on the learning environment for pupils."

Mr Baxter added, "Dundee EIS would urge the Council to think again on these deep cuts and structural changes, which would have long-term damaging repercussions for education provision in Dundee's schools."

EIS Welcomes U-Turn on Midlothian Music Tuition Cuts

The EIS has welcomed the decision of Midlothian Council not to cut free music tuition in its schools.

Midlothian Council's decision not to go ahead with the cuts came after a large demonstration, including many students, which gathered outside Council Chambers in Dalkeith in February for a musical protest.

The EIS has been calling for free music provision in Scotland's schools to be retained and protected from budget cuts for some time.

Commenting, EIS General Secretary Larry Flanagan said, "The high number of parents and pupils who turned out in support of the demonstration shows the strength of feeling in the Midlothian community, and its belief that all children should have access to music tuition."

He added, "The Scottish Parliament's Education Committee had only recently recommended that instrumental music tuition should be provided free by all local authorities. It is encouraging that the first Council in Scotland to consider cutting music tuition altogether has quickly reversed this decision."

Learning music benefits young people in terms of their self-confidence, and in their ability to work both independently or as part of a larger group.

Other Councils across Scotland would do well to take note of the massive opposition of parents, pupils and teachers in Midlothian. Similar proposals from other Local Authorities will meet with the same response.



New EIS President and Vice-President Elected

The identities of the next EIS President and Vice-President have been confirmed, following the completion of the election process.



The new President elect is **Bill Ramsay**, the long-serving EIS Local Association Secretary for South Lanarkshire. Mr Ramsay is a long-time EIS activist and member of EIS Council, and has served on many EIS committees including a lengthy period as Convener of the Equality Committee. Mr Ramsay served as EIS Vice-President in 2018-2019, and has been elected unopposed as EIS President for 2019-2020.



The new Vice-President elect is **Carole Thorpe**, a primary teacher from Aberdeen. Ms Thorpe has been active in the EIS for over 20 years, including a term of President of Aberdeen local association. Ms Thorpe has served on EIS Council for over 10 years and as a member of the Equality Committee for the past 3 years. Ms Thorpe was elected following a postal vote of EIS members.

Mr Ramsay and Ms Thorpe will formally assume their new posts at the EIS AGM in June, when current President Alison Thornton will move into the post of Ex-President

ASN: Mainstreaming Policy Remains Sound, but Must be Resourced

Commenting on the Scottish Parliament debate on Additional Support Needs provision, and the presumption of mainstreaming, EIS General Secretary Larry Flanagan said:

“Ensuring that the needs of all pupils with ASN are met is a significant challenge currently facing Scottish education. In a recent major survey carried out by the EIS in support of our Value Education, Value Teachers campaign, questions over the level of ASN provision in their school were one of the top concerns identified by teachers. Teachers want to provide the best possible educational experience for all young people, but years of austerity cuts to ASN resources and staffing have left schools struggling to meet the specialist requirements of pupils with ASN.”

Mr Flanagan added: “The principle of mainstreaming pupils with ASN remains fundamentally sound, but it can only be delivered successfully where adequate funding, resources and specialist staff are put in place to support it. Sadly, the evidence from our recent survey indicates that this is not currently the case, and significant investment is needed to ensure that all young people with ASN can receive the support they require throughout their school education.”

ANNUAL GENERAL MEETING 2019

OBSERVERS

The EIS Annual General Meeting will be held in the Perth Concert Hall, Perth on 6, 7 and 8 June 2019. Any member wishing to attend as an observer should contact the General Secretary no later than Friday 3 May 2019.

FEIS

The Statutory Meeting of Fellows of the Institute will be held in Norie-Miller Studio in the Perth Concert Hall at 1.55pm on Thursday 6 June 2019.

Online Petition Launched to Fight Dumfries and Galloway Education Cuts

The EIS has launched an online petition to fight Dumfries and Galloway Council's plans to drastically reduce education spending in this year's budget. The plans include cutting the equivalent of 40 teaching posts across the region during a recruitment crisis and bringing non-teachers into primary classes.

Commenting on the petition, local EIS Secretary Andrew O'Halloran said, “Teachers and parents across Dumfries and Galloway are incensed by these proposals and this petition will give them the chance to make their feelings heard. The Council simply cannot keep cutting education spending, especially during a recruitment crisis.”

The petition, which is on the **change.org** website, is aimed at teachers, parents and the general public. Hundreds of people signed the petition on its first day and that number is set to grow. There are fears that the cuts will have a disproportionate effect on children from poorer backgrounds.

EIS Equalities representative Sarajane Moffat, who drafted the petition, commented, “We want the council to increase investment in our schools and wider education services. Children should not suffer as a result of education cuts, which will put youngsters from more deprived backgrounds at a real disadvantage.”

Pay Campaign Success

Overwhelming Backing for New Pay Offer

EIS members have voted overwhelmingly in favour of the latest pay proposal from the Scottish Government. The EIS will now move to formalise an agreement with the Scottish Government and COSLA via the Scottish Negotiating Committee for Teachers (SNCT).

The overwhelming decision by EIS members to back the latest offer on pay brings to an end a pay campaign that was conceived well over a year ago. Motions passed at the 2017 AGM had made clear that EIS members had seen enough of austerity-driven real-terms cuts to their pay. A decade of pay freezes, pay caps and real-terms pay cuts had led to an effective 20% cut in teachers' pay.

When agreeing the previous pay settlement, in December 2017, the EIS made clear that it would be seeking a significant increase in teacher pay in 2018. The Scottish Government had announced that it was lifting the public sector pay cap, removing one significant barrier which had held down public sector pay settlements for several years.

In January 2018, Council agreed to launch a major pay campaign with the title Value Education, Value Teachers. Council also agreed to submit a pay claim of 10% for the year, as a first step in restoring pay to pre-austerity levels. No one was in any doubt that this would be a long-running campaign, and that achieving success would be far from easy.

The strategy that was devised was based on building a three-stage campaign. Initially, the EIS focused on raising awareness of the campaign – both with members and with wider audiences – and

making the case for a significant pay award. The highly successful EIS “Ten for 10”, which highlighted ten reasons why teachers deserved a 10% pay increase, provided the basis for much of this phase of the campaign.

Once the campaign was well established, and members had engaged with the campaign and its aims, the second phase involved building a grievance with local authorities and the Scottish Government over the decline in teachers' pay, and lack of progress in negotiations towards a solution.

At all times, the EIS emphasised its commitment to good-faith negotiations via the SNCT, and its preference for a negotiated solution. But the EIS also made clear that it was prepared to move to strike action, if necessary, to achieve a fair deal for Scotland's teachers.

The third phase of the campaign, a move to industrial action, was a phase that the EIS hoped would never be deployed. However, as negotiations dragged on with no resolution, a move to a ballot on industrial action became increasingly inevitable. The rejection of a revised offer, in January, by EIS members started the process towards a strike ballot.

But then, just before the EIS strike ballot was set to open, the Scottish Government moved to further improve the pay offer, while also offering additional commitments including tackling excessive teacher workload and enhancing professional learning for teachers.

This offer, which is clearly the best public sector pay settlement anywhere in the UK, has now been accepted by EIS members.

By standing together, campaigning under the Value Education, Value Teachers banner, we have achieved a successful outcome that few outwith the EIS ever thought possible.





What happens next?

Now that EIS members have voted in favour of the Scottish Government proposal, the agreement will now be concluded through the SNCT.

COSLA leaders were set to meet shortly after this edition of the SEJ went to press, to formally agree to make the offer to Scotland's teachers.

The SNCT will then meet, after Easter, to formally conclude the deal and to agree the final wording of all aspects of the agreement.

Once the deal is formally agreed, Councils will then move to implement revised salary payments, including the payment of the back-dated element (a 3% increase effective from April 2018). A pay cap on salaries above £80,000 will limit increases above that level to a maximum of £1600 for the 2018 element.

Pay scales at all grades will also increase by 7% effective from April 2019. Combined with the 3% for 2018, this means that pay scales will increase by a total of 10% compared to current levels – slightly less

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for those earning more than £80,000 and subject to the pay cap in year 1.

For further information, including detail of new pay scales and all the latest updates on the final SNCT discussions, please visit www.eis.org.uk/Campaigns/ValueTeachers

How the Value Education, Value Teachers Campaign Succeeded

When the Value Education, Value Teachers campaign was launched in January last year, the EIS knew it was likely to be a long-term campaign. Its aim was to deliver a significant salary increase for Scotland's teachers, following a decade of real-terms cuts in pay.



For more than a year, the EIS has built a strong campaign as it worked towards its ambitious goal. Many observers doubted that the campaign could be successful, in the face of continuing public-sector pay restraint under the continuing cloud of austerity.

The key to the campaign was building active engagement of members, many of whom had never been directly involved in trade union campaigning or action before. This generated an unstoppable momentum, with members standing together through the EIS to ensure that the campaign would be a success.

Here, we look back at some of the key events over the past year of the Value Education, Value Teachers campaign.

