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Standing Up For Scottish Education

This edition of the SEJ went to print at a busy political time – both for the EIS and, more generally, for the country as a whole.

For the EIS, next week marks the most significant event on the Institute's calendar – the Annual General Meeting which, this year, is to be held in Perth Concert Hall.

The AGM is the sovereign body of the EIS, and is the forum where the policies and priorities for the year ahead are debated, approved and adopted. The EIS takes its status as a member-led organisation extremely seriously and the AGM offers the opportunity for members from all parts of the country, and all sections of the union, to have their say on the work of the Institute.

We preview the forthcoming AGM on p5 of this edition, with full coverage of the event to follow on the EIS website during the AGM and in the next edition of the SEJ.

In the weeks leading up to the publication of this edition, the EIS was also involved in a number of prominent events – including a national dispute and programme of strike action in the Further Education sector which BBC Scotland described as, “the most serious industrial dispute in Scottish education for 30 years.”

The dispute, which is ongoing at the time of writing, centres around the refusal of college management to honour a deal on equal pay that was signed more than a year ago – in March 2016. After management's failure to pay the first agreed instalment of the equal pay settlement, which was due in April this year, the EIS declared a dispute and balloted for industrial action. Following a massive 96% vote in favour, the EIS launched a campaign of industrial action which has led, at the time of writing, to six days of strike action over a four-week period.

Support for the campaign has been huge – from EIS-FELA members on strike

across Scotland, and from other supporters both within and outwith the union. Unions across the country have sent messages of solidarity, while students, politicians and other supporters have turned out at rallies and on picket lines to boost the campaign.

The EIS-FELA Executive, individual college branches, EIS HQ and local offices have all worked together to provide advice and support to members during this challenging period. This show of strength through unity has sent a clear message to colleges, to Colleges Scotland and to a Scottish Government which is ultimately accountable for the FE sector – FE lecturers will continue to fight, through the EIS, until the deal that was promised to them is honoured.

In the wider political sphere, we have recently seen the election of new council representatives across the country. At the time of writing, the procedure of forming new administrations was still underway across the country as the processes of horse-trading that are central to any coalition agreement continued. The formation of these new local authority ruling bodies will be key to local service delivery – including education – in all parts of Scotland.

Added to this, the UK Prime Minister – clearly eager to attempt to stop the EIS hogging all the media headlines in early June – decided to call a snap General Election, to be held on the same day that the AGM opens in Perth. While Mrs May's motivation for defying the Fixed Term Parliaments Act in calling for an early poll are open to question – as we explore in our focus on p8 of this SEJ – it is clear that the result of this election will have substantial and long-term consequences for Scotland, the UK and further afield. Despite the excitement that the opening of the EIS AGM will bring, the SEJ urges all members to remember also to use their vote in the General Election on June the 8th.

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**Honour
the Deal!**

EIS Council Condemns Child Tax Credit “Rape Clause”



The final meeting of the EIS Council prior to this year’s Annual General Meeting looked ahead to the programme for Perth, including scrutiny of the final list of Motions and Amendments to be debated. As we highlight in our AGM preview (opposite), this year’s conference has a packed agenda which reflects the many issues and challenges facing education in Scotland.

While much of the focus was on looking ahead to the AGM, there were also a number of significant developments from

this meeting of Council.

President-elect Nicola Fisher (Glasgow), who will take up her new post as EIS President at the AGM, successfully moved a Motion calling on the EIS to campaign against the Child Tax Credit Cap, and the so-called ‘rape clause’, which will compound poverty and deprivation for children and families and further traumatised women who have been subject to sexual violence.

Ms Fisher opened her speech to the Motion by referring to the government’s two-child maximum limit for future tax credits – “Imagine for a moment what it would be like to be child number three”, said Ms Fisher. “To be the child in your family who the state considers less deserving, less worthy of support but more of a burden on your family. To be the child that the state considers shouldn’t really have been born.”

Ms Fisher added, “This policy is nothing short of shameful and is bordering on eugenics. It is certainly an attempt at social engineering. It should be noted that other countries, including the United States, have turned away from this type of policy.”

On the specifics of the ‘rape clause’, Ms Fisher went on to highlight, “The indignity, the humiliation, the utter callous cruelty” of victims of rape having to justify the existence of one of their children on a government form. Questions such as ‘Are you still with the father?’ also displayed complete ignorance of the realities of domestic abuse and sexual violence within relationships, said Ms Fisher.

The Motion was seconded by Mary Matheson (Aberdeen) who said, “Welcome to Animal Farm 2017”, where the government decrees, “Two children, good. Three Children, bad.”

Equality Convener Bill Ramsay also spoke in support of the Motion, which was subsequently passed unanimously by Council members.

Executive Report

President-elect Nicola Fisher updated Council on recent changes to EIS staffing, including the appointment of new National Officer (Further & Higher Education) Anne Keenan and new Organiser Donna Matthew, and also advised that Barbara Clements-Brown – the long-serving HQ receptionist – had retired with the best wishes and thanks of the EIS and its members.

Ms Fisher also updated Council on the progress of the ongoing EIS-FELA national dispute (see feature on p10), and reported on a number of recent events, including the STUC Annual Congress (see p26), the recent ISTP Conference in Edinburgh, the Stand Up to Racism demonstration in Glasgow, and a number of EIS fringe events at political party conferences.

Education

Susan Quinn, Education Convener, updated Council on recent developments on National Qualifications and highlighted that updated advice and FAQs were being prepared for members (see item on p9). Ms Quinn also reported that the committee was continuing to work on challenging any

potential inappropriate implementation of National Standardised Assessments (NSAs). An advice paper on Pupil Equity Funding (PEF) had also been approved and issued to Local Associations and school Reps, said Ms Quinn, while updated advice was also being prepared in relation to additional Education Scotland benchmark documents.

Employment Relations

Alison Thornton, Employment Relations Vice-Convener, updated Council on recent legal cases undertaken by the EIS on behalf of members and noted that over £42,000 had been received in settlements on behalf of four members.

On benevolent matters, Ms Thornton welcomed five donations to the fund from three local associations, plus the Scottish Retired Teachers Association and Highland Experience Tours. The Committee also approved six grants totaling over £17,000 while another grant was approved in principle.

Equality

Bill Ramsay, Equality Convener, highlighted the strong EIS turnout at the Stand Up to Racism March which had been held in

Glasgow to mark United Nations Anti-Racism Day. Mr Ramsay also reported on the successful engagement event for BME members which the EIS had organised at the STUC conference facility in Glasgow (see focus on p25).

Mr Ramsay then updated Council on the ongoing work of the Committee, including progressing AGM resolutions relating to older women in the workplace and on Flexible Working arrangements.

Salaries

Tom Tracey, delivering his final report as Salaries Convener before retirement, updated Council on SNCT matters and reminded members that discussions on the 2017 teachers’ pay settlement had been delayed by the local and general elections and the associated periods of purdah.

Mr Tracey also advised that the Committee was continuing its work on a Working Longer and Early Retirement paper, and that a response to a Scottish Government consultation on Healthcare Needs in Scottish Schools had been agreed and submitted.



EIS AGM 2017 Preview

The Annual General Meeting (AGM) is the main decision making body of the EIS. AGM instructs Council, which in turn instructs the Committees of the Council.

Around 350 members of the EIS (including the Office Bearers, members of Council and Delegates from Local Associations and Self-Governing Associations (EIS-FELA and EIS-ULA) are eligible to attend and vote at the AGM.

The 2017 Annual General Meeting (AGM) of the EIS will be held in Perth Conference Hall, from Thursday 8 June to Saturday 10 June. Below are the key events that take place over the three days and the order of business for this year's conference.

The Opening Session

This session embodies the traditions of the Institute which was founded in 1847. The President, Margaret Smith from Falkirk, welcomes the guests from kindred organisations in the United Kingdom and Ireland, together with other trade union and official guests, before giving her retiring address.

The next part of the opening session involves the Convener of the Board of Examiners presenting the members who have been admitted as Fellows of The EIS.

The incoming President (Nicola Fisher, Glasgow) and Vice-President (Alison Thornton, Edinburgh) will then be introduced to the meeting and make short speeches.

The AGM then reviews the work of Council and its Committees over the past twelve months. This work comes before the consideration and debating of Motions dealing with new policies.

Consideration of Motions and Amendments

The majority of the Annual General Meeting is taken up with debating the Motions and amendments which have been submitted by Council, Local Associations and Self-Governing Associations. The Motions and amendments are grouped into subject headings and blocks of time are allocated to Motions under each heading.

At the time of writing, pre-compositing, there are 88 Motions set to be debated as follows:

- 35 on Education matters;
- 11 on Employment Relations matters;
- 10 on Equality matters;
- 18 on Salaries matters;
- 14 on Organisation matters.

See www.eis.org.uk for full information on the Motions to be debated at the AGM.

Fringe and other events

The EIS holds a number of fringe events at the AGM, offering the opportunity for external organisations to speak to delegates in order to raise awareness of key issues. This year's AGM fringe events include EIS Organising Strategy – Campaign Towards a More Effective Trade Union, Meet the General Secretary and Equality Fringe Event - The Equality Impact of the Trump Administration in the USA.

