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The Scottish Educational Journal

**2020**

**Maximum Class Sizes**

**Maximum Class Contact Hours**

**A Clear Vision  
for Scotland's  
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# Challenging times ahead

As this SEJ went to press, we have just witnessed the Day of Action on Climate change. This global event, led by young people in countries around the world, has shone a light on the need for urgent action to protect the planet from the danger of climate change.

Inspiring figures such as the 16-year old Swedish activist Greta Thunberg – who recently sailed across the Atlantic in order to address the UN on climate change – have galvanised an increasingly large and influential global movement which is succeeding in shaming organisations and governments into long-overdue action.

The trade union movement, also, is increasingly rising to the challenge on environmental issues such as climate change. For our part, the EIS is in the midst of an environmental review which will make recommendations on how to reduce the Institute's impact on the environment. You can find out more about this process in this edition of the SEJ.

Young people are often unfairly portrayed by commentators as feckless and disengaged from the world around them. The Global Action on Climate Change has shown just how lazy and ill-informed this characterisation is – it is young people who are leading the charge, and we owe it to them to follow their lead for the sake of the entire planet.

## The Way ahead on Workload

Following the success of the pay claim under the Value Education, Value Teachers banner, the EIS has now moved on to the new phase of its campaigning work – combatting excessive teacher workload.

Workload has always been an issue of concern for the teaching profession. However, in recent years, a number of factors have combined to push teacher workload to unsustainable levels. Budget and staffing cuts, increases in pupil

numbers, rising class sizes, curricular and qualifications change, the rising number of pupils with Additional Support Needs, added responsibilities on literacy and numeracy – all have combined to heap additional pressures on Scotland's teachers.

With the new term now well underway, the EIS is stepping up activity to support the workload campaign. Meetings have already taken place in many parts of the country, with many more to come in the weeks ahead. As with the pay campaign, the active engagement of EIS members will be key to achieving success on workload reductions.

As we report in this edition, EIS Executive and Council have mapped out the initial steps in the campaign to tackle teacher workload – please ensure you play your part by getting involved at local level to take control of workload.

## THE DIFFERENCE IS STRIKING

The EIS recently opened a statutory industrial action ballot for members of the EIS University Lecturers' Association over pay. For more than a decade, university lecturers across the UK have seen their pay decline, in real-terms, by over 20%. Following the success of EIS campaigns for fair pay settlements for teachers and FE lecturers, the focus is now squarely on achieving a meaningful pay increase for Higher Education lecturers. The fact that pay for the HE sector is negotiated at a UK level increases the challenge of achieving success, so the EIS will be working in close partnership with other trade unions throughout this campaign. All EIS-ULA members are urged to return their ballot papers as soon as possible, and to vote Yes for industrial action in pursuit of a fair pay deal.

## Contents

4. EIS Council News
6. News
8. Workload Campaign
10. Forward Through Unity
12. Payscales Update
14. EIS Climate Action Plan
16. Scottish Learning Festival
19. EIS Prominent at TUC
20. Challenge Poverty Week
22. Professional Learning
24. Contacts
25. School Estates and ASN
26. ULA - The Difference is Striking
27. FELA - Looking to the Future
28. The Menopause Café
29. Quiz / Box Adverts / Sudoku
30. Crossword



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All articles and letters in the SEJ represent the views of the individual authors and do not necessarily represent the EIS view or EIS policy. To be considered for publication, all letters and unsolicited articles must be accompanied by a full name and address. The Editor's decision on publication is final, and the Editor reserves the right to edit all submissions.

# Environment Concerns for EIS Council



Bill Ramsay, Alison Thornton and Carole Thorpe

September's meeting of EIS Council took place on the same day that millions of, predominantly young, people across the globe took to the streets to demand urgent action to combat climate change. Demonstrations took place in over 150 countries across the world and, in Scotland, thousands of young people joined in the 'climate strike' to draw attention to the inadequate action from corporations and governments to protect the environment.

Council approved Executive's proposals to take action to reduce the Institute's own carbon footprint, which followed on from a carbon audit report that had been commissioned following a 2018 AGM resolution. Council also commended the recent Education International (EI) position on climate change, adopted at the recent EI World Congress.

To coincide with the meeting of Council, a media statement was issued outlining the EIS position and asserting the right of young people to take part in peaceful protest on climate change. The EIS also called for there to be no sanctions against young people who had missed classes through opting to take part in the "climate strike", citing the

importance of young people having a voice on environmental issues.

A number of Motions related to the environment were also approved by Council, including: a call for the EIS to work with the Campaign against Climate Change (mover: Donny Gluckstein, EIS-FELA); a call for the EIS to work with like-minded organisations to enhance climate change education, training and awareness in the spirit of Article 12 of the Paris Agreement (mover: Andrew Fullwood, Glasgow); and three Motions from Sonia Kordiak (Edinburgh) calling on the EIS to explore further action to reduce the Institute's carbon footprint, to publicise the work that the Institute and the wider trade union movement is taking on climate change, and to send a message of support to the organisers of the Scottish Youth Climate Strikes.