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Timeline

- EIS** **January 2018**
 EIS Launches Value Education Value Teachers Campaign for a 10% pay uplift for teachers.
 - EIS** **8 February 2018**
 Teachers' Pay Claim for 2018-19 Lodged with Employers at the SNCT.
 - EIS** **March 2018**
 Thousands of emails sent by EIS members to local councillors in support of teachers' pay claim.
- 
- SNCT** **26/27 March 2018**
 First COSLA Offer: 3% for main grade teachers/2% for PTs, DHTs & most HTs/ £1,600 increase for £80,000+ EIS Rejects COSLA's Offer, calling it inadequate and divisive.
 - EIS** **April 2018**
 Thousands of emails sent by EIS members to MSPs in support of teachers' pay claim.
 - EIS** **May 2018**
 EIS billboards unveiled in support of pay campaign.
- 
- EIS** **May-June 2018**
 25,000+ postcards sent to DFM as part of "Message the Minister" campaign.
 - EIS** **June 2018**
 Rally at AGM in support of teachers' pay claim.
 - SNCT** **September 2018**
 Second COSLA offer, described as 'final': 3% for main grade teachers/2% for PTs, DHTs & most HTs/ £1,600 increase for £80,000+ and an amended main grade pay scale from August 2018. EIS rejects second COSLA offer as "divisive and derisory".

SNCT

4 October 2018

COSLA state at SNCT that no further offer is forthcoming as their current offer is 'fair and generous'.

EIS

27th October 2018

Over 30,000 teachers, family and friends march through Glasgow to a rally in support of the teachers' pay claim.



EIS

20 November 2018

EIS Consultative ballot on COSLA second offer has 74% turnout and 98% rejection.



SNCT

22 November

3, 17 & 20 December SNCT Meetings with COSLA and Scottish Government with a new revised offer tabled on 17 December.

EIS

7 January 2019

A further slightly updated offer tabled at a meeting of the Extended Joint Chairs: A three-year deal of 3%+2% in 2018, 3% in both 2019 and 2020.

EIS

8 January 2019

EIS formally rejects third COSLA offer. A 'failure to agree' is registered at the SNCT – thereby creating a dispute.

EIS

12 January 2019

EIS Special Council authorises statutory ballot for strike action in pursuit of pay claim. Special Council also decides to suspend the statutory ballot and hold a consultative ballot in the event of any improved offer.

SNCT

25 January 2019

COSLA issues fourth written offer based on Scottish Government proposal: A three-year deal of 3% in April 2018 with additional 3% in January 2019, 3% in April 2019 and 3% in April 2020 with an amended main grade pay scale from January 2019.

EIS

Late January 2019

EIS Council suspends statutory ballot in order to carry out a consultative ballot of members on revised offer. Council decides, by narrow majority, to recommend that members reject the revised pay offer.

EIS

31 January 2019

EIS opens consultative ballot on pay offer, with recommendation to reject. Reflecting close nature of Council vote, EIS sends out balanced information making case for both accepting or rejecting the offer.

EIS

21 February 2019

Consultative ballot closes. EIS members vote by a clear majority (57% to 43%) to reject latest pay offer and move to statutory ballot for strike action.

EIS

22 February 2019

EIS Executive approves statutory strike ballot Timetable. Ballot set to open on Monday 11 March, for a three-week period. First potential strike date set as Wednesday 24 April.

SNCT

26 February 2019

EIS formally rejects latest pay offer at SNCT Extended Joint Chairs' meeting. EIS cites ballot result as indication of need to improve offer.

SNCT

4 March 2019

SNCT negotiating meeting breaks up with no agreement, and with no revised pay offer having been made. EIS continues preparations for strike ballot from 11 March.

EIS

7 March 2019

Scottish Government requests short-notice meeting with the EIS to discuss a new pay proposal. New proposal is outlined to EIS, with written confirmation to be provided ASAP.

EIS

8 March 2019

Scheduled meeting of EIS Council. EIS receives written confirmation of new Scottish Government proposal (3% + 7% +3%) shortly before Council meeting starts. Salaries convener outlines new proposal, indicating that he is prepared to recommend it to members. Following lengthy discussion, Council votes overwhelmingly to recommend acceptance of proposal. Strike ballot suspended.

EIS

11 March 2019

EIS opens consultative ballot, with recommendation to accept. Information on proposal, which includes both pay element and proposals to tackle workload enhance professional learning, sent to all members with ballots.

SNCT

26 March 2019

SNCT Extended Joint Chairs Meeting to formalise final detail of the offer, based on Scottish Government proposal to the EIS.

EIS

27 March 2019

EIS consultative ballot closes. Members vote overwhelming in favour of accepting the latest proposal (3% + 7% + 3%) as outlined in the Scottish Government letter.

SNCT

29 March 2019

COSLA meets, expected to formally agree new pay offer to Scotland's teachers.

SNCT

April 2019

Full SNCT to meet to conclude agreement – bringing an end to the dispute, and ensuring a 13.51% (compounded) pay increase for Scotland's teachers.





Management Tactics Fan the Flames of College Dispute

As we go to press, Further Education lecturers have taken a fourth day of strike action in pursuit of a cost of living pay rise. This is the third time in four years that college lecturers have been forced to take strike action following a return to national bargaining in 2015.

Lecturers took one day of strike action in 2016 followed by six days in 2017, firstly to win the principle of equal pay and then to force management to honour the deal that they had signed. The outcome of the 2017 strike included wide ranging agreements on terms and conditions with improvements to salary conservation, reduced class contact time in some colleges and increasing annual leave to 62 days across the sector, with 'no detriment' protections to those with existing local agreements which bettered this.

Perhaps two of the most significant elements of the 2017 deal were national agreements on TQFE and lecturer professionalism, and on 'transfer to permanence' for lecturers on temporary contracts.

The agreement on TQFE and lecturer professionalism commits colleges to offering TQFE to all new lecturers, with an anticipated completion date of two years from their start date. In addition, colleges will offer all TQFE candidates five hours per week class contact remission. The

agreement also commits the sector to GTCS registration, and while the April 2019 deadline will not be met, a joint working group, involving EIS FELA, the Employers Association, Scottish Government and GTCS, is actively taking forward this work. This has huge potential implications for the sector, creating institutional support and a national framework for professional reflection and development.

Similarly, the 'transfer to permanence' agreement has far-reaching significance in a sector which, since the removal of colleges from local authority control in 1993, has increasingly relied upon a casualised workforce of part time, temporary lecturers – employed on a variety of precarious contracts. Temporary, variable hours, fixed term and zero hours contracts have been widely misused in the sector over the last quarter century, with staff – including younger, female and BME staff – left open to exploitation as they scabble for hours. Temporary staff have been the backbone of EIS FELA industrial action, and they rightly view this agreement as the 'big prize' of national bargaining.

These are positive developments – so why are we on strike?

It is of little surprise to anyone with even a passing knowledge of the Scottish Further Education sector that management – intransigent on a cost of living offer – are

now seeking to renege on the transfer to permanence deal and launch a further attack on our terms and conditions. As in 2017, Colleges Scotland has shown that it cannot negotiate, will not negotiate, and should it ever reach the point of agreement, cannot be trusted to honour it.

EIS FELA submitted our cost of living pay claim for the 2017/18 session (the FE settlement date is currently April) in December 2016. We made numerous concessions before reaching the point of a statutory ballot for industrial action, agreeing to consider a three year deal and to unconsolidated elements for years 1 and 2 (April 2017 and 2018). Our claim is not greedy – if anything, we could be criticised for underselling our members, with our last pay proposal asking for a flat rated £1600 in year 3 on top of unconsolidated amounts of £425 and £200 in years 1 and 2.

This claim has been costed at £13.9m – less than the £14m management claimed that the support staff deal cost them. Of course, it's Scottish FE – and everything is not as it seems with management's maths. Different methods were used to cost the support and teaching staff claims, with the result that management claimed the EIS demands amounted to £31.5m - costing the support staff deal in the same way resulted in a difference of just £300,000.

Management appears to have ‘fiddled the figures’ too in their Parliamentary Briefing and in costings presented to the SFC, failing to account fully for local increments – money which staff would have received regardless of national bargaining – in the ‘increases’ they claimed lecturers had received as a result of national bargaining. Of course, these “increases” applied only to those lecturers who had been historically underpaid – they resulted from our demands for equal pay – while elsewhere in the public sector, there has been no suggestion that an equal pay settlement should cancel out a cost of living pay rise. Management claimed £99m from the Scottish Government for the costs of national bargaining, but the Scottish Funding Council (SFC) are already clawing back money delivered on the basis of erroneous information provided by Colleges Scotland on FTEs and promoted posts.

EIS FELA members have stood strong and united throughout this strike. Colleges Scotland has not only refused to enter into meaningful negotiation, it has actively goaded EIS FELA members – their employees – into taking strike action, their latest tack being threats to undermine the permanence agreement, to impose classroom observation, remove ‘self-locate’ time and enforce single-table bargaining alongside support staff unions for future negotiations. They have shown utter contempt for learners throughout the process – ignoring multiple offers to suspend strike action in return for concessions on pay.

Following the failure to make progress after the first two days of strike action in January and February 2019, we have

now launched a ballot for escalation in the form of ‘action short of a strike’. This action is planned to take place after Easter, alongside further strike days if required, and will consist of a resulting boycott and ‘withdrawal of goodwill’. Lecturers will teach and assess students as normal on non-strike days and provide feedback to learners on whether or not they have achieved assessments, but we will not enter results into the college systems, nor undertake non-contractual duties.

We do not want to take strike action, boycott results or withdraw our goodwill. We work in Further Education because we care about our students and want them to have the best possible experience of college. However, this is the last resort available to us if we are to protect our terms and conditions, secure a fair cost of living pay rise and preserve our role in national bargaining, not only now but in the years to come.