Daniel J. Montgomery, AFT Vice President, will speak on the impact of the Trump administration on the equality agenda in the USA, both within Education and in society more widely.

How does having a known misogynist, racist and Islamophobe in the Oval Office affect discourses about sexism, racism and intolerance of religion at school level and beyond? What has been the impact of Trump's election on LGBTI+ issues? In what ways is his presidency affecting poverty in the USA?

Delegates will have the benefit of AFT insights into these and other equality matters; Equality Convener Bill Ramsay will also offer an EIS perspective; and time will be given for questions and discussion from the floor. It promises to be a thought-provoking event.

Further information on the EIS AGM, including a full list of Motions to be debated, are available on the EIS website www.eis.org.uk. Regular updates will be posted on the AGM section of our website and Twitter account throughout the event, so that members can keep updated as Resolutions are agreed.

NEWS...

International Summit on the Teaching Profession 2017



ISTP 2017
www.istp2017.uk

Edinburgh recently became the focal point for education across the world as it welcomed the 7th International Summit on the Teaching Profession (ISTP).

The prestigious event, hosted by the OECD, Education International and the UK Government and Scottish Government, welcomed official delegations of ministers of education, trade union representatives, teachers and education experts from over 20 countries.

The theme of this year's summit was "Empowering and Enabling Teachers to Deliver Greater Equity and Improved Outcomes for All" and provided an opportunity for countries to learn from each other and share both their successes and educational challenges.

As well as attending the summit, delegations had opportunities to visit Scottish schools and meet with teachers

and pupils.

The EIS also hosted a successful Teach-meet event as part of the programme, to allow teachers from around the world to discuss pedagogical theory and practice in a relaxed and welcoming environment. EIS Representatives at ISTP events included General Secretary Larry Flanagan, Education Convener Susan Quinn and Assistant Secretary (Education & Equality) Andrea Bradley.

Further information on the event - including copies of summit documentation, photographs and a highlight video - can be accessed via the event website at www.istp2017.uk/documentation/



Scottish Survey of Literacy & Numeracy

Commenting on the results of the latest Scottish Survey of Literacy and Numeracy (SSLN), Larry Flanagan, the General Secretary of the EIS said:

“Although the dip in measured levels of performance in writing at S2 is clearly worthy of further analysis, it is important that we keep these figures in context and consider the environment in which schools, pupils and teachers were working in at the time this survey was carried out.

“These particular figures relate to 2016, a session when teachers and pupils were being placed under great strain

through over assessment linked to new qualifications and the resultant excessive workload demands.

“Parents also need to be aware that the particular level being reported on, CFE Level 3, is the expected minimum standard for the end of S3, so there was never an expectation that all pupils would be at that level by the end of S2.”

Mr Flanagan added, “Overall, the figures highlight that Scottish pupils are continuing to perform well despite the many challenges that our schools have faced in recent years.

“At a time when education budgets have been falling, staff numbers have declined and teachers and pupils have been under severe workload pressures, our schools have continued to perform well. If the attainment gap is to be tackled successfully, we need to see an end to the politics of austerity and a renewed political commitment to support our comprehensive system, including tackling the excessive workload which still blights our schools.”



New National Officer

Anne Keenan has taken up post as EIS National Officer (Further & Higher Education).

Anne is based within the Organisation, Further and Higher Education Department at EIS HQ and can be contacted on 0131 225 6244 or via akeenan@eis.org.uk

The national EIS-FELA dispute has kept Anne extremely busy since taking up post, and she will continue to offer support to the EIS-FELA Executive and college branches across Scotland on all national policy matters.

Legal Helpline no Longer Available

The legal helpline is no longer available for members due to the service being cancelled by the service provider.

The Executive Committee will be looking into alternatives and further information regarding these changes will be announced in due course. In the meantime, if you require legal assistance please contact your Local Association Secretary or School Rep.

Scottish Government Report on Initial Teacher Education

Commenting on the recent publication of a Report on Initial Teacher Education by the Scottish Government, EIS General Secretary Larry Flanagan said:

“The EIS absolutely agrees that it is essential for all programmes of Initial Teacher Education to be of a good quality, in order to support the continuing very high standards of Scotland’s teaching profession.

“Scotland has a long history of excellence in teaching, and continues to employ an all-graduate teaching profession which is held to a particularly high set of

professional standards. It is vital that there is no dilution in standards in the future, and all ITE programmes must reflect this necessity for highly qualified teachers with all the requisite knowledge and skills.”

“To support this, it is important that entrance requirements for all ITE programmes are suitably robust, to ensure that all entrants can meet the high standards expected of all teachers in Scotland.”

“This includes, for all teachers in all curricular areas, a requirement to deliver appropriate content in both literacy and

numeracy so this must be reflected in the entrance requirements for initial teacher education.”

“It is also essential, given the current focus on closing the attainment gap and reducing the impact of poverty on learning, that appropriate equalities training should be provided to better equip all teachers in tackling these challenging societal issues, but very specifically learning how to help pupils overcome the barriers which poverty creates for their learning in key areas such as literacy.”

In General, Social Justice, Public Services & Employee Rights are Key

When the UK was suddenly launched into the midst of a snap General Election campaign last month, it came as a great shock to many. Here, the SEJ looks highlights some of the key issues that voters will be taking into account when they cast their vote next week, on Thursday 8 June.

Theresa May's decision to call an election, at a time when the UK is in the midst of negotiations over leaving the European Union following the triggering of Article 50, was certainly interesting timing. It opened the Prime Minister up to accusations that she was calling the election early to gain a party political advantage. Shortly after ruling out a second referendum on Scottish independence, due to the "need to focus fully on Brexit negotiations", the Prime Minister's decision to then call a UK General Election could be argued to be somewhat inconsistent with this stance.

While the Prime Minister has argued that a General Election and, she hopes, an increase majority at Westminster will strengthen the UK's hand in the negotiation process, others have argued that the election was called in the hope of taking advantage of a weakened opposition and securing re-election before the final impact of Brexit becomes clear.

Whatever view you choose to accept, it is clear that this election will have a major impact on the future of the whole of the UK as well as on the future of Scotland – politically, socially and constitutionally.

Negotiations on Leaving the European Union

Clearly, this is the dominant issue that has run throughout the General Election campaign. In Scotland, the clear majority of voters wanted to remain within the EU, while at a UK level a much narrower margin of voters backed leaving the EU. The UK Government has pledged to involve the devolved administrations in the Brexit process, but the Scottish Government and other devolved administrations have raised their concerns about how genuine this involvement has been and will be.

The Rights of EU Workers

The rights of workers from elsewhere in Europe, who are currently living and working in this country, has been a major issue throughout this election campaign. The position in Scotland is distinct from the rest of the UK, as Scotland's general decline in population has led to a concerted political effort to encourage workers from other European countries to come and live and work in Scotland. Many public services rely on workers from other countries to complement the existing workforce.

EU Funding and Student Movement

At a Higher Education level, a significant percentage of research is commissioned and funded at a European level. Universities have expressed concern that the process of leaving the EU may have a major impact on the funding of research and international collaboration on research projects. Students have also expressed concern about their ability to travel to or work in other countries within Europe or to access learning in other countries including through international exchange programmes.

Public Services & Public Sector Pay

The impact of the politics of austerity have had a major impact on public services in Scotland and in other parts of the UK. Investment in quality public services has been cut, and education has not been immune from this process. At the same time that budgets and staff numbers have been on the decline, public sector workers have also been subjected to a decade-long erosion in their real-terms pay – with a combination of pay freezes, pay caps and below-inflation pay awards making most public sector workers considerably worse off.

Trade Unions and Employee Rights

The introduction of the Trade Union Act has placed additional restrictions on trade unions and on the ability to take industrial action in valid disputes. The UK now has some of the most restrictive anti-trade union laws in Europe. Depending on the result of the election, further changes to Trade Union laws may be introduced. Many of the protections currently afforded to workers are the result of EU laws and, post-Brexit, the ruling party at Westminster will be able to choose which of these laws are retained in UK statute.

Austerity & Social Justice

The politics of austerity have had a major impact on many areas of society. Cost-cutting changes to benefits have had a severe impact on many people across the country, including young people in our schools, colleges and universities. The recent introduction of the Child Tax Credit Cap – including the pernicious 'Rape Clause' – has been condemned by many commentators, including the EIS.

Poverty & Deprivation

The impact of poverty on education has been a key focus for the EIS in recent years. While the EIS has welcomed recent initiatives which aim to tackle this problem, it is clear that much more needs to be done to mitigate against the impact of poverty on young people's educational chances. Only a concerted effort, supported by a strong political will to act, can start to overcome these challenges.

WHAT'S YOUR VIEW? The EIS does not offer any recommendation as to which party or candidate you should support, but urges all members to consider these important issues before using your vote in this important general election.



SQA Changes to N5 Computing, Biology and Physics

The SEJ provides an update on recent changes to SQA courses – please see the Frequently Updated Questions on the EIS website for more information on recent changes.