## Getting to Work on Workload

Council received an update from General Secretary Larry Flanagan on the Workload element of the Value Education, Value Teachers campaign.

Mr Flanagan told Council that the 2019 AGM had provided clear direction in terms of the 20/20 campaign – a reduction in maximum class sizes to 20, and a reduction in maximum class contact time to 20 hours per week.

Key to building the campaign, said Mr Flanagan, was establishing the narrative to make a clear case for these actions. The recent OECD report 'Education at a Glance' highlighted the very high workload demands, and class contact commitment, placed on Scotland's teachers.

"People always hold up Finnish education as an example of a high-achieving system," said Mr Flanagan. "What they forget to highlight is that Finnish teachers spend only half of their working

week actually teaching a class."

Mr Flanagan went on to say that the Teacher Empowerment Agenda provides an opportunity to progress the workload campaign, and support teachers in taking control of their own workload.

"We have a better opportunity now than we have had for many years to make progress on workload", said Mr Flanagan.

Heather Hughes (West Lothian) said "Health and wellbeing is something I am frequently hearing about from my members." Ms Hughes also cited cuts to ASN support, and highlighted that workload and ASN go "hand in hand." She also asked if the EIS could bring back the Workload calculator, which was used to support the previous campaign on tackling bureaucracy.

Adela Mansur (Edinburgh) mentioned the two additional in-service days that had been granted as part of the SNCT pay agreement, asking how these could be used to support the objective of reducing workload – particularly when authorities or school management may have their own ideas over how these should be used.

Nicola Fisher (Equality Convener)

**"What they forget to highlight is that Finnish teachers spend only half of their working week actually teaching a class."**



highlighted that the Scottish Government guidance on workload reduction has not worked as expected and has often been largely ignored. She emphasised that the Scottish Government will have to legislate on class size and class contact reductions to tackle workload and address the attainment gap. Ms Fisher also pointed out the current Scottish Government administration had previously pledged to

## Gordon Smith, North Ayrshire LA Secretary

Gordon Smith, North Ayrshire Local Association Secretary, passed away after a short illness on the 19 September 2019. Gordon was Principal Teacher of English at Kilwinning Academy until 2016 when he was seconded as Joint Secretary of the LNCT.

As a young teacher the 1980's pay and conditions campaign proved fertile ground for Gordon's keen sense of trade union activism. He became heavily involved in the then Ayrshire Local Association and soon had a growing profile within the Institute resulting in the awarding of FEIS in 2005. He was also a member of Strathclyde Regional Executive and following local

government reorganisation in 1996 he became LA Secretary for North Ayrshire, a position he held until his death.

Many members have benefitted from Gordon's representational skills, both as a negotiator and in the personal concern he brought to the representation of individual members. Always passionate about his trade union work his calm and assured manner combined with his ability to drive a point home was respected by management and members alike. He will be missed and remembered by many for his selfless giving of time and energy.

Gordon is survived by his wife Julie and his two children Ola and Euan.



reduce class sizes in a phased manner, and it was time to remind them of this fact.

Susan Quinn (Education Convener) welcomed the publication of campaign materials, saying growing our campaign message nationally was vital and that now was the time to establish a strong narrative in support of the 20/20 campaign's aims. Ms Quinn also highlighted the importance of utilising the two additional in-service days to deliver improvements on teacher workload.

Allan Crosbie (Edinburgh) supported the comments by Heather Hughes on the importance of addressing ASN, highlighting the huge growth in the number of children with ASN and the deep cuts to ASN staff – both of which had a clear impact on teacher workload. Mr Crosbie also said that slightly different campaign messages may be needed for each sector as, for example, "Cutting class sizes might be more popular with primary members, while cutting class contact time might be more of a priority for secondary members."

Andrene Bamford (East Dunbartonshire) said that lots of teachers will struggle to say "no" to excessive workload, especially in relation to ASN. Ms Bamford said, "A clear message must be sent that this campaign is not just for classroom teachers but also for HTs and DHTs" ■

## COUNCIL SNIPS

### Executive

Vice President Carole Thorpe provided a staffing update, advising Council on recent departures and appointments from within the EIS staff. Ms Thorpe also advised Council that the Executive Committee had authorised a staffing review, including the potential splitting of a current National Officer position into two posts, to ensure that the staffing structure is properly aligned with operational requirements.

### Education



Convener Susan Quinn, responding to a question from Kenny Fella (Renfrewshire), told Council that the EIS response to the Review of the Senior

Phase, recently announced by the Scottish Government, would have a major focus on workload issues – in line with the aims of the current EIS campaign.