The Scottish Government’s silence on our dispute – given their intervention to avert strike action in the schools’ sector- is a damning indictment on their views of Further Education. The Scottish Government views FE as central

to its widening access agenda and has acknowledged that the quality of learning at colleges has never been higher. Lecturers play a pivotal role in delivering improved life chances, generating a more skilled workforce and addressing inequality in society. Our students come from a wide variety of backgrounds with

a diverse range of needs – some are disengaged with education, many have multiple demands on their time and energy beyond their studies. The Scottish Government appears to be content to reap the rewards of lecturers’ commitment to these students in bridging the attainment gap and delivering on key policy objectives but when it comes to pay and terms and conditions, is taking a “hands off” approach in dealing with the FE sector.

If the Scottish Government is serious about its commitment to Further Education, to national bargaining and to the Fair Work Convention, then it’s time for John Swinney

and Richard Lochhead to step up to the mark and intervene. Colleges Scotland has shown that it is incapable of leading meaningful negotiations. We cannot have an “annual FE strike.” We should not have needed this strike – and it’s high time that the Scottish Government intervened to ensure a fair cost of living pay rise for lecturers, without further attack on our T&Cs.

- Pam Currie, EIS FELA President

Lecturers play a pivotal role in delivering improved life chances, generating a more skilled workforce and addressing inequality in society



Tackling Sexual Harassment in Educational Establishments

The EIS has created new guidance for members on combating sexual harassment. The advice, entitled “Tackling Sexual Harassment in Educational Establishments,” is designed to assist members at all levels in challenging this behaviour and allows them to contribute to improving the learning environment for our children and young people. The guidance will be distributed to all educational establishments and published on the EIS website.

In 2017, film producer Harvey Weinstein was accused of harassing and assaulting women over several decades, and using his position of influence to silence women. Other powerful Hollywood figures were also accused, and this encouraged further revelations in other countries, industries and workplaces. Women came forward in unprecedented numbers and shared their experiences, after the actor Alyssa Milano tweeted: “If all the women who have been sexually harassed or assaulted wrote ‘me too’ as a status, we might give people a sense of the magnitude of the problem.” The first response was, “Me too, he was my stepfather.” In the first week after Milano’s suggestion, 1.7 million tweets included the phrase. The words, ‘Me Too’, have become synonymous with sexual harassment and its prevalence across all countries.

A plethora of research has confirmed that sexual harassment is a problem in Scottish society, in all kinds of workplaces, including schools. A TUC study found that 52% of women had experienced some form of sexual harassment at work, and in the vast majority of cases, the perpetrator was a male colleague. Girlguiding Scotland found, in 2018, that just over a fifth of girls and young women in Scotland aged 13-25 experience sexual harassment at school, college or university.

Sexual harassment, to be clear about what we mean when we use that term, is unwanted conduct related to a relevant

protected characteristic within the Equality Act 2010, which has the purpose or effect of violating a person’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. It covers a wide range of behaviour, ranging from inappropriate jokes right through to serious sexual assault. Essentially, it means subjecting someone to unwelcome and unwanted sexual behaviour, such as unwelcome physical contact (e.g. pinching a girl’s or woman’s breasts), verbal conduct (e.g. making sexual comments or jokes) or non-verbal conduct (e.g. making sexually-suggestive gestures).

Often a person who has carried out sexual harassment will say that they were just joking or harmlessly flirting, and that they didn’t intend to cause offence. This is irrelevant if it has had the effect of violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment. Sexual harassment is never ‘just banter’ or a joke. It is unacceptable and unlawful conduct.

Although anyone can experience sexual harassment, regardless of their sex or gender identity, women are more likely to experience harassment, usually perpetrated by men, and girls are more likely than boys to be harassed in school. Some people can be more vulnerable to sexual harassment or can experience it differently because they have a combination of protected characteristics, such as being gay, transgender, or from a visible ethnic minority or faith group. Sexual harassment is also a manifestation of power imbalances and often occurs within unequal relationships in the workplace, for example between managers and employees, with those on casual contracts often more vulnerable.

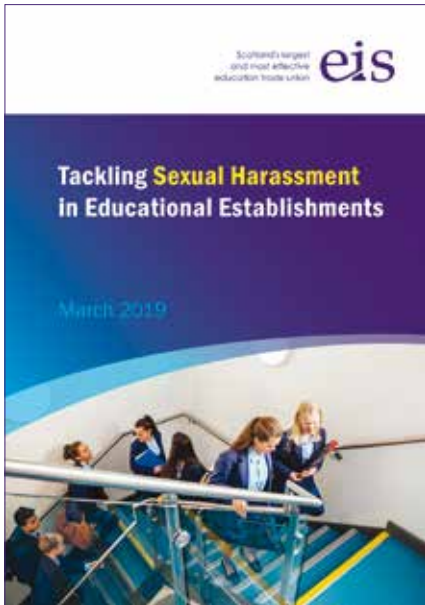
The EIS has launched new advice designed to support union members at all levels in challenging sexual harassment in educational establishments, because we recognise that it is vital for trade unions to take action on this issue, to improve the situation for workers; and for educationalists to play their part in improving the situation for the young people whom they teach. The advice includes definitions, examples, information on prevalence and effects, information on legalities, remarks on the role of unions in challenging sexual harassment, and advice for members.

The urgency of trade union efforts in this area became obvious when the Women and Equalities Committee of the UK Parliament reported that the lack of concerted efforts by employers to tackle this problem means that the burden of holding harassers to account currently rests heavily on the individual. However, many people who have experienced harassment may not want to take forward a complaint for fear of victimisation, or because they do not trust their employer to take robust action. Learners may not want to raise the issue because they do not think it will be taken seriously; they don’t want to make a fuss; or they fear being seen as uptight for challenging what is presented as ‘banter’ or ‘just a joke’.

The effects of sexual harassment can be traumatic and devastating. The people affected can be left feeling shocked, ashamed, embarrassed, upset, scared and violated. The YWCA Young Women Lead project reported in evidence to the Scottish Parliament their view that “after they have experienced sexual harassment, many girls try to make themselves smaller or are scared to take up too much space. They also try to be quiet in school...there is definitely an impact not only on their day-to-day lives, but on their performance at school.”

A TUC study found that 52% of women had experienced some form of sexual harassment at work

New EIS advice



www.eis.org.uk/Gender-Equality/TacklingSexualHarassment

Many girls and women go to great lengths to try to avoid harassment, effectively 'self-policing' by taking measures such as avoiding public transport, changing the routes they use to walk to work or school, or dressing differently. Plan UK reported in 2018 that girls were self-limiting in a myriad of ways to try to avoid sexual harassment, and many girls had, for example, crossed the road to avoid someone or stopped going out at night. Sexual harassment can also affect girls' subject choices; their career choices; and their mental health and wellbeing. The consequences can be life-long.

The #MeToo campaign has started a vitally important dialogue about the nature and extent of sexual harassment but knowing more is only the first step. Trade unions have a critical role to play in translating increased awareness of the issue into real change in the workplace; and teacher trade unions have an important part to play in changing culture and spreading awareness. Collectively, teachers and lecturers can make a difference.

Jenny Kemp, National officer

The scale of the problem

- A TUC study found that 52% of women had experienced some form of sexual harassment at work, and in the vast majority of cases, the perpetrator was a male colleague.
- In October 2018, the Women and Equalities Committee of the UK Parliament reported that sexual harassment of women and girls in public places is "relentless and becomes 'normalised' as girls grow up, contributing to a wider negative cultural effect on society."
- A 2017 survey, found that one in ten women who had experienced harassment said it led to them leaving their job or place of study.
- The Fawcett Society Sex Discrimination Law Review found that violence against women and girls (of which sexual harassment is one aspect) is "endemic" in the UK.
- Plan International UK conducted research in 2018 which found that more than one in three girls in the UK had received unwanted sexual attention, e.g. being groped, stared at, catcalled or wolf-whistled in public when wearing school uniform; they reported that girls as young as eight years old described witnessing or experiencing harassment.
- Girlguiding Scotland research found that a fifth of girls and young women in Scotland aged 13-25 (21%) experience sexual harassment at school, college or university.



Value Your Time – Taking Action to Reduce Workload

The Value Education, Value Teachers campaign has been successful in securing a significant cost of living pay settlement for Scotland’s teachers. However, throughout the campaign, issues such as high workload and excessive bureaucracy were clearly also significant concerns to Scotland’s teachers. Area Officer Leah Franchetti looks at actions to cut back on excessive workload demands.

“Well, I hope you’re proud of yourselves. Together you’ve only gone and won the largest public sector pay increase in the UK. This didn’t happen through the power of wishful thinking but because of your collective strength in classrooms, in Local Association meetings, on social media, in repeated ballot turnouts and attendance at the largest single trade union demonstration in Scotland.

By standing together we have shown our employers that we are more than ready to take the necessary action to defend the interests of Scottish education.

Yet whilst the pay settlement is welcome we have an equal prize in our sights: banishing unnecessary workload. Teachers, COSLA, Education Scotland and Scottish Government all know the importance of this issue.

When the Cabinet Secretary for Education and Skills writes of a, “shared desire to reduce the workload of teachers”, (Letter to Salaries Convener Des Morris 8th March, available on the EIS website), we should view this as an open door to re-double our efforts on tackling bureaucracy.

The results from the EIS survey earlier this year are alarming and should be an urgent wake-up call. 60% of respondents told us that they regularly felt stressed (16.5% of you said you felt stressed ‘all the time’). Worryingly 70% of members would not recommend teaching as a career.