EIS HQ has responded to a large number of member workload concerns related to recently published details of changes to assessment, which were anticipated, and to course specifications, which were not, for National 5 Computing, Physics and Biology. The SQA had indicated previously that there would be no changes to course content as a consequence of the removal of mandatory units.

In light of the increased demands on teacher time to make adjustments to course plans and teaching materials in the

subjects listed, the General Secretary has written to the Deputy First Minister raising the issue in the context of requesting at least one additional in-service day to create time for all sectors to address issues relating to assessment in their respective contexts. A letter of complaint has also been sent to the Chief Executive of the SQA.

At local level, members are reminded that advice related to NQ-generated workload in all subjects remains in force, all such work must be costed and must

have the requisite time allocated from the Working Time Agreement to it. Where there is no remaining time available within the WTA, Headteachers, with support from local authorities as necessary, are required to provide additional time by, for example, providing cover or relieving teachers of other duties. Teachers are not to be expected to undertake development work outwith the 35 hour working week. EIS advice on changes to NQ assessment can be accessed on our website: www.eis.org.uk/Education_and_Professional/ChangestoQuals.htm

Recent FAQs - SQA Assessment Changes to N5, Higher and Advanced Higher

The EIS website has a Frequently Asked Questions section related to SQA assessment changes. Here, we highlight a couple of the more recent updates.

Won't lengthier exams have a negative impact on students?

The detail of the extended examination papers has not been published, as yet, by the SQA. Whilst it was expected that any course element previously covered only by

unit assessment would migrate to either the external exam or coursework, the EIS is not convinced that the general extension by the SQA of the majority of exam papers is justified, especially given the previously identified duplication between unit assessment and external exams. This will require to be monitored and the relationship between the exam papers and the course content assessed.

Will the changes to exams impact on teacher workload?

In the majority of subjects, it would appear that there has been no change to course

content, therefore lengthier exams for students should not be a generator of workload for teachers. In the small number of subjects in which course content has changed, there are varying amounts of additional unanticipated workload- a matter which is being addressed nationally and should be addressed locally using current EIS advice on NQ-related workload which can be accessed on the EIS website.

The full FAQ can be accessed at www.eis.org.uk/Education_and_Professional/ChangestoQuals.htm



FE Lecturers Resolutely Demand Management to ‘Honour the Deal’

The SEJ explores the dispute between the EIS and Colleges Scotland over the failure of colleges to honour the equal pay agreement reached over a year ago, in March 2016. EIS-FELA members across the country have been taking strike action to demand that colleges Honour the Deal.

As the SEJ goes to press, Further Education lecturers in Scotland are currently in the midst of an ongoing dispute with management, over the non-delivery of an agreement that was reached more than a year ago. We really did not expect to be here, following the landmark 2016 NJNC Agreement, which promised a return to national pay scales for FE lecturers and equal pay for staff doing the same job in different colleges.

For decades, pay bargaining in

Scotland's colleges has been carried out at branch level which has allowed college management – always proud of their little fiefdoms – to divide and conquer their staff over pay and conditions. This led to wide disparities in pay and conditions at colleges across Scotland, with salary differentials of up to £12,000 between the highest and lowest paying colleges.

The EIS had long argued for a return to national bargaining in order to ensure equity and fairness for all lecturing staff

across Scotland. After many years of campaigning, the Scottish Government finally committed to delivering National Bargaining for Scotland's colleges. After a lengthy and complicated process, a National Bargaining Framework was finally put in place and the EIS began the process of negotiating with college managers over national pay and conditions.

It did not go smoothly. Last year, following many months of talks, the EIS began a National strike for members of its



Honour the Deal!

Further Education Lecturers' Association in pursuit of a fair pay agreement for all lecturers. Victory in the campaign was swift, as the management side capitulated after just one day of action from FE lecturers right across the country.

A deal was reached – the March 2016 NJNC Agreement – which promised, among other things, a new national pay structure which included a top-of-scale salary for unpromoted lecturers of around £40k per year. There was also an agreement, distinct and separate to the already agreed pay element, that both sides would work to agree a national set of terms & conditions for lecturers.

However, one should never underestimate the duplicitous nature of some in college management. Despite the pay and the terms and conditions elements being clearly separate and distinct, colleges have now reneged on the agreed timeline for the delivery of equal pay as they claim this 'cannot be delivered until T&Cs changes are agreed first'. This is not, and never was, part of the 2016 Agreement.

The EIS has spent over a year talking to management, making offers on T&Cs and suggesting ways forward to ensure the implementation of the Agreement. Management has responded by dragging their feet, calling lecturers greedy, and suggesting that the agreement – which is

fully costed and funded – would somehow bankrupt the college sector.

After being patient for more than a year while waiting for the agreement to be delivered, lecturers had simply had enough and being called greedy by a group of Principals (salaries around £150k per year, annual pay rises for the year of up to 8%) really was the final straw. The EIS balloted members for industrial action over the non-delivery of the agreement, and the result was a resounding 96% vote in favour



of strike action.

At the time of writing, the dispute is in its fourth week and EIS-FELA members have now taken six days of strike action in this ongoing campaign, and remain resolute. Support for the strike has been overwhelming, with lecturers on picket

lines at colleges the length and breadth of Scotland. Strong support has been received from fraternal and sororal trade unions, including from college support staff unions and the unanimous support of the annual Scottish Trades Union Congress last month. Students, politicians and the wider public have also demonstrated strong support for the lecturers' call for the deal to be honoured.

While the management side, through its mouthpiece Colleges Scotland, has talked down the deal that they freely signed and hired an expensive firm of political spin doctors (fee – an estimated £10,000 per week) to attempt to airbrush history, EIS members have organised and hit the streets to win popular support for their cause.

Members have held a well-attended rally outside the Scottish Parliament, while a second national demo in Glasgow's George Square attracted a huge turnout from lecturers, students and other supporters of high-quality Further Education. Students also organised a national demonstration in support of their lecturers, to call for colleges to honour the deal that was signed. A further national lobby was planned for Glasgow on the Saturday after



this SEJ went to press, where another large turnout was anticipated.

A petition in support of the campaign was launched, with members gathering signatures from supporters across the country and an online version was also made available on the EIS website. The campaign to Honour the Deal also attracted support at the Scottish Parliament, with a number of MSPs - notably Monica Lennon (Scottish Labour) and Ross Greer (Scottish Greens), among others, asking questions and laying down Motions in support of lecturers.

Following many rounds of increasingly frustrating discussions with college management, through Colleges Scotland, it became clear that the management side saw no urgency in resolving the dispute and that some Principals would be very happy to see the National Bargaining process break down completely.

In light of this, the EIS repeatedly called for the Scottish Government – specifically Education Secretary John Swinney and Further Education Minister Shirley Anne Somerville – to intervene and compel colleges to honour the deal and to pay the long-overdue first instalment of the equal pay agreement.

Hopes were raised in the third week of the dispute when First Minister Nicola Sturgeon stated in Parliament that she urged “the employers, especially – given their position – to go the extra mile to reach an agreement.”



However, subsequent talks with management failed to produce any progress as Colleges Scotland negotiators refused to show any movement on their proposals to cut preparation and correction time, increase class contact time, and drastically cut annual leave.

Hopes were again raised in the fourth week of the dispute, with the news

that John Swinney had decided to get personally involved – meeting with both sides in separate meetings, and agreeing to appoint an independent facilitator to support the discussions, a move that was welcomed by the EIS. However, a statement

made to the Scottish Parliament by the Deputy First Minister later that day was a disappointment to many lecturers, as Mr Swinney called for the EIS to suspend strike action while failing to call on management to honour the overdue equal pay settlement which was set out in the March 2016 NJNC Agreement.

In response to the ongoing impasse, the EIS Emergency Committee approved additional strike days and also agreed to authorise the payment of strike pay for lecturers taking action on future strike days. This sent a very clear message that the EIS would continue to support its members in the Further Education sector in their continuing dispute.

All that lecturers are asking for is for the deal that was agreed to be honoured. The EIS is standing behind our FELA members, and will continue to stand behind them until management honour the deal.

Social media has played a key part in EIS Campaigning...



Editor's note – This article reflects the position at the time this edition of the SEJ went to press, on Thursday 18 May 2017. Please see the EIS website – www.eis.org.uk – for up to date information on this evolving dispute.

www.facebook.com/honourthedeal
#honourthedeal
#preptimematters





Down Memory Lane

Margaret Smith will complete her year as EIS President by presiding over this year's Annual General Meeting in Perth. Following what has been a very busy and challenging year as the most senior elected member of the EIS, Margaret was happy to be able to accept an invitation from Stirling EIS to visit East Plean Primary School, where she had taught for almost a decade:

"One of the most rewarding duties of being the EIS President is being given the opportunity to go out around the Local Associations visiting schools, meeting members and talking to staff and pupils. When Ann Skillen, Stirling EIS Local Association Secretary, arranged for me to choose a school to visit, I had no hesitation in suggesting East Plean Primary School. This was a school where I had spent nine happy years working as the Nursery

teacher and when I left almost every child in school had attended the nursery class.