### Equality

Convener Nicola Fisher said that the Committee was currently looking at EIS advice on bullying and harassment, which will be refreshed following an AGM resolution. New advice for teachers on harassment by parents via social media will also be produced, said Ms Fisher.

### Employment Relations

Convener David Baxter updated Council on Benevolent and Legal Affairs matters, noting that 23 Benevolent Grants totaling £30,250 had been authorised. 48 legal cases had been considered by the Committee, and it was noted that £169,000 in settlements had been achieved on behalf of 5 members.

### Salaries

Convener Des Morris said that the SNCT had received a presentation by the Chair of the Independent Panel on Career Pathways for Teachers, outlining the recommendations in the panel's final report. The next SNCT was scheduled to establish three working groups to take forward these recommendations.

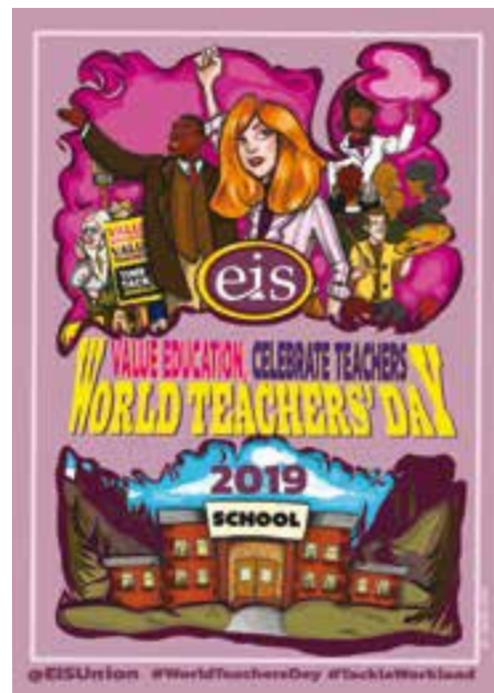
## Celebrating World Teachers' Day

To commemorate World Teachers' Day (WTD), the EIS commissioned a special poster by trade union artist Jamie-Max Caldwell, reflecting the success of the Value Education, Value Teachers campaign and marking the shift in the focus of our campaigning to tackling workload through the Empowerment Agenda.

Held annually on 5 October, WTD is an important opportunity to celebrate the teaching profession and to promote the ILO/UNESCO Recommendation concerning the Status of Teachers (1966). This year's theme was "Young Teachers: The Future of the Profession."

Education International, the global affiliation of teacher unions of which the EIS is a member, is clear that the voices of teachers must be heard throughout the world and that governments must be reminded of their obligation to improve the status of the teaching profession by ensuring the full implementation of the UNESCO/ILO Recommendations on teachers.

This poster, together with associated social media activity around the 5th, including a blog post from General Secretary Larry Flanagan, are some of the ways that the EIS contributed to those efforts.



## EIS Urges Councils not to Sanction Pupils for Climate Strike Action

Following the Climate Strike in September the EIS has urged all local authorities not to punish pupils who took part in the planned anti-climate change strike action. Thousands of pupils across Scotland joined people around the world in taking action to highlight the dangers of climate change.

In a letter sent to all 32 Scottish local authorities prior to the strike, General Secretary Larry Flanagan said, "Whilst the EIS is not encouraging pupils/students to participate in anti-climate change strikes, we recognise that many will do so. We believe that their right to do so should be respected and that participants should not be sanctioned or punished as a consequence. If we are to encourage our pupils to be confident individuals that effectively contribute to society on global themes including sustainability, we shouldn't seek to punish them when they campaign for global sustainability."

## Child Protection Must Remain Top Priority Despite Named Person Decision

Promoting the wellbeing of all children, protecting vulnerable and at-risk children, and supporting those with complex needs, must remain a top priority, despite the decision to scrap the 'Named Person' scheme.

Following the announcement that the Scottish Government will not proceed with Named Person legislation, General Secretary Larry Flanagan said, "Although the Named Person scheme became a highly controversial subject, it was originally conceived as a genuine attempt to ensure that the protection afforded to vulnerable and at-risk young people across Scotland was as robust as it could be, to ensure that children did not fall through cracks in the system, and to strengthen the support to those with needs requiring a multi-agency approach."

"While legislation is not always the best route to achieving such aims, we must not lose sight of the need that still exists to deliver on that ambition."

## OECD Figures Confirm High Workload Demands on Scotland's Teachers

New international figures published by the OECD have confirmed that Scotland's teachers work some of the longest hours in the world. The annual report 'Education at a Glance' also confirms that Scotland's teachers spent the highest percentage of their working day in front of a class. The report indicates that Scotland's teachers

spend 63% of their contractual working day teaching.