The responses are potentially devastating for our profession as they will likely lead to teacher burn-out, impacting on family and social life and affecting individual’s ability to deliver great teaching and learning for pupils. All of you will know wonderful teachers who have left the job because they simply feel they can no longer deal with the pressure. Many teachers feel that they are overwhelmed and unable to meet the needs of the children they teach. You may, right now, be teetering on the edge yourself.

Colleagues it simply doesn’t have to be like this, and together, we already have the ability to transform our working environment. We have shown how powerful teachers are when we have a common goal, and united, we must demand a return to healthy working lives and a job we would advocate to our friends.

We aren’t going to eradicate unnecessary workload overnight but we can make an immediate impact by following some simple steps.

This advice applies to EIS members in every grade. Every teacher on SNCT terms and conditions has a contractual 35 hour working week and we will not have won this campaign until we achieve this for everyone. It harms our profession if we allow an expectation that promotion equals a reduction to the work/life balance.

- Know and understand your terms and conditions. Your 5 minute reading challenge for the spring break is visiting the SNCT Handbook website and look at Part 2, (Section 3 Working Year and Working Week). Familiarise yourself with your contract: www.snct.org.uk/wiki/index.php?title=Part_2_Section_3
- Ask your EIS school rep to arrange a branch meeting early in the new term with one priority: tackling workload. If you don’t have a school rep consider

becoming one. Contact your Local Association Secretary to find out more. If you are a Headteacher ask about your local EIS Headteacher network.

- Audit the tasks you are routinely carrying out: Are they necessary? Is there a better way of doing things? Are they essential or just desirable?
- Trust your own professional judgement. Speak up in meetings. Ask questions. If you think there is a better way of doing something; say it.
- Look out for local EIS Working Time Arrangements training and commit to taking action in your establishment to stripping out unnecessary commitments and over complicated bureaucracy.
- Ask advice from your Local Association if you believe the employer is imposing unrealistic deadlines or additional tasks which aren’t included in your WTA.



The terms and conditions of Scottish teachers have been gained through our strength as a campaigning trade union. They should never be taken for granted. We have won, for now, the argument on pay but the campaign on workload is only just beginning.

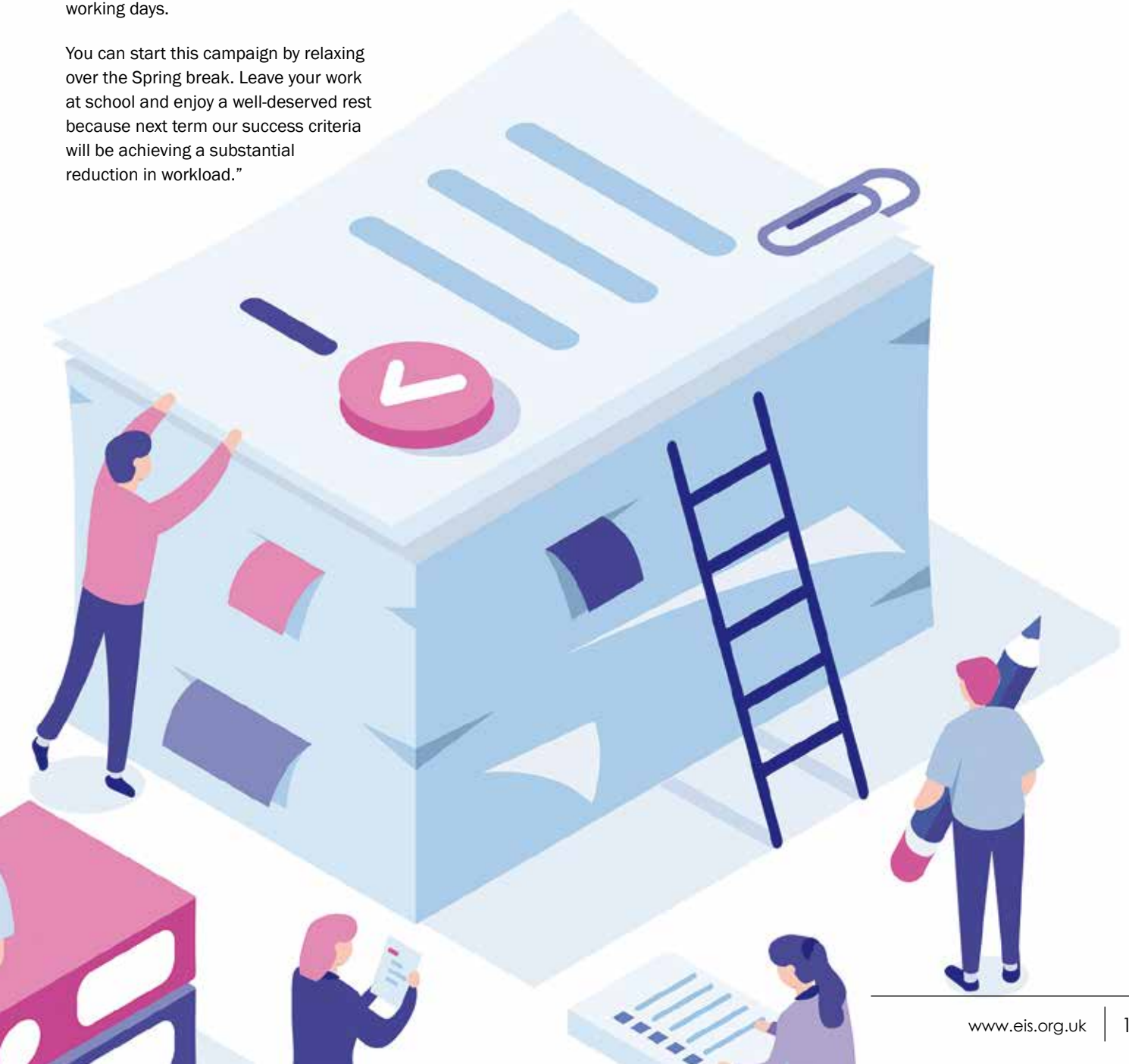
If you remember one thing make it this: teachers are contracted for 195 days a year; weekends and holidays are not working days.

You can start this campaign by relaxing over the Spring break. Leave your work at school and enjoy a well-deserved rest because next term our success criteria will be achieving a substantial reduction in workload.”



Leah Franchetti is the Area Officer for North Lanarkshire, Stirling, Falkirk, Clackmannanshire and the Scottish Borders. She is based in our newly-refurbished Glasgow Area Office.

Area Officers' main role is providing representation to EIS members with complex disciplinary and grievance issues. Additionally they work closely with Local Association Secretaries to provide advice, support and training to members.





EIS Headteacher / DHT Conference

Friday 1st March 2019

In addition to being Scotland's largest teaching union, the EIS also represents more promoted staff – including Headteachers and Deputy Headteachers – than any other union in Scotland.

Headteachers and Depute Headteachers from across Scotland gathered at the Edinburgh Carlton Hotel on Edinburgh's North Bridge for the EIS HT & DHT Network Conference.

Themed 'Empowering Schools', the Conference explored the developing empowering schools agenda in Scotland – what empowered schools could look like in practice; the implications for decision-making within each sphere of the education system; and the extent to which 'empowerment' might lead to greater equity and enhanced outcomes for children and young people.

Opening Session



EIS President Alison Thornton, the chair of the conference, welcomed delegates, and outlined the key conference themes: Headteachers as Pedagogical Leaders; School Empowerment – a Collegiate View; Enabling Teacher Leadership; Heads Together – Poverty, Professional Learning and School Empowerment.

EIS General Secretary Larry Flanagan

then outlined the EIS Vision of a Democratic School, starting his presentation with a quote from the prominent educationalist, Andy Hargreaves: *"The quality and morale of teachers is absolutely central to the wellbeing of students and their learning."*

Mr Flanagan went on to say, "The EIS welcomes the progress which has been made around realising a framework for greater school empowerment and believes that the partnership approach which has been adopted is proving to be more productive than a protracted political battle around legislation may have been."



"Central to this whole agenda is the need for greater professional autonomy to be facilitated, identified by teachers in the recent EIS survey as the single most critical factor in achieving an empowered system. There also needs to be more scope for collaborative practice, the second most cited feature from the survey. The issue of excessive workload remains as the biggest barrier on implementation."

Mr Flanagan highlighted that the EIS view is strongly based in the need for a collaborative approach in schools, which empowers all teachers in driving the decisions that can have a positive impact on the learning experience of pupils.

Following the General Secretary's presentation, the **Deputy First Minister and Cabinet Secretary John Swinney**, addressed the conference and said, "There is much to be proud of in Scottish education. Just this week official statistics revealed the percentage of school leavers going on to work, training or further study is at a record high. And the deprivation gap between young people from the most and least deprived communities going on to one of these positive destinations has halved since 2009/10."



"We have dedicated teachers and engaged pupils and these results are a testament to their hard work. However, there are still challenges within education that we have to address."

"Events like this provide an excellent opportunity to have an open and honest discussion about progress, and agree our shared ambition for the future."

"It is a vision that requires the Scottish Government, local government and teachers to work together with a range of partners to drive improvement."

"Providing every child with an equal opportunity to succeed, a world-class education and the best possible start in life will improve Scotland for all of us, and



teachers are at the forefront of making that vision a reality. That is why we are doing everything we can to empower the profession.”

Questions to the Deputy First Minister

Glasgow Headteacher Jean Miller spoke of identifying things in the system that might be a barrier to empowerment, and exploring how those barriers could be overcome. She went on to ask Mr Swinney if we should remove the grading from inspections to “allow us to have conversations about what we can learn rather than what did we get?”