The school has been rebuilt, like a wonderful phoenix, following a fire on Bonfire Night a few years ago. I had watched the rebuild taking shape each time I passed through the village on my way to visit my parents, but had never been inside. What an ideal opportunity!

I decided to look out a photograph album which had been presented to me by the staff and pupils on my last day at the school in 1999 and take it with me in the hope that there would be either members of staff still working there or someone would recognise pupils who were now parents of children in school. As it turned out, the PT was still in the school as was the Admin Assistant and one of the SfLAs, so we had fun looking through the photos and reminiscing. There were some children

in the photos whose own children were now pupils – in early years – I hasten to add!

Ann and I were met by the Headteacher Ruth Donnelly and Kevin Kelman, the Chief Education Officer for Stirling Council. We had a brief chat before a tour of the school given by a P6 boy and a P4 boy – both were very polite, very informative, very confident and above all extremely proud of their school.

On entering the school I immediately felt a warm welcome 'hug' and knew that I was in a very caring environment, which was the same ethos I had hoped to convey to everyone who came into the nursery. I was impressed by the design of the school, the space, the brightness, the low level windows, and the facilities. There is a fantastic gym, a dining hall and a GP room. The old school had very high windows – no one could see out of them, - a central



hall, the floor of which was very uneven – we had to be careful where we put the benches, otherwise they wobbled, and, if we were playing ball games, the balls would all roll over to one corner.

I was delighted to see that the community still continues to play a large part in the life of the school. There was a Make and Taste session for Nursery children and parents/grandparents/carers taking place in the GP room – organised by the NHS but being delivered jointly by a parent who had been a previous participant. I took the opportunity to chat to her. She said that it had helped her boys to try different foods, to make healthy choices but above all had given her confidence to help present the sessions to others.

The pupils were certainly engaged with learning and enjoying their time in school. This was very evident during the Big Maths

“I was delighted to see that the community still continues to play a large part in the life of the school”

lesson which I observed taking place in the P1 class. We were able to observe some of the Nursery to P1 transition activities taking place in the outdoor area.

The outdoor area back in the ‘90s was a sloping playground, a tree in a circular planter, open to the car park and with open gates to the A9. The Nursery staff had to

lay out cones to indicate to the children where they could play. I remember there was a white line which defined the carpark from the playground. The school children were very adept at stopping on the line and would be running around freely until they came close to the line and would suddenly stop in their tracks! Eventually the nursery

play area progressed to the Verandah area, which was a flat, central paved area, surrounded by the main office, P4/5 and P6 classrooms. With some funding from the Friends of East Plean Primary School, especially from the crowded out Bingo evenings, and in joint work with Falkirk College Construction Department, we were able to make a more child friendly outdoor play environment and dedicated it to the memory of 2 children who had attended the Nursery and school.

I had a wonderful morning and wish to thank Ann Skillen for organising the visit, to the Headteacher, staff and pupils of East Plean Primary School especially the two boys who took us on the tour of the school.

Happy day. Happy memories.”

Margaret Smith will deliver her final keynote address as EIS President on the opening day of the Annual General Meeting (Thursday 8 June) in Perth. Follow the EIS AGM online at www.eis.org.uk and see the AGM special edition of the SEJ next month for full coverage.

Defending Instrumental Music Provision

With new administrations being formed across the country, following the local government elections on 4 May, now is an ideal moment to highlight the continuing importance of Instrumental Music Teaching, and the need for local authorities to invest in offering music tuition to all pupils and not simply those who have the financial means to take part.

Instrumental music services have been subject to deep cuts in funding and staffing in recent years, removing an invaluable opportunity for many young people to develop their musical talents, build self-confidence, develop literacy and numeracy skills, and work collegiately with their peers; and putting Instrumental Music Teachers' jobs at risk.

Due to austerity-driven cuts, several authorities now charge for instrumental tuition, which creates a barrier to learning for many pupils. The Improvement Service has reported an average increase in tuition fees of 10% in 2016/17. The average cost of tuition is now £203 per pupil, per year, compared with £184 in 2015/16; and £177 in 2014/15. Tuition fees range from £114 to £300 per year. With poverty on the increase in Scotland, and schools being encouraged to poverty-proof their provision, this is a cause for serious concern. (It is also unclear whether the income raised by councils by charging takes account of the costs of administering such schemes).

In addition to charges increasing, charging policies are also being extended in some areas. For example, Dumfries and Galloway Council recently sought to change its policy on charging SQA Music candidates, restricting the exemption to Higher and Advanced Higher Pupils only. The EIS objected to this, noting that charging young people for the tuition they need to secure qualifications is absolutely contrary to the core principles of our inclusive system of comprehensive education, and discriminates against young people from less affluent backgrounds.

It is not only charging that is causing concern. In Aberdeen, a reorganisation of music services, which would have created a 'brokering service' and led to the cessation of direct authority employment of Instrumental Music Teachers (IMTs) was mooted, but thankfully, not implemented, in part due to a local campaign and petition, with strong parental support for retaining the Instrumental Music Service in its present form. Meanwhile North Lanarkshire stands to lose four F.T.E. posts from the music service; and East Renfrewshire has seen a 9.3% fall in pupil uptake.

Members in some areas are reporting that instrumental music is now at a tipping point, and is struggling to remain viable. It seems entirely possible that Local Authorities could end up pricing Instrumental Music out of the reach of pupils, with alarming consequences. If there are no IMTs left, then children will have a very narrow choice from a limited range of instruments. The class teacher will only offer two or three 'classroom instruments'. This will take Scotland back 30 years, to a situation whereby music is an elitist subject with few pupils taking certificated courses. That cannot be allowed to happen.

The EIS believes that it is vitally important that all local authorities continue to offer instrumental music tuition for pupils who wish to access it, and without putting any restrictive financial barriers in the way of equal access to music education for all young people. It is also of vital importance that Instrumental Music

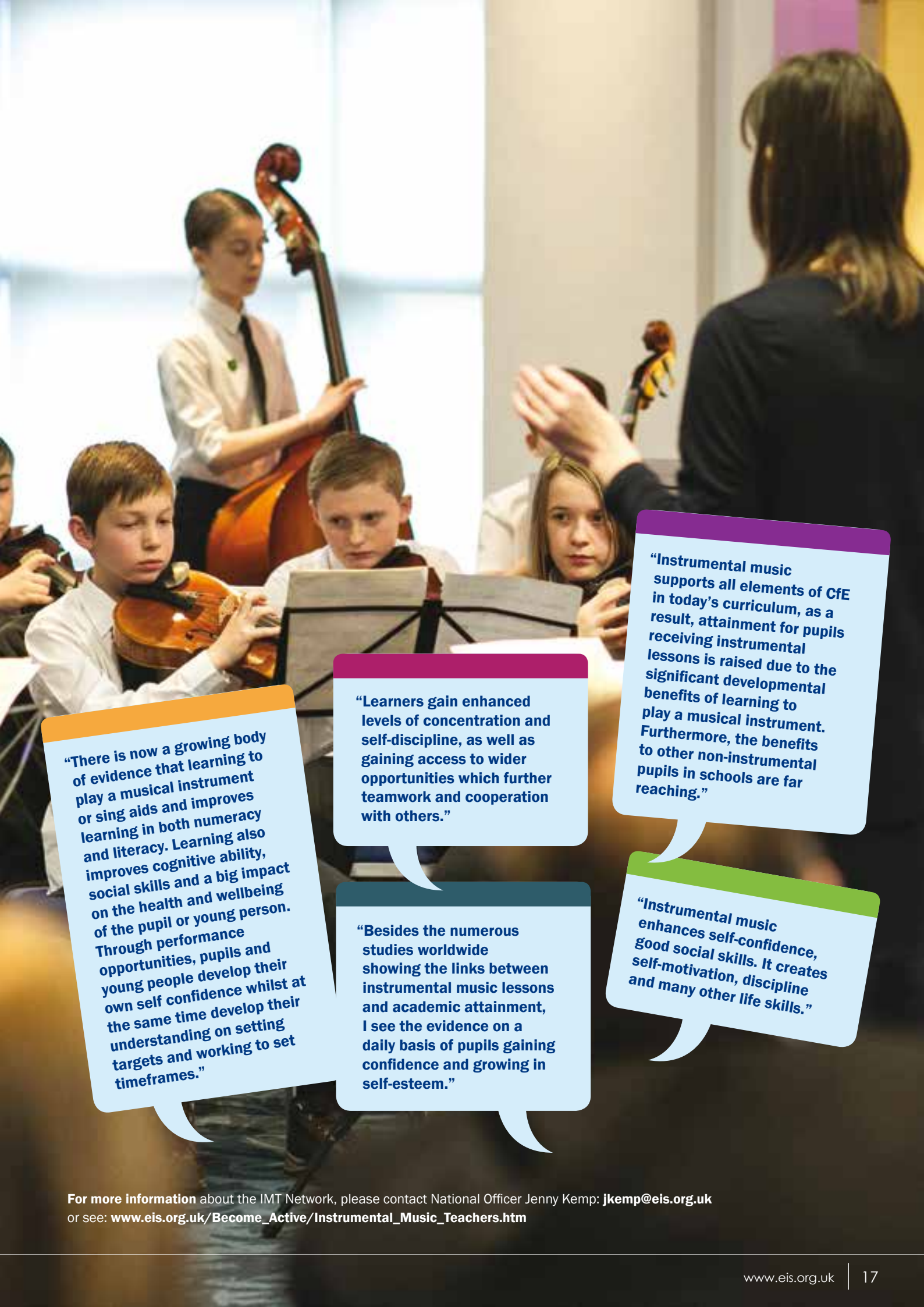
Teachers are protected from cuts and supported in their work to develop and nurture talent and provide high quality music education.

The EIS Instrumental Music Teachers Network plays an important role in supporting IMTs, advocating for fully-funded music provision, and shining a light on the role of IMTs in the education system. A recent survey of IMT members found that they play a significant role in delivering NQs in Music (unsurprisingly given that for N5 music, for example, performance is 60% of the exam). Our survey found that:

- 94% of IMTS said that they source and research materials for learners
- 94% said that they rehearse with or accompany learners in exams
- 90% said that they have a role in advising learners on a performance programme.

Members also commented in the survey on the ways in which attending Instrumental Music lessons contributes to raising learners' attainment, noting that music lessons instill many other skills (see quotes, right).

Through the IMT Network, the EIS will continue to monitor developments in this area; publicise threats to IMT services; and call on newly formed councils to fully fund provision. The development of a campaign for instrumental music to be considered part of the core curriculum will also continue in the next session.



“There is now a growing body of evidence that learning to play a musical instrument or sing aids and improves learning in both numeracy and literacy. Learning also improves cognitive ability, social skills and a big impact on the health and wellbeing of the pupil or young person. Through performance opportunities, pupils and young people develop their own self confidence whilst at the same time develop their understanding on setting targets and working to set timeframes.”

“Learners gain enhanced levels of concentration and self-discipline, as well as gaining access to wider opportunities which further teamwork and cooperation with others.”

“Besides the numerous studies worldwide showing the links between instrumental music lessons and academic attainment, I see the evidence on a daily basis of pupils gaining confidence and growing in self-esteem.”

“Instrumental music supports all elements of CfE in today’s curriculum, as a result, attainment for pupils receiving instrumental lessons is raised due to the significant developmental benefits of learning to play a musical instrument. Furthermore, the benefits to other non-instrumental pupils in schools are far reaching.”

“Instrumental music enhances self-confidence, good social skills. It creates self-motivation, discipline and many other life skills.”

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Impact of Teacher Shortages on Pupils' Learning, Teaching and Attainment

Responding to an AGM Resolution calling on the EIS to publicise the impact of teacher shortages on learning, teaching and attainment, and on the workload, health and wellbeing of teachers, the Education Committee embarked on a fact-finding mission to identify where in the country the greatest teacher shortages lie and to determine the existence of any potential correlation between teacher shortage in these areas and levels of teacher absence.



The Education Committee's first port of call was the September 2016 Teacher Vacancy Survey. The highest numbers of vacancies were found to be in Aberdeen, with 63 and 29 full time vacancies in primary and secondary respectively, 102 teachers down in total. South Lanarkshire vacancies totalled 60 with shortages of 27 primary teachers and 33 secondary. Perth and Kinross followed with 49 teacher vacancies with the split almost even across primary and secondary.

Other local authorities which stood out as having a significant number of vacancies relative to their size were Aberdeenshire (34), Argyll and Bute (33), East Lothian (24), East Renfrewshire (29), Highland (26), Stirling (22) and West Lothian (42).

Clearly this is a concerning picture. The consistent delivery of high quality learning and teaching leading to the best possible levels of achievement for young people requires healthy staffing levels with pupils being taught by teachers who know them and who have the right subject specialism where the curriculum demands it. To raise attainment nationally, for starters, teacher numbers have to add up properly in every single one of our schools.

Equally, the health and wellbeing of teachers is dependent on workload being kept at manageable levels. Gaps in the teacher workforce are frequently plugged by other teachers, and by Deputes and Headteachers, covering classes, creating lessons, providing feedback, covering

reporting and parents' evenings where there is otherwise no class teacher in place. While it's possible for some adjustments to workload to be made to allow for this, the reality by and large is that little disappears from the existing 'To Do' list - it merely grows along with

the accompanying pressure and stress on its owner.

The EIS Education Department cross-checked the number of vacancies against the 2015 Summary School Statistics

relating to teacher absence. These showed that overall levels of teacher absence had increased in 18 local authorities since the previous year. In the remaining 14 local authorities, there had been a decrease over the same period in the average number of days of sickness absence per year.

Analysis found some modest correlation found between teacher shortages and absence rates in the three local authorities with the highest number of gaps in the teacher workforce. In two out of three of these cases - Perth and Kinross and South Lanarkshire, rates of teacher absence slightly exceeded the national average.

It could be concluded, though, that the strain is showing more starkly in those authorities in which the size of the teacher shortages is lesser on the face of it but significant in relation to the overall size of the authority.

In all but one of the other seven local authorities identified as having concerning levels of teacher shortage, teacher

absence rates had increased since the previous year. One contributing factor could be the additional workload and stress incurred by teachers having to fill the gaps, particularly at a time when the demands on teachers continue to pile in from all directions.

At this critical time for Scottish education, with its combined focus on raising attainment for all and closing the poverty-related attainment gap, no school can afford to be even one woman or one man down within their staffing compliment.

Finland, one of the highest performing education systems in the world both in terms of quality and equity, appears to have correctly balanced the equation in which the variables are teacher numbers and levels of equity and outcome. Pupil-teacher ratios at the last count were 13.2 for primary and 9.03 for lower secondary. Meanwhile, pupil-teacher ratios in Scotland are at least a third poorer - 16.6 and 12.2 for primary and secondary respectively, making for an unfavourable comparison with an education system whose outcomes we aspire to.

Teacher numbers in Scotland, while stable for the past two years, have declined by more than 4000 since 2007. Facing the hefty challenge to improve quality and equity in the system, schools need staffing to be restored to at least pre-2007 levels, and they need plentiful reserves of supply teachers who are ready to step into an absent colleague's classroom and seamlessly resume quality learning and teaching as soon as required to do so.

Curriculum for Excellence: Making the Transition from Policy Intention to Classroom Practice

Professor Mark Priestley and Dr Valerie Drew of the University of Stirling, writing exclusively for the SEJ, explore the challenges of applying the principles of curriculum change in the everyday working life of schools.

Curriculum for Excellence (CfE), which seemed so radical in its early days, is now part of the educational landscape in Scotland. It seems odd to reflect that its inception in policy began as long ago as 2004, and we are shortly to enter the seventh year of its implementation phase. Moreover, CfE looks as if it is here to stay, for the foreseeable future at least. The 2015 OECD report (www.oecd.org/edu/school/improving-schools-in-scotland.htm), while offering criticism of the curriculum's implementation, was broadly supportive of the general direction taken by CfE. Other countries are following suit (e.g. Junior Cycle reforms in Ireland, Successful Futures in Wales, and the New Zealand Curriculum Framework), and this approach to specifying national curricula, which marks a significant departure from previous directions (see Priestley & Biesta, 2013), is now the predominant approach for curriculum innovation in many countries. A particular change in focus – one that is very welcome in our view – has been the renewed emphasis in policy on the role of the teacher as an active developer of the curriculum and an agent of change. Such policy is now acknowledging the importance of teachers' professional agency (for an overview see www.bera.ac.uk/blog/teacher-agency-what-is-it-and-why-does-it-matter; a more detailed account is provided by Priestley, Biesta & Robinson, 2015).

Nevertheless, CfE continues to be blighted by a number of problems. The curriculum largely remains (in the words of the OECD's Andreas Schleicher) an intended rather than enacted curriculum. Practices in many schools are remarkably similar to those in pre-CfE days, and the impact of CfE on issues such as school timetabling, the composition of subjects and school organisation remains limited.

It is simplistic and misleading to blame schools and teachers for this situation, as the issues are multifarious and complex, and often due to system level dynamics that militate against change. The OECD pointed to at least three sets of issues that need to be addressed before CfE can make the transition from an intended to an enacted curriculum:

- A new simplified narrative for the curriculum;
- A more effective middle level tier for curriculum development support
- More comprehensive enactment of the principles of the curriculum schools. This suggests that teachers are only part of the answer, and that more needs to be done to address the cultural and structural domains of schooling, which do much to shape what is possible in terms of innovation.

In such a context it is problematic for policymakers to demand that teachers exercise agency in their development of the curriculum.

Curriculum development is to a large extent a lost art. Recent research evidence suggests that autonomy in curriculum-making

can be limited by strong socialisation associated with previous curriculum policy (e.g. outcomes-based planning aligned to the former 5-14 curriculum), assessment practices (e.g. the influence

of assessment standards and subject specifications in examinations syllabi) and accountability practices.