Mr Swinney replied that inspection is carried out independently of government, but that inspection should be about improvement. He acknowledged that it is not a stress-free experience, but that it also provides a tremendous professional learning opportunity. On the specific issue of potentially removing inspection gradings – “I think you have a point – there is merit in that argument.”

Headteacher John Wilson from Edinburgh said that a commitment to empowerment is welcome, but that practical challenges exist – including the support and resources available through local authorities to schools. He asked what could be done to address teacher shortages – both at main grade and in promoted posts – which have a serious impact on workload, and thus on the empowerment agenda.

Mr Swinney replied that Headteachers have been clear that they want to be leaders of learning, but they do not want to be accountants. “We have to ensure, in a spirit of cooperation, that the support is there”, he said.

On the issue of attracting teachers, Mr Swinney said there are now around a dozen new routes into teaching which are having an impact, but accepted that there are “still challenges.”

Education Scotland and ADES

The second session featured presentations from **Gayle Gorman, Chief Executive of Education Scotland**, on the role of Education Scotland amidst the changing education landscape, and **Maureen McKenna, President of the Association of Directors of Education in Scotland (ADES)**, who provided the local authority perspective.



In her presentation, Ms Gorman addressed the issue of the potential removal of inspection gradings, and confirmed that Education Scotland was

exploring the idea, but that this was at an early stage and that no formal consultation process had yet been launched.



Offering the view of ADES, Ms McKenna said, “We need an inclusive culture of trust, partnership and listening in our schools to support and challenge teachers and focus on outcomes for learners.”

Panel Session & Workshops

The conference concluded with a round-table session, chaired by the EIS President, featuring Larry Flanagan, Gayle Gorman and Maureen McKenna. This was followed by an afternoon of workshops covering each of the key themes of the conference.

A full report on the Conference is currently being produced, and will be published on the EIS website. Further coverage of the event is available on Twitter, using the hashtag #eisHTDHT19



What is Empowerment in practice?

The SEJ explores the Empowering Schools agenda, which is currently a key priority for national and local government. The recent EIS Headteacher Conference had a strong focus on empowering schools, and the policy is also reflected in the recently agreed pay offer from the Scottish Government and COSLA.



Empowering schools, and teachers, has become a major policy objective of Scottish Education, referenced also in the recent letter from the Deputy First Minister which set out the pay proposal offer. In our submission to an earlier Scottish Government Governance Review consultation, the EIS set out its support for the principle of empowering schools and the profession. In particular, we articulated support for the concept of a “democratic school” model – which might be summed up as a system predicated on the meaningful participation of teachers and leaders in school decision making and self-evaluation processes.

The EIS conceptualisation of this model of school organisation is consistent with the principles underpinning the SNCT Collegiality Code of Practice, signed more than a decade ago, though the full ambition of this remains to be realised.

What might “empowering schools” mean in practice, however?

The following would be some obvious indicators of what the EIS would expect to find in an empowered school community:

- A DMR (Delegated Management of Resources) or Finance Committee, led by the Headteacher or substitute, would be in place with representation from the school community. PEF spending has seen an approach such as this modelled in many schools but in others financial spend has been decided by either the Headteacher or Senior Management alone.

- Teacher Learning Communities would be evident.
- Commitments to “consult” - staff, parents, pupils - would be replaced by commitments to secure “agreement.”
- Curricular planning groups would be in place, or something akin to a Board of Studies.
- Working Time Agreements would emerge as a result of a genuine consultation / negotiation.
- School Improvement Planning would be a collaborative process rather than a publication cycle driven exclusively by SMTs.
- Professional Learning opportunities would be at the heart of school life and be seen as an entitlement.
- Action research would be commonplace with distribution and discussion of finding a norm; collaborative research would be evident, also.
- Staff would be enabled to take advantage of out of school collaborations, partnership working projects, and representation.
- Leadership at all levels would be evidenced by all staff having the opportunity take up such challenges.
- Collegial practice would be commonplace.
- Professional voice and agency would be evident.
- Headteachers and senior management teams would have sufficient resources and authority to devise, in consultation with staff, bespoke promoted post structures, project leadership roles, and pupil support mechanisms.
- Headteachers would have in place bespoke curricular models shaped by meaningful consultation with staff whose professional voice is valued.
- Pupil voice would be facilitated in a meaningful and evidenced manner.
- Parental involvement in the school community would be evident in the everyday life of the school and not limited to parent evenings, with time allocated to support this.

All of these examples exist to varying degrees in schools across the country, of course, as do examples of formal leadership posts being empowered, e.g. Headteachers being directly, although not exclusively, involved in staff appointments.

What you wouldn't expect to see in an empowered school system are central directives from Education Directorates around, for example, areas such as SNSA assessment windows, the number of qualification routes or subject choices in the Senior Phase, or curriculum architecture.

In an empowered system, the need for a local authority to seek agreement from its Headteachers is as critical to empowering schools as the need for Headteachers to seek agreement from school staff.

Reference to the GTCS Standard for Leadership and Management is instructive. It articulates many of the hallmarks which might be associated with empowered schools: for example - collegiality; distributive leadership; enabled leadership at all levels; leadership of curriculum and learning; and partnership working.

Articulating and agreeing such principles, however, is often easier than establishing practice firmly founded upon them.

In an EIS Health and Wellbeing survey, a few years ago, a positive correlation was established between teachers' sense of better wellbeing and working in a collegiate school. Fewer than 50% of teachers, however, identified as working in such an environment – why was that?

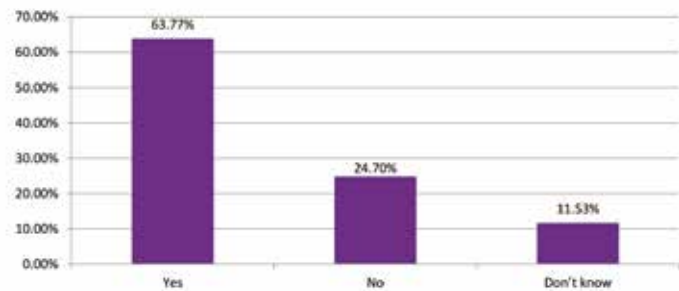
Thankfully, the most recent member survey indicates some progress, suggesting that a sound base has been established for a more collegiate and empowered model in our schools (Table 1). 63.7% is a significant improvement in terms of collegial practice, although still clearly short of system wide practice. The aim of ensuring greater consistency across the country, in this regard, is critical to progress.

Similarly, 51% identifying as being in a distributed leadership model (Table 2) is a sound base but with plenty of room for improvement.

Table 3 indicates that for EIS members, greater professional autonomy would be the single greatest marker of an empowered system.

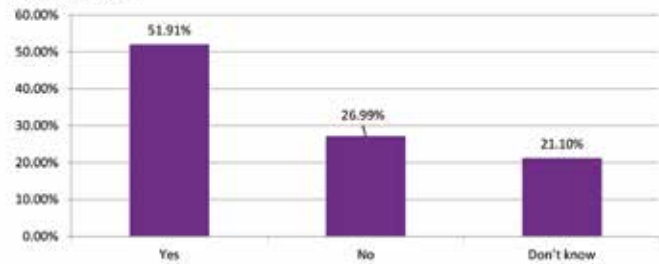
Moving forward, the current discourse on an empowered system coupled with the work of the Empowering Schools working group, on which the EIS is represented, is an opportunity to advance what is a critical agenda for the Institute and its members; one which potentially can provide teachers with more professional control over their working lives.

TABLE 1 "Would you say your school/workplace...Is collegiate in practice?" responses



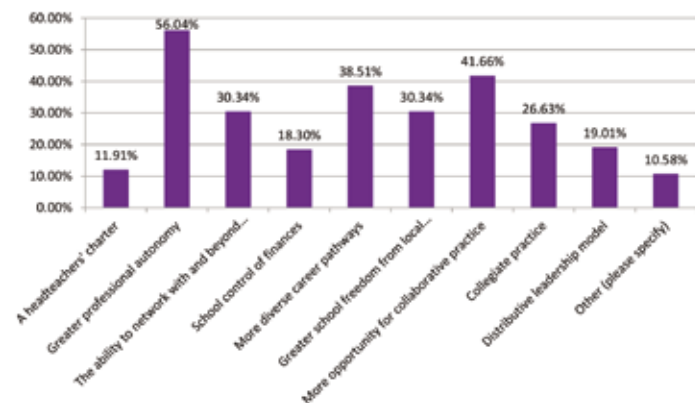
Total Responses: 10,625

TABLE 2 "Would you say your school/workplace... Operates a distributive leadership model?" responses



Total Responses: 10,556

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



Total Responses: 10,350



EIS-FELA AGM

Passes Unanimous Vote of No-Confidence in Colleges Scotland



The Annual General Meeting of the Educational Institute of Scotland Further Education Lecturers' Association (EIS-FELA) has passed an Emergency Motion of no confidence in the management body Colleges Scotland. The Motion, which was proposed to the AGM by the Forth Valley College EIS-FELA branch, was passed unanimously by AGM delegates.

College lecturers are currently in the midst of a long-running dispute with Colleges Scotland in pursuit of a fair cost of living pay rise, in line with current public sector pay policy.

The EIS-FELA AGM also launched a Parliamentary Briefing, which has been sent to all MSPs, setting out the facts in relation to the dispute. EIS-FELA has grown increasingly concerned at the approach adopted by Colleges Scotland to negotiations, and by increasingly belligerent statements made by Colleges Scotland in the media. The new Briefing debunks some of the myths that have emerged in relation to the dispute, and highlights the basis for the dispute in pursuit of a fair cost of living pay increase for Scotland's FE lecturers.

The Briefing Paper to MSPs states, "Colleges Scotland has presented financial information to the Scottish Parliament about the EIS-FELA pay dispute. In making its argument that the EIS-FELA pay claim is unaffordable and unreasonable, it has relied upon its own costings of the pay harmonisation process, of the EIS-FELA pay claims and of the settlement for support staff. It has sought to add credibility to its briefing by citing the validation of these costings by the SFC (Scottish Funding Council). The EIS believes that these costings are misleading and do not accurately reflect the true costs to the sector as purported."

Addressing the AGM, EIS-FELA President Pam Currie said, "Colleges Scotland are misrepresenting the figures related to this dispute, and it is now time for the Scottish Government to step in and act. We have been very clear to management that we are asking only for a fair cost of living pay increase, in line with public sector pay policy. We are not being unreasonable or greedy, as the management have often claimed. Essentially, this dispute is about college management attempting to wriggle out of existing agreements delivered through national bargaining. We are very clear that we are not going to sell anyone's hard-won terms and conditions to achieve a fair cost of living pay increase."

Guest Speaker

Prominent lawyer Aamer Anwar, who is also the current Rector at the University of Glasgow, was the guest speaker at this year's FELA AGM.

Aamer opened his speech by speaking of the horror of that morning's extreme right-wing terror attack on two Mosques in Christchurch, New Zealand in which 50 people had been murdered and many more injured.

Mr Anwar also warned that prejudice against Muslims was a growing issue internationally. "The rise of Islamophobia must be condemned by us all – we cannot be complacent in the face of the rise in Islamophobic abuse across Europe and within the UK," he said.

He then went on to deliver a passionate and inspiring speech which highlighted the continuing prejudice facing many sections within society, and the important role that trade unions continue to play in standing up for people who often cannot overcome these challenges alone.



"We've always had to fight for freedom and justice, and the more of us who believe in that, the better chance we have"

Guest speaker **Aamer Anwar** addresses the EIS FELA AGM on the scourge of institutional racism in society.

Motions

Delegates debated a total of 31 Motions on a wide range of issues, including: National Bargaining; TQFE; class sizes; temp to permanency; GTCS registration; part-time workers; mental health; LGBTI inclusion; school/college partnerships; de-escalation training for violent incidents; college and regional boards; video conferencing; ALFs; Funding of Further Education.

For full information on all the Motions debated at the EIS-FELA AGM, please visit www.eis.org.uk



BEAT THE DRUM

Defending Music Provision

It must be spring: blossom is beginning to appear on the trees, daffodils and crocuses are blooming, and schools are looking ahead to the summer exam diet. One group of learners who will be working hard between now and their SQA exams in May and June are those pursuing music qualifications. Their endeavours will be firmly supported by both their music teachers and their Instrumental Music Teachers (IMTs).

IMTs, although peripatetic and sometimes perceived (wrongly, in the EIS view) as offering additionality rather than a core educational service, play a significant role in supporting young musicians to achieve NQs in Music. For some courses e.g. Higher Music, performance constitutes 60% of the assessment. Pupils perform their instrumental pieces best with input from highly skilled, professional instrumental music teachers.

An EIS survey of IMTs on their role in delivering qualifications found that:

- 94% source and research materials for learners
- 94% rehearse with or accompany learners in exams

- 90% have a role in advising on a performance programme, in partnership with learners' classroom music teachers, and in line with SQA guidelines
- 85% compose / arrange/ transpose music, including backing tracks, for use during lessons, performances and exams.

IMTs also contribute to the pursuit of NQs in other ways, including recording performances for assessment evidence; and producing learning materials tailored to individual pupils' needs (e.g. scores on coloured pages for dyslexic pupils).

Music qualifications are hugely beneficial to young people, with the study of music and the discipline involved in mastering an instrument being widely acknowledged as supporting improved literacy, numeracy, communication, organisation, and wellbeing. These arguments are elaborated on by academics, musicians, parents, pupils and teachers in the EIS Instrumental Music Charter, 'Change the Tune'.

However, as the Charter highlights, music education is continually being squeezed by austerity budgets, with some cuts now threatening the viability of local music



services. Without adequate investment in IMTs, young people's achievement of music qualifications will continue to decline, an alarming trend which is becoming evident. SQA data shows that the number of entrants for all music qualifications had declined in 2017, compared with 2016 figures: the number of music entrants was down across all levels, with N3 entrants down by 44, N4 down by 54, N5 down by 199, Higher down by 19, and Advanced Higher down by 13. That trend must be reversed.

We are calling on government, both locally and nationally, to Change the Tune: recognise and value the critical role of IMTs and invest in instrumental music. As spring turns to summer, the EIS will keep up the fight to defend music provision. And as for the exams – we wish all young musicians the very best of luck!

Celebrating International Women's Day

The Glasgow Association of the EIS recently held two events in Glasgow City Chambers to celebrate International Women's Day, in conjunction with Glasgow City Council.

The morning event was attended by around 100 secondary school girls. Actor Siobhan McSweeney who appears in *Derry Girls* and a host of other productions led an interactive session speaking about her own journey into acting, the aspirations of the Suffragettes and feminism today.

Siobhan said, "As a proud member of my own trade union, Equity, I am delighted to speak at this EIS event. To be allowed to share my story and speak to so many secondary school girls on such an important day of the year is a pleasure. IWD is a real opportunity to celebrate the achievements of our women and girls and to acknowledge the work that still needs to be done."

Ms McSweeney added, "We have come so far, but still have much to do. This work will lie in the hands of the next generation. These young girls will become our feminist heroes of the future. As a result, I am beyond excited to meet them all. Especially as they have shown so much support and delight in the topics raised in *Derry Girls*."

The afternoon session was attended by around 100 primary school girls. Entertainment was provided by pupils from Thorntree P.S, St Constantine's P.S and Rosshall Academy.

Susan Quinn, EIS Glasgow Local Association Secretary who opened both events said, "International Women's Day has been celebrated since 1910. Now, more than ever, there's a strong call to action to progress gender parity. We hope to motivate and unite friends, colleagues and whole communities to think, act and be gender inclusive."

Ms Quinn continued, "We are welcoming pupils from across Glasgow primary schools to this special event where they will have the opportunity to talk to women from a wide range of careers, celebrate women of all ages and hopefully take time to consider how we might press for progress in our own lives."

Maureen McKenna, Executive Director for Education, Glasgow City Council said: "Girls and women across the globe need to feel empowered every day and it's quite right that we host a day to celebrate our achievements. However, we must also be conscious of the fact that in some parts of the world women's voices are still thwarted."

Ms McKenna added, "I recently took part in a Girl Guide's protest march in Malawi against girl harassment and it was amazing to join 300 female pupils with placards who are biting back against the unfairness in their society – they have found their voice and are not afraid to use it!"

The United Nations and Gender Equality

The Charter of the United Nations, signed in 1945, was the first international agreement to affirm the principle of equality between women and men. Since then, the UN has helped create a historic legacy of internationally-agreed strategies, standards, programmes and goals to advance the status of women worldwide.

Over the years, the UN and its technical agencies have promoted the participation of women as equal partners with men in achieving sustainable development, peace, security, and full respect for human rights. The empowerment of women continues to be a central feature of the UN's efforts to address social, economic and political challenges across the globe.

In 1975, during International Women's Year, the United Nations began celebrating International Women's Day on 8 March. Two years later, in December 1977, the General Assembly adopted a resolution proclaiming a United Nations Day for Women's Rights and International Peace to be observed on any day of the year by Member States, in accordance with their historical and national traditions.

International Women's Day

International Women's Day is celebrated in many countries around the world. It is a day when women are recognised for their achievements without regard to divisions, whether national, ethnic, linguistic, cultural, economic or political. It is an occasion for looking back on past struggles and accomplishments, and more importantly, for looking ahead to the untapped potential and opportunities that await future generations of women.

International Women's Day first emerged from the activities of labour movements at the turn of the twentieth century in North America and across Europe.

In adopting its resolution, the General Assembly recognised the role of women in peace efforts and development and urged an end to discrimination and an increase of support for women's full and equal participation.





“The worker must have bread, but she must have roses, too”

The slogan “Bread and Roses” originated in a speech given by Rose Schneiderman; a line in that speech, “The worker must have bread, but she must have roses, too,” inspired the title of the poem Bread and Roses by James Oppenheim, published in The American Magazine in December 1911, which attributed it to “the women in the West.” It is commonly associated with a textile strike in Lawrence, Massachusetts during January–March 1912, now often known as the “Bread and Roses strike”.

Bread and Roses

As we come marching, marching in the beauty of the day,
A million darkened kitchens, a thousand mill lofts gray,
Are touched with all the radiance that a sudden sun discloses,
For the people hear us singing: “Bread and roses! Bread and roses!”

As we come marching, marching, we battle too for men,
For they are women’s children, and we mother them again.
Our lives shall not be sweated from birth until life closes;
Hearts starve as well as bodies; give us bread, but give us roses!

As we come marching, marching, unnumbered women dead
Go crying through our singing their ancient cry for bread.
Small art and love and beauty their drudging spirits knew.

Yes, it is bread we fight for – but we fight for roses, too!
As we come marching, marching, we bring the greater days.