In particular, there is evidence that many schools simply recycle old practices and ideas when addressing new curriculum development problematics (Priestley & Minty, 2013). Regulation of teachers' work – accountability practices such as use of data and inspections – can, in particular, send mixed messages and create impossible dilemmas for teaching seeking to innovate (see: Priestley, 2014). Time and resources (for example the availability of supply teachers) is often a problem, meaning that many teachers struggle to access professional learning opportunities. The focus by mid-level organisations, such as Education Scotland and local authorities, on producing documentation and auditing practices, rather than offering hands-on leadership and support for curriculum development, has in our view led to a tendency for schools to reinvent the wheel. Much could have been achieved had we invested, for instance, in the development of a cadre

of expert teachers to work across schools. These influences, and others, seem to have encouraged a risk-averse and often instrumental

“renewed emphasis in policy on the role of the teacher as an active developer of the curriculum and an agent of change”

box-ticking approach to curriculum development, characterised by a growth in bureaucracy and paperwork; worse still, they arguably limit teachers' ability to envisage alternative futures and to



manoeuvre between different repertoires in their practice.

Action to address these issues has to come, to some extent, from government and its agencies, and from local authorities. However, there is also considerable scope for action in schools to create the conditions for meaningful curriculum development in the spirit of CfE. Collaborative working by teachers, for example in professional learning communities, has been widely advocated as both professional learning and a means for developing educational practice. It is easy to overstate its efficacy; collaborative working may simply reinforce habitual patterns of working. To counterbalance this risk, highly structured approaches to practitioner enquiry show considerable promise. One such approach, named School Based Curriculum Development through Critical Collaborative Professional Enquiry (SBCD through CCPE) has been developed through Master's level university programmes and local authority partnership working in Scotland (see Drew, Priestley & Michael, 2016). This has a number of key premises, designed to overcome the issues described above:

- The starting point is a distinct conceptual stage, rooted in consideration of both curriculum theory and clearly defined educational principles, purposes and values, including the big ideas set out in CfE. Thus, there is from the outset a clear focus on curriculum development that is fit-for-purpose
- This is followed by a structured practical stage, comprising three phases: focusing, interrupting and sense-making. Throughout the process,

practitioners engage critically with university researchers (as critical colleagues), and applicable research and conceptual literature

- The process is collaborative, and groups are expected to comprise a range of practitioners, from early career to senior leaders. Our experience has been that, if groups do not reflect this full range, and especially if they do not include decision makers, then innovations are often stifled at the planning phase due to limited access to resources (Reeves & Drew, 2013)
- The process occurs over a full academic year, the early conceptual phase and focussing taking up a good proportion of this period. Indeed, the practical innovation (or interruption) is a relatively short part of the programme

Research (Drew, Priestley & Michael, 2016) suggests that SBCD through CCPE is a promising approach to curriculum innovation and the development of teacher agency. We saw, in our work with a Scottish local authority, evidence of changed teacher dispositions towards their work, for example more expansive aspirations relating to what the CfE made possible. We witnessed enhanced teacher professional knowledge and greater confidence amongst our cohorts of teachers. Part of this was undoubtedly due to the new professional knowledge developed by participants through the programme.

However, we would argue that CCPE did not only address the issue of individual capacity; it also addressed cultural and structural issues which shape curriculum development. These included the active fostering of what might be called relational resources for agency, and a distinct flattening of hierarchies within some of the schools on the programme. The process thus created safe spaces for critical and considered curriculum innovation, fostering the development of collegial working environments.

Further development and research are ongoing; SBCD through CCPE is currently being undertaken by Welsh 'Pioneer' teachers within one of the regional consortia developing the new Successful Futures curriculum, and further engagement is planned with Scottish local authorities in the coming year.



Prof Mark Priestley



Dr Valerie Drew

Learning Reps

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Upcoming EIS Professional Learning Courses through Scottish Union Learning

'Who dares to teach must never cease to learn' John Cotton Dana, librarian and learning pioneer.

All teachers have an entitlement to professional learning. The EIS believes that all educators should have access to high-quality learning experiences that enthuse and inspire them, as well as contribute to their continuing professional development.

Scottish Union Learning is part of the STUC. It supports trade unions in accessing skills and lifelong learning opportunities for their members that contribute to collective prosperity, fairness and equality, for workers across Scotland.

In late 2016, the EIS made an

application to the Scottish Union Learning Fund for 2017-19, and is pleased to announce that its successful bid will allow for a wide range of new learning opportunities to be made available to its members.

The EIS made its application based on evidence from the membership as to where the gaps currently lie within CPD provision, and the need to build skills and confidence around a range of issues that members have identified. All the learning that the EIS can now offer through the Scottish

Union Learning Fund has the potential to contribute in some way to the development of teachers' skills and knowledge in the interests of enhanced teaching and learning, and in the interests of their own personal growth and career advancement.

The courses described below will each be delivered in at least three locations across Scotland in the first year of funding, with the potential for them to run in further locations, depending on demand.

Equality and Human Rights in the Classroom **(from Summer term 2017)**

This introductory, interactive one-day course will aim to ensure that participants have knowledge and understanding of the Equality Act 2010 and the United Nations Convention on the Rights of the Child (UNCRC). This is wholly consistent with EIS aims for education and for wider society – social justice, closing the poverty-related attainment gap, addressing children's and young people's wellbeing needs and raising achievement overall. The course will explore practical ways in which the aims of the Equality Act and the UNCRC can be realised in the classroom.

Building Teacher Leadership - Leadership Skills Development for Class Teachers **(from Summer term 2017)**

The EIS has long been of the view that developing the leadership capacity of class teachers is crucial to creating more collegiate, democratic schools. Currently, access to professional development on enhancing leadership is largely aimed at promoted staff or those seeking promotion. This one-day course is aimed at unpromoted primary and secondary school teachers and college lecturers. It aims to help participants explore pedagogical and other types of leadership within the school/college setting. It will look at the distinction between leadership and management, different leadership styles and their differing effectiveness, the purpose of leadership in an education setting and exploration and exemplification of leadership in the education context.

Developing Awareness of Young People's Mental Health Needs (from Autumn term 2017)

Good mental health and wellbeing is vital for everyday living and a pre-requisite for children and young people learning and achieving within education. As emphasis on children's and young people's mental health grows, so does the importance of teachers being aware of, and understanding, how poor mental wellbeing can impact on experiences in the classroom. Teachers identify that they need to feel confident and equipped to support and/or signpost help for young people who are experiencing distress at school. This one-day course will identify what is meant by mental health, mental wellbeing and mental illness, and will cover mental health issues commonly experienced by young people, ways of maintaining mental wellbeing, as well as some practical supports and useful signposts for young people.

Teaching Children from Refugee and Migrant Communities (from Autumn term 2017)

EIS representatives attended a recent international conference on the education of refugee children where delegates and speakers repeatedly expressed the need for learning opportunities for teachers to ensure the smooth reception of refugee and migrant children, and to enable effective ongoing learning, taking account of linguistic and cultural diversity, as well as the fact that many may have experienced trauma.

In light of this, Scotland's changing school population, and wishing to counteract, in all ways possible, the rejection of refugees, migrants and asylum seekers, the EIS will offer a one-day course aimed at addressing the diverse learning and emotional needs of such groups of children and young people.

Additional Support for Learning (from Autumn term 2017)

The number of children and young people identified as having additional support needs in schools is rising while the number of ASN specialist teachers is falling. EIS members have repeatedly indicated a need for professional learning to meet the needs of pupils in mainstream schools, in keeping with the ASL Act, GIRFEC and the National Improvement Framework. Consequently, a series of three twilights is planned which will be accessible either as a group or individually. The sessions will focus on the following, which are among the most commonly identified factors giving rise to additional support needs within the latest Scottish Government statistics:

- **Social, emotional and behavioural needs**
- **Autism**
- **Speech and language impairment.**

Leadership towards Management (from Spring term 2018)

Linked to the previous course, two further two-day courses are planned which will provide professional learning exclusively for:

- **Women teachers and lecturers**
- **Black and minority ethnic (BME) teachers and lecturers.**

This is in light of the fact that women and BME teachers are under-represented within promoted posts – BME teachers in all sectors and at all levels of promotion, and women teachers in all sectors but primary, particularly within senior leadership posts.

In addition to exploration of concepts of leadership, these courses will also address potential barriers to leadership within promoted posts; potential means of addressing these barriers; effective completion of application forms; and interview skills.

Please note: Final details of dates, times and locations of all courses will be issued as they become available.

Look out for details on the EIS website, in your EIS member e-bulletin, on social media, in the next issue of SEJ and via your EIS Learning Rep.

If you would like more information, or to note interest in any of these courses, please contact Lesley Walker, Professional Learning Co-ordinator, at lwalker@eis.org.uk

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EIS BME Members' Event: Addressing the Diversity Deficit

BME members put anti-racist education and BME teacher leadership firmly on the agenda



On Saturday 7 May, Black and Minority Ethnic (BME) members of the EIS came together for an event to explore approaches to anti-racist education, opportunities for involving BME members in union structures, and issues of leadership as they affect BME teachers.