The rising of the women means the rising of the race.
No more the drudge and idler – ten that toil where one reposes,
But a sharing of life’s glories: Bread and roses! Bread and roses!

-Words courtesy of the Digital Tradition



CONTACTS

Membership Department

Tel: 0131 220 2268
membership@eis.org.uk

46 Moray Place,
Edinburgh, EH3 6BH

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Headquarters (Edinburgh)

Tel: 0131 225 6244
enquiries@eis.org.uk

46 Moray Place,
Edinburgh, EH3 6BH

General Secretary

Larry Flanagan

Accountant

Colin Mackenzie

Assistant Secretaries

David Belsey
Andrea Bradley
Louise Wilson

Employment, Health & Safety Officer

Dave McGinty

Further & Higher Education Officer

Anne Keenan

Education & Equality Officer

Jenny Kemp

Legal Officers

Sonia Kerr
Laura O'Neill

Head of Communications

Brian Cooper

Head of Finance, Membership & Office Management

Lisa Butchart

Finance Manager

Lynsey Fraser

Professional Learning Co-ordinator

Lesley Walker

Learning Representatives

For all your CPD questions and information find your nearest Learning Rep online at www.eis.org.uk

EIS Financial Services

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0345 355 3242
enquiries@eisfs.co.uk
www.eisfs.co.uk

Area Offices

Dundee

310 Broughty Ferry Road, Dundee, DD4 7NJ
Tel: 0138 245 8270

Stuart Brown (Officer)

e-mail: sbrown@eis.org.uk

Areas: Angus, Dundee, Fife, Perth & Kinross

FELA Colleges: Fife, Inverness, North Dundee & Angus, Fife, Perth

Pat Flanagan (Officer)

e-mail: pflanagan@eis.org.uk

Areas: Aberdeen, Aberdeenshire, Highland, Moray

FELA Colleges: North East Scotland, Inverness, Moray, North Highland, Sabhal Mor Oastaig, West Highland

Edinburgh

46 Moray Place, Edinburgh EH3 6BH
Tel: 0131 225 3155

Terry Gray (Officer)

e-mail: tgray@eis.org.uk

Areas: East Lothian, Edinburgh, Midlothian, West Lothian,

FELA Colleges: Edinburgh College, Newbattle Abbey, West Lothian,

Glasgow

6 Clairmont Gardens, Glasgow G3 7LW
Tel: 0141 353 3595

Pauline Buchanan (Officer)

e-mail: pbuchanan@eis.org.uk

Areas: Argyll & Bute, Glasgow, Western Isles, Shetland, Orkney

FELA Colleges: Glasgow Clyde College, Lews Castle, Glasgow Kelvin, City of Glasgow, Shetland, Argyll College, Orkney

Leah Franchetti (Officer)

e-mail: lfranchetti@eis.org.uk

Areas: Scottish Borders, Clackmannanshire, Falkirk, North Lanarkshire, Stirling

FELA Colleges: Borders, New College Lanarkshire, Forth Valley

Stephen McCrossan (Officer)

e-mail: smccrossan@eis.org.uk

Areas: East Dunbartonshire, East Renfrewshire, Inverclyde, Renfrewshire, West Dunbartonshire.

FELA Colleges: West College Scotland

Alan Scott (Officer)

e-mail: ascott@eis.org.uk

Areas: Dumfries & Galloway, East Ayrshire, North Ayrshire, South Ayrshire, South Lanarkshire

FELA Colleges: Ayrshire College, Dumfries & Galloway, South Lanarkshire

Legal Helpline
0333 400 5778

Opening Hours: 8am to 7pm
5 days a week

Local Association Secretaries

(Full contact details: www.eis.org.uk)

Aberdeen City

Heather Collie
& Ron Constable
01224 522 468
aberdeencity@eis.org.uk

Aberdeenshire

David Smith
07931 838 417
aberdeenshire@eis.org.uk

Angus

Mike Callaghan
01382 458 270
angus@eis.org.uk

Argyll & Bute

William Hamilton
07807 639011
argyllandbute@eis.org.uk

Clackmannanshire

Gavin Hunter
07515 985596
clackmannan@eis.org.uk

Dumfries & Galloway

Andrew O'Halloran
07922 561 807
dumfries@eis.org.uk

Dundee

David Baxter
01382 458 270
07811 156299
dundeela@eis.org.uk

East Ayrshire

Nicola Dasgupta
07970 489558
eastayrshire@eis.org.uk

East Dunbartonshire

Andrene Bamford
0141 237 1757
eastdunbarton@eis.org.uk

East Lothian

Gael Gillan
01620 829 010
eastlothian@eis.org.uk

East Renfrewshire

Des Morris
0141 881 8219
eastrenfrew@eis.org.uk

Edinburgh

Alison Murphy
0131 225 3474
edinburghla@eis.org.uk

Falkirk

Colin Finlay
01324 506698
falkirk@eis.org.uk

Fife

Pauline Stewart
01592 657 710
fife@eis.org.uk

Glasgow

Susan Quinn
0141 572 0550
glasgowla@eis.org.uk

Highland

Alistair Bell
07940 106 401
highland@eis.org.uk

Inverclyde

Paula McEwan
inverclyde@eis.org.uk

Midlothian

Sandie Gordon
07523 994250
Phil Alexander
07523 921036
midlothian@eis.org.uk

Moray

Susan Slater
01343 557 942
07811 347905
moray@eis.org.uk

North Ayrshire

Gordon Smith
01294 475 909
northayrshire@eis.org.uk

North Lanarkshire

Ian Scott
0141 332 3202
northlanark@eis.org.uk

Orkney Islands

Mary Maley
01856 877 337
orkney@eis.org.uk

Perth & Kinross

Carolyn Weston
01738 450 467
perthandkinross@eis.org.uk

Renfrewshire

Kenny Fella
0141 889 9022
renfrewshire@eis.org.uk

Scottish Borders

Graham Jarvie
07904 835054
borders@eis.org.uk

Shetland Islands

Matthew Moss
07979 781996
shetland@eis.org.uk

South Ayrshire

Tom Robinson
07907 022830
southayrshire@eis.org.uk

South Lanarkshire

Eddie Burns
01698 527 109
southlanark@eis.org.uk

Stirling

Ann Skillen
07432 133 280
stirling@eis.org.uk

West Dunbartonshire

Michael Dolan
07981 208 795
Jim Halfpenny
07847 428 902
westdunbartonshire@eis.org.uk

West Lothian

Heather Hughes
07933 014009
westlothian@eis.org.uk

Western Isles

Sineag Blane
01851 707 000
westernisles@eis.org.uk



Learning International Lessons

The SEJ reports on this year's International Summit on the Teaching Profession (ISTP), which took place recently in Finland. The ISTP brings together government and teaching unions from many countries to explore the challenges facing education across the globe.

The International Summit on the Teaching Profession (ISTP) is a unique platform which brings together teacher trade unions and Government ministers in joint, 50/50, delegations to discuss with the OECD and Educational International, the world confederation of teacher unions, key issues impacting on the profession globally and locally.

This year's summit, which took place in Helsinki, focused on three thematic topics: leadership challenges of education systems and the measures needed to strengthen strategic leadership, whilst fostering collaboration; building strong foundations through early childhood education and care, specifically pre-primary education; and sustainable schools, considering the implications of the multifaceted challenges, "wicked problems", regarding education, teachers' profession and the needs of pupils and students.

A key part of the summit is the requirement for both sides of each country delegation to agree key objectives for the forthcoming year. The EIS and Scottish Government agreed the three commitments below as the basis for joint working in the year ahead, seeking to strengthen the teaching profession in Scotland and to raise student achievement.

- Pursue a joint approach to create a system wide culture of teacher agency which in turn will support greater empowerment and collaboration.

- Affirm our joint commitment, in the expansion of Early Learning and Childcare, to supporting the critical role of the Early Level of Curriculum for Excellence as the foundation for the best outcomes for children.
- To work jointly to ensure that a career in teaching is a trusted, attractive, highly qualified and varied career, recognising this is essential to transform the lives of children and young people in Scotland.

Commenting on the three actions Deputy First Minister John Swinney said: "Greater empowerment within the teaching profession is vital and I look forward to working closely with the EIS to ensure that a career in teaching remains an attractive option that transforms the lives of our children and young people."

He added, "The International Summit of the Teaching Profession (ISTP) is a truly unique opportunity which allows ministers and union leaders from all over the world to come together and share best practice."

EIS General Secretary, Larry Flanagan, said: "The agreed action points from the Summit set out a high-level aspiration to improve the status and standing of teachers, which chimes well with our campaign for teachers to be better valued. Of particular importance to us, is the recognition of the role of education, CfE Early Level, as part of the pre-5 expansion agenda."

"It has been informative to witness the Finnish education system at close hand. The key aspect which jumps out is the extent to which the system is built on trust – no inspection for example. The EIS is a strong supporter of teacher agency and autonomy and we look to developing practical applications of this ambition."



Today the @scotgov and @EISUnion have agreed three commitments of joint working for the year ahead which will strengthen the teaching profession in Scotland and help transform the lives of young people.

"Research has shown that attendance at early childhood education and care programmes can have a significant impact on children's cognitive, social and emotional development, and on their performance in school – and in life – later on."

Andreas Schleicher, Director of the Education and Skills Directorate of the OECD

"Angel Gurría (Secretary General of the OECD) said that we collectively hold the future of humanity in our hands. He didn't say the future of productive manpower, the future of efficient test takers or the future of certain nationalities and ethnic groups, he said humanity. This is why our leadership is so critical at this turbulent moment in time. This is why it matters that we build trust, commitment and a culture of collaboration for our profession, our students, our societies and our planet."

David Edwards, General Secretary Educational International

Education International (EI) is a global union federation of teachers' trade unions consisting of 401 member organizations in 172 countries and territories that represents over 30 million education personnel from pre-school through university.

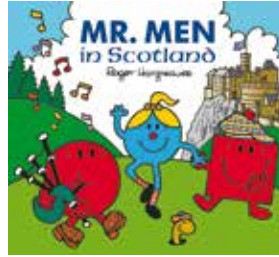


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As well as being printed and posted to members' home addresses, the SEJ is also published online at www.eis.org.uk

Members have the option to opt out of receiving a printed copy of the SEJ if they wish. In order to opt out, follow the online instructions at

www.eis.org.uk/news/opt-out.htm

Sudoku

Medium

7			2		5			
	2				1	9		3
	4		6					2
								6
	9			3				1
2								
5					7		2	
4		1	8				6	
			1	6				7

Hard

		9	3	2				
5		8						7
	6							
8	5					7		
6			1	4	8			2
			6				8	3
							4	
	1						9	6
				1	9	8		

We Must Build from ULA Ballot Result



The result of the ULA's equalities and pay ballot is contradictory. It is disappointing, when considered in the context of the 50% turnout threshold set by the anti-trade union laws, and yet, if we didn't have to meet this 50% threshold, we would likely be celebrating this result and preparing to take strike action.

Both the outcomes of our statutory ballot (with a turnout of 38.1%) and our earlier consultative ballot (49.3%) are the highest turnouts the ULA has seen in a generation. That more than 70% supported taking strike action in both ballots tells us that a significant number of members are angry and willing to act in defence of fair and equal pay, in opposition to the gender pay gap, the casualisation of our profession and increasingly stressful workloads. In the absence of the anti-trade union legislation,

the results give us a very strong basis on which to build for future campaigns.

We need to be clear that pay and equalities issues aren't going to go away - nor will the frustration of our members. The next round of negotiations for 2019/20 began in March and carry on into April/May. We need to build our organising capacity and the confidence of members in our branches. This can be achieved in a number of ways, but taking a lead and winning on local issues (at an institutional level) will play an important role. Winning on local issues will demonstrate to members the potential power of the union and give us momentum to enter into the 2019/2020 negotiations.

Nick Cimini, EIS-ULA President



Statutory Notice

**The Educational Institute of Scotland
Trade Union and Labour Relations (Consolidation) Act 1992**

**Statement to members issued in connection with the union's Annual Return for the period ended 31 August 2018.
As required by Section 32A of the Trade Union and Labour Relations (Consolidation) Act 1992.**

1. Income and Expenditure

The total income for the period was £12,556,457. This amount included payments of £6,709,780 in respect of membership income of the union. The Union's total expenditure for the period was £8,708,051.

Note- also included in income are increases in the valuation of investments and reductions in pension liabilities totalling £4,772,896.

2. Political Fund

In respect of the union's Political Fund, its total income was £126,448 and total expenditure was £69,458.

3. Salary paid to and other benefits provided to the General Secretary

The General Secretary of the union was paid £98,730 in respect of salary and £29,899 in respect of benefits.

4. Irregularity Statement

A member who is concerned that some irregularity may be occurring, or have occurred, in the conduct of the financial affairs of the union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct.

The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with: the officials of the union, the trustees of the property of the union, the auditor or auditors of the union, the Certification Officer (who is an independent officer appointed by the Secretary of State) and the police.

Where a member believes that the financial affairs of the union have been or are being conducted in breach of the law or in breach of rules of the union and contemplates bringing civil proceedings against the union or responsible officials or trustees, he should consider obtaining independent legal advice.

[Note: The above wording is reproduced as required by the Trade Union Reform and Employment Rights Act 1993. The Institute, however, being established by Royal Charter, has the legal power to hold property and other assets in the corporate name "The Educational Institute of Scotland" and any reference to trustees in the text should therefore be disregarded.]

5. Auditors' Report

The following report by the Institute's Auditors, Haines Watts, Chartered Accountants and Statutory Auditors, Q Court, 3 Quality Street, Davidson's Mains, Edinburgh was included in the Annual Return to the Certification Officer:

Opinion

We have audited the financial statements of the Educational Institute of Scotland (the 'Institute') for the year ended 31 August 2018 which comprise the income and expenditure accounts, balance sheets, related notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the Institute's affairs as at 31 August 2018 and of its income and expenditure for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the trade Union and Labour Relations (Consolidation) Act 1992.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Institute has not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the Institute's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Matters on which we are required to report by exemption

We have nothing to report in respect of the following matters where legislation requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of Finance Sub-Committee

The Finance Sub-Committee is responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the directors determine necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements the Finance Sub-Committee is responsible for assessing the Institute's ability to continue as a going concern, disclosing as applicable, matters related to going concern using the going concern basis of accounting unless the intention is either intended to liquidate the Institute or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Auditors that include our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Auditors.

Use of our report

This report is made solely to the Institute's members, as a body, in accordance with the Trade Union and Labour Relations (Consolidation) Act 1992. Our audit work has been undertaken so that we might state to the Institute's members those matters we are required to state to them in a Report of the Auditors and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Institute and the Institute's members as a body, for our audit work, for this report, or the opinions we have formed.

Haines Watts Scotland, Chartered Accountants and Statutory Auditors
Q Court, 3, Quality Street,
Edinburgh EH4 5BP
Date: 4 February 2019

CROSSWORD 104

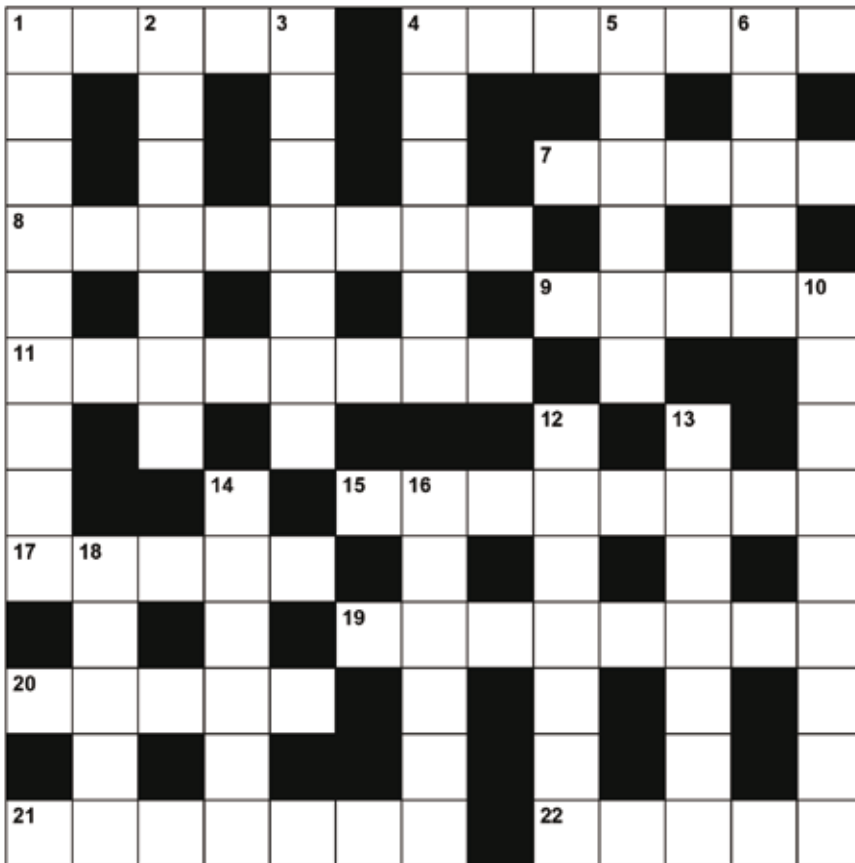
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



Across


- 1 - French gravy incorporating politician's capers (5)
- 4 - Pastry in oddly salted surprise (7)
- 7 - Conjure up first lady with approval built-in (5)
- 8 - Never eat when drunk and make weak (8)
- 9 - Pole included in team that's disparaging (5)
- 11 - Plant expert is obstinate, ultimately wanting bananas (8)
- 15 - US car with carpet and a moving mechanical device (8)
- 17 - Budget lacking gravity somehow for first performance (5)
- 19 - State to overlook Italy after court case dismissed (8)
- 20 - Pass judgement on holy man's romantic rendezvous (5)
- 21 - Hard rock tearing, after adjustment (7)
- 22 - Runner-up nearer after the first (5)

Down

- 1 - Secret agent amends job cunningly (5,4)
- 2 - Most men massaged for brief periods of time (7)
- 3 - Figuring out melody enthralling 56 in ancient Rome (7)
- 4 - Makes easy progress through fish (6)
- 5 - Talks incoherently about northern crows (6)
- 6 - Respected king imprisoned by made-up story died (5)
- 10 - Squeal with ire about levelling goal (9)
- 12 - Layer of earth beats fuel (7)
- 13 - Hails South Africa and stringed instruments (7)
- 14 - Dons joke about sot edited (4-2)
- 16 - Distinctive United Nations measure of reasoning ability used regularly (6)
- 18 - Queen and king's gold fallacy (5)

Crossword 103 Answers





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