The context for this event was the continuing trend of woeful under-representation of BME teachers in Scotland's education workforce, including in promoted posts; and the lack of visible, consistent anti-racist education approaches in schools – as a delegate to the STUC Black Workers' Conference 2016 put it, "Anti-racist education has fallen off a cliff."

The education workforce in Scotland is overwhelmingly white. Only 1% of teachers in Scotland come from a BME background. Yet the 2011 census found that 4% of Scotland's population is made up of people from BME backgrounds, and in some cities the figure is much higher - for example, 17% in Glasgow. BME people are also hugely under-represented in promoted posts in the sector; and often rendered invisible in the official government statistics on Headteachers and deputies in Scotland's schools, due to the vanishingly small numbers and concerns about identifying individuals.

The event, held at the STUC, and with participants from across Scotland, involved inputs from the Coalition for Racial Equality and Rights, Show Racism the Red Card, and the Scottish College for Educational Leadership. The newly elected STUC

president, Satnam Ner (the first ever Black President of the STUC) also attended, and provided input to a workshop on leadership.

Members heard about and discussed:

- Educational resources that can be used to bolster anti-racist education, such as CRER's new book, "It Wasn't Us: The Truth about Glasgow and Slavery", and the EIS's 'Myths of Immigration' booklets;
- The availability of free workshops on topics such as Islamophobia, Hate Crime, and Refugee Inclusion (provided across Scotland by Show Racism the Red Card and BEMIS);
- The opportunities presented by Black History Month (October), e.g. to discuss the 1919 race riots in Glasgow, the contribution of Indian suffragettes to the UK suffrage movement, and Scotland's role in the slave trade;
- Opportunities to become an EIS Equality Rep or Learning Rep;
- The STUC BME Leadership Programme;
- The SCEL leadership programme and framework.

Throughout the day, the role of union reps, who can lobby for stronger local policies and practices around challenging racism, disseminate educational resources, and keep these issues on the agenda, was a recurring theme. BME members are strongly encouraged to contact their Local

Association or Branch and get involved in the union. Your voices are needed.

The event was ably co-chaired by the President, Margaret Smith, and Equality Committee member Samreen Shah; and closing remarks were offered by Equality Convener Bill Ramsay, and Council member Khadija Mohammed. Members of the Anti-Racist Sub Committee facilitated workshops, which provided an opportunity for members to share their experiences and knowledge.

As for the question of what comes next, we asked members what they would do next as a result of attending, and the answers included, "look into SCEL"; "apply for the SCEL leadership programme"; "read the resources mentioned"; "look into becoming an Equality Rep" and "disseminate information to colleagues." The Anti-Racist Sub Committee will consider a detailed report of the event, and will make recommendations for the future. Any BME members who have ideas about what topics could usefully be explored at any future event are welcome to contact National Officer Jenny Kemp (jkemp@eis.org.uk) with suggestions.

Ultimately, delegates at the event were in agreement that the need for action is urgent. In the interests of social justice, of securing strong and equitable outcomes for all learners, and of creating safe and welcoming workplaces for staff, it is crucial that the teaching workforce reflects the diversity of the population, and that all educational establishments inculcate an environment where racism is simply not tolerated.

EIS to the Fore at the 120th STUC Congress 2017

The 120th STUC Congress opened on Monday 24 April 2017 to flurries of snow and activity. As ever, the EIS played a prominent part in this year's Congress and it was also a source of considerable pride to the Institute that long-serving EIS activist, Council member and former national President Helen Connor presided over this year's Congress as the outgoing President of the STUC.



Following the Prime Minister's decision to call a snap General Election for 8 June, the General Council agreed to a request from Jeremy Corbyn, Leader of the Opposition at Westminster, to address Congress on the Monday. Since an invitation had been issued previously to the First Minister Nicola Sturgeon to address Congress on the same day, some careful choreography had to be implemented in a very short time-frame!

Helen Connor served as STUC President for the 120th Congress and chaired the event in the robust fashion EIS Council members will remember from her time as EIS President. The last EIS member to serve as President of the STUC was John Pollock in 1982. In her speech to Congress (see sidebar), Helen was critical of the Prime Minister's decision to call a General Election for June 2017 having at least 3 times previously ruled out the prospect. She also contrasted the Prime Minister's current position of "hard Brexit" or "Brexit at all costs" with her previous position of campaigning to Remain in the EU concluding that Theresa May "simply could not be trusted with workers' rights and pensions."

The EIS delegation to Congress comprised: Andrene Bamford, David Belsey, Helen Connor, Nicola Fisher, Larry Flanagan, Mark Fleming, David Gibson, Des Kenny, Dave McGinty, Louise O'Hara, Eilidh Porrelli, Susan Quinn and Bill Ramsay. EIS-FELA Vice-President Pam Currie also attended Congress as a delegate from the STUC LGBT Workers' Conference.

Congress debated 113 motions (many of which were composited) on a wide range

of topics including: Post EU Referendum, Threats to Rights and the Rise of Racism; Fair Work; the BBC; Scotrail; Trade Union and Employment Rights; The Future of Scottish Local Government; the Economy and Support for Enterprise, Staffing in NHS Scotland; Equality; Social Justice and Mental Illness and Palestine – Firefighters Under Occupation.

The EIS took part in the debates on two of the major Education composites. EIS Vice-President Nicola Fisher moved a composite highlighting the central role of further education in addressing the attainment gap for learners from working class communities in Scotland whilst Bill Ramsay, Convener of the EIS Equality Committee, seconded a composite motion which articulated the serious concerns held over the impact on Scottish Education on the UK's withdrawal from the European Union.

Elsewhere at Congress, Susan Quinn, Convener of the EIS Education Committee, successfully moved a motion outlining the adverse impact of austerity on local authority budgets. Susan also seconded a motion which deplored the dramatic rise across the UK of all forms of race crime. EIS delegates also contributed to other debates. Des Kenny supported a motion calling for the need to develop a campaign to tackle all LGBT+ discrimination in all of Scotland's schools and Andrene Bamford seconded a motion calling for reform of gender recognition law and its current impact on 16 and 17 year olds.

An emergency motion calling for support for the EIS-FELA national strike was moved by EIS General Secretary Larry Flanagan and was fully supported by Congress.

Delegates held up the EIS-FELA leaflet which demanded that management at Scotland's Colleges "Honour the Deal" they signed up for in March 2016. Larry also spoke in an emergency debate on Turkey. Congress passed a wide-ranging motion which condemned the lack of democracy in Turkey and called on the Turkish Government to reinstate teachers, academic staff and public servants who have been dismissed from their jobs.

Other debates covered issues which included Emergency Fire Controls; Job Centre Closures; Agency Workers; Zero Hours Contracts; Blacklisting and Food Poverty in the UK.

Congress provided a platform for several campaigns through stands, fringe meetings and the opportunity to present during proceedings. One of the highlights of the week was the address to Congress given by Ken Loach, director of the film "I, Daniel Blake." In an inspired speech which earned him a warm standing ovation, Loach highlighted the "systematic punishment of the poor by the Department of Work and Pensions (DWP)" which he accused of performing acts of "conscious cruelty" through its sanctions practices. He challenged the Tory Government to "identify the crime for which hunger is the punishment."

Helen Connor, Larry Flanagan and Susan Quinn were successful in the election for places in Section B of the STUC General Council 2017 to 2018. President of the STUC for 2017 to 2018 is Satnam Ner, Black Workers' Conference and Prospect. The incoming Vice-President is Lynn Henderson, PCS.



Presidential Address to 120th Congress (Helen Connor, EIS)

The EIS & Education

My involvement in the EIS locally and nationally over the last 30 years has been very varied – as in all unions, we've had successes and failures – we've experienced highs and lows but rest assured without the EIS, teachers and lecturers across Scotland would be far worse off.

Without my involvement in the EIS, I would never have become involved in the STUC and I'm grateful to everyone in the EIS over the years for their encouragement to become involved in the wider trade union movement.

Additional money for education is always welcome but the current approach (i.e. some direct funding of schools by government) is fraught with danger. It can undermine the role of Local Authorities in running our schools and being accountable for doing so. It could, longer term, lead to the academy approach which we see down South. Let me be very clear that this approach will not be tolerated in Scotland. We value our children's education too much to allow it to become a lottery. The attainment gap is an issue which goes far wider than the education system – it is directly linked to poverty. How do you expect children to attain when they are hungry, don't have heating in their homes or indeed a permanent home? You need

look no further than the *I Daniel Blake* film to see how devastating poverty is in the lives of many. Tackling this issue is a wider societal issue. Schools can help but the deep-rooted causes of poverty begin far earlier than that.

The trade union movement

How do we, as a Movement, continue and strengthen challenge within society? How do we make trade unions and the trade union activity more relevant? Sure, we hear on the news and in the media when there are strikes, normally when they're pointing out the inconvenience caused. The whole point of industrial action is to demonstrate the inconvenience that would be caused if workers were not doing the job that they do. Let there be no mistake though Congress, industrial action will always be the last resort for trade unions and their members and so it should be. Industrial action has to be the culmination of a campaign and a tactic which must ensure success.

However let us also be very clear that the fundamental right of an individual to withdraw their labour is paramount. It is a right which has been fought for over the years and one which the Trade Union Act seeks to undermine. As a Movement we are very clear – we will never surrender that right. We have work still to do on the Trade Union Act, and let the message

go out from this Congress that our fundamental right to strike is not and never will be up for grabs.

One of the biggest challenges facing us as a Movement over the next few years, and I do mean years, is that of public sector pay. The 1% pay cap on the public sector over the last few years has meant a real terms pay cut for public sector workers who are often working long hours, very stressed, suffering from work-related illnesses and feeling extremely undervalued.

Organising and the STUC

Without a long-term organising strategy how can we expect people to support trade union action? It is arrogant of us to expect members to follow our lead if we have not led them properly, if we have not taken them with us.

The STUC itself faces challenges in the way we operate with and co-ordinate within our affiliates. As an organisation, we have a key role to play in supporting unions in their organising and campaigning activity. I assure you we will continue to fulfil that role.

- Extract from Helen's Presidential speech. See the full text at:

stucbetterway.blogspot.co.uk

The Politics of Poverty

EIS Equality Convener Bill Ramsay explores how politics and economic choices continue to exacerbate the impact of poverty on young people.



For years politicians of almost all stripes have talked about a dangerous and uncertain world. This is of course true for some parts of the planet, though thankfully, it does not apply to that part of the world that we inhabit. Tucked away in North Western Europe we exist in a bit of a geopolitical sleepy hollow, certainly when compared to the countries of the Middle East and parts of Africa.

To go to or to work in a Scottish school, is a quite different experience than to attend a school, if it exists at all, in, or indeed near, a war torn region.

Even if we can agree that Scottish schools are immeasurably safer places than some schools in other places we seem to be having to cope with new or heightened levels of uncertainty. Indeed economic uncertainty seems to be the common thread, for good or ill, that runs through the entire discourse of the current general election campaign.

For a growing number of the young people we teach, they would be entitled to say, in relation to that economic uncertainty “welcome to my world.” Tens of thousands of Scottish families have had to cope with increasing levels of economic uncertainty for some time now and many Scottish teachers have done what they can to support them.

The effect of this insecurity on everyone in the family can be devastating. The notion that poorer insecure parents have the same resources to shield their children from the pervasive effects of this insecurity that more economically secure parents do, flies in the face of the facts. To expect most

economically insecure young people to park their insecurity at the classroom door is fanciful.

Of course the effect of that insecurity, that displays itself in so many ways, can, sometimes be mitigated. However to expect the attainment of these young people to improve significantly when all the indications are that this insecurity is going to get much worse is a tall order.

That is why when the public sector bank bailout took place at the expense of other normal forms of public expenditure your Equality Committee decided to prepare the groundwork for a campaign to highlight the impact of Poverty on Education.

In preparing the campaign we were well aware that it would sadly, be long running. We recognised therefore that it would have to be sustainable and complement other

“We live in a world where the smart phone is, in the longer term, more powerful than the smart bomb.”

work and initiatives focusing on the core issues of the defence of and enhancement where possible of the conditions of service of Scotlands teachers and lecturers.

The most practicable recent dimension of the campaign is our Facing Up To Child Poverty booklet and the associated “School Costs” short film. Both resources have been used in many settings, from the Professional Update seminar in Higher Education settings to short workshops in school staff rooms and of course related articles in previous issues of the SEJ.

However, as I hinted at in the introduction to this piece, the drivers of insecurity in our school and college classrooms go beyond the economic. Geopolitical sleepy hollow Scotland might be - but our world is more interconnected than ever.

We live in a world where the smart phone is, in the longer term, more powerful than the smart bomb.

When the driver of an overwhelmingly commercial media is profit rather than accurate reporting, toxic discourse makes money and it can shape corrosive political agendas.

For some in power, managing, even manufacturing fear of the other has always been much more useful than engaging with the other.

Teachers in Scotland, I am happy to say, don't have a choice in this matter. If our professional standards are worth the paper they are printed out on, then its our job to promote understanding and engagement. We are not, according to our GTCS standards, just citizens of a sovereign state but of the world.

The same cannot be said of some of the world's most prominent politicians, even those who have been, or sought to be, elected. When their conduct is viewed through the prism of our professional standards their conduct falls far short of these standards.

Moreover the tone of the debate and discourse they promote cannot be parked at the classroom door. If our standards are to be upheld the wider political discourse needs to be scrutinised and at times, even challenged. In that regard our Myths of Immigration booklets, highlighted in the last edition of the SEJ, are but the latest in a long line of EIS publications designed to do just that.

This souring of the political discourse, experienced here at home and of course abroad is reflected in many of the motions submitted for consideration of our AGM that will take place next week in Perth. None of these motions, I am happy to say, applaud this souring of the discourse, rather they look to challenging this darkness rather than bowing to it. If some institutions feel pandering to this mood is appropriate it seems that the membership of the EIS, through its democratic processes, does not.



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Sudoku

Medium

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

Hard

	5			8	9	4
7			2		8	
		8				6
	8			1		
			7	6		
		8				2
3	9				2	
		1		7		9
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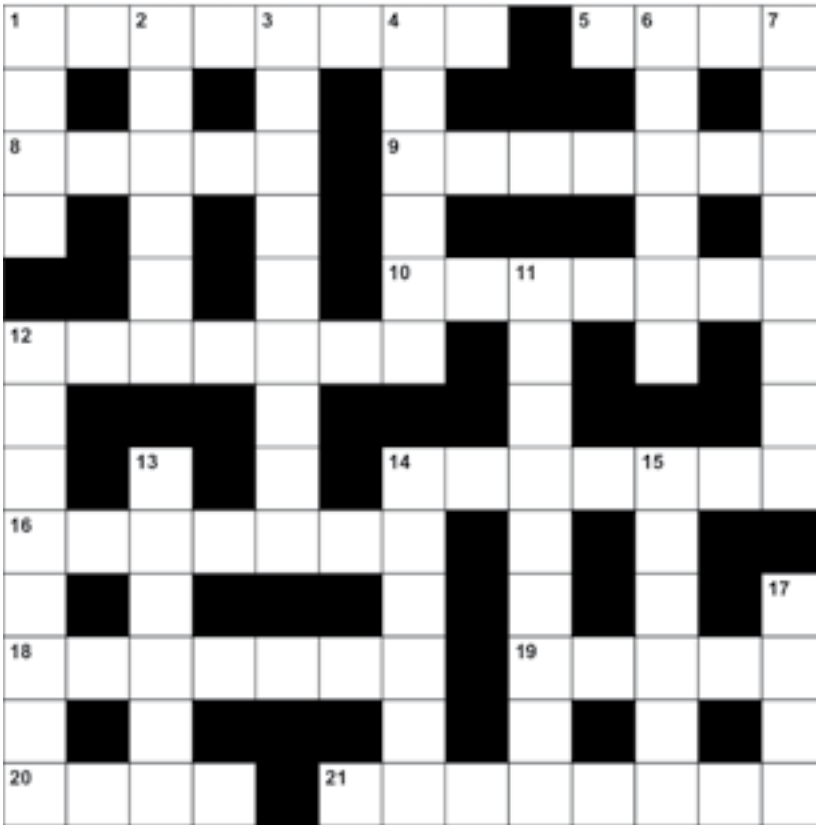
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



Across

- 1 - Large West African baboon (8)
- 5 - ___ Taylor: darts star (4)
- 8 - Jennifer ___ : US actress and singer (5)
- 9 - Small S American monkey of the marmoset family (7)
- 10 - Eg Borneo and Iceland (7)
- 12 - City in central Portugal (7)
- 14 - Jane ___ : third wife of Henry VIII (7)
- 16 - Sir Ben ___ : English sailor (7)
- 18 - ___ Bierce: author of The Devil's Dictionary (7)
- 19 - ___ Moore: a former James Bond actor (5)
- 20 - Scottish or Irish Gaelic language (4)
- 21 - Unit of length used to express wavelengths (8)

Down

- 1 - John Stuart ___ : English philosopher (4)
- 2 - Italian football club in the Serie A league (6)
- 3 - Black-and-white auk (9)
- 4 - Riga is the capital city of this country (6)
- 6 - Long-legged wading birds (6)
- 7 - Edwin ___ : English painter of animals (8)
- 11 - Brightly coloured beetles (9)
- 12 - Hard upper shell of a turtle (8)
- 13 - Egyptian god of mummification (6)
- 14 - River of SW Britain (6)
- 15 - Wild ass (6)
- 17 - ___ Stoker: author of Dracula (4)


Crossword 95 Answers

D	I	D	O		H	A	N	U	K	K	A	H	
I		E	E		D		N		A			O	
E	C	U	A	D	O	R		I	N	T	E	R	
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N		N		O		O		M		I		U	
A	P	E	N	N	I	N	E			K	E	N	T





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