This extremely high class commitment squeezes the time available for the type of professional dialogue that makes a difference in terms of raising attainment, particularly for pupils disadvantaged by poverty, and is a major driver of excessive workload.

A reduction in the class-contact commitment for all teachers would be a vital step in reducing workload to a more manageable level.

## Review of Senior Phase: Stability Needed for Learners and Teachers

Following the Scottish Government announcement of a Review of the Senior Phase of secondary education, the EIS has called for the review to remain cognisant of the challenging environment in which Scottish education has operated in recent years.

While it may be appropriate to take a close look at the Senior Phase to ensure that it can meet the needs of all learners,

there should also be caution in light of the degree of change that Scottish education has faced in recent years.

The EIS submission to the Scottish Parliament's Education Committee Inquiry made clear that the Senior Phase has yet to achieve all of its aims but as far as teachers are concerned a period of stability and consolidation, especially around qualification changes, is now essential.

## Investment in ASN Support Assistants

The EIS recently welcomed a £15 million Scottish Government investment to recruit approximately 1000 pupil support assistants to work with children with additional support needs (ASN) but warned there is still an urgent need for ASN specialist teachers.

Commenting, General Secretary Larry Flanagan said, "This investment is very welcome news. Just before the summer we presented the Deputy First Minister with our report which highlighted that in most parts of the country ASN requirements are not being met. This is of huge concern to Scotland's teachers as shown in a recent EIS member survey, where over 78% of respondents stated that there was inadequate provision for children with ASN in their school."

Mr Flanagan added, "While this investment will go some way towards alleviating members' concerns around ASN provision, the EIS is clear that there needs to be a significant increase in ASN specialist teachers in Scotland's schools."

## Corrections

It is the policy of the SEJ to correct errors and factual inaccuracies, where these occur. In the June (AGM) edition of the SEJ, the following errors were made:

On Page 12, the mover of Education Motion 3 on Initial Teacher Education Early Requirements was misidentified as Olivia Crook rather than Sharon Kelly and an incorrect photograph was used. The SEJ apologises to Ms Crook and Ms Kelly for this error. In this same article, Susan Quinn was referred to in error as speaking on behalf of Council, rather than on behalf of Glasgow Local Association.

In a piece on Education Motion 5 on the Starting Date for SQA qualifications, a photograph of Asif Chishti was incorrectly placed and was mislabeled as Gavin Corrigan. Mr Chishti's photograph should, instead, have been used in the piece on National 1&2 language strategy on this page. The SEJ apologises to Mr Chishti and Mr Corrigan for this error.



# 2020

Maximum Class Sizes

Maximum Class Contact Hours



**TIME TO  
TACKLE  
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**VALUE  
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TEACHERS**

## A Clear Vision for Scotland's Schools

The 'Value Education Value Teachers' campaign delivered a landmark settlement on pay that covers the period April 2018 until March 2021; a success built on a campaign of member activism.

In the national EIS survey carried out in support of the pay campaign, over 12,000 responses from members highlighted the need to tackle workload as a priority.

Beyond pay, the biggest issues that members indicated that they would like raised with local and national government were concerns around workload and ensuring that there are appropriate resources, capacity and funding to deliver Additional Support for Learning.

At this year's AGM, a significant number of Motions were proposed on the issue of workload. Among these, two important resolutions called on the EIS to campaign for a reduction in maximum class sizes to 20 and for maximum class contact time to be limited to 20 hours per week.

These two policies – as a 20/20 campaign – will be the focus of negotiations at the Scottish Negotiating Committee for Teachers (SNCT) on actions to reduce excessive teacher workload. While we should be in no doubt that these policies, which would have a significant financial

cost to government attached, will be challenging to achieve, the EIS will be pushing hard to draw firm commitments from all political parties on these issues.

Alongside that approach, and with more immediate effect, the EIS will be seeking to tackle excessive workload through the development of greater professional autonomy and teacher agency, under the banner of the school empowerment agenda. This will be progressed through rolling out training for school reps and activists to enable auditing of school practice, ensuring that activities which don't impact on teaching and learning are set aside. National guidance will be made available on identified drivers of workload such as forward planning and excessive recording of assessment.

Resources have already been sent to Reps to support Workload campaign meetings at school level, and local associations and EIS Organisers are available to offer further support to school branches.

A dedicated workload campaign section has also been created on the EIS website, offering additional resources, information and advice to support local workload campaigning:

[www.eis.org.uk/Campaigns/Workload](http://www.eis.org.uk/Campaigns/Workload)





## Tackling bureaucracy to reduce workload

As a result of previous EIS campaigning on Workload, and commitments in a previous pay agreement, the Scottish Government commissioned the Curriculum for Excellence Working Group on Tackling Bureaucracy. The Working Group produced two reports, which are intended to be used at school level to cut out unnecessary and time-consuming bureaucratic processes. The aim was to free up more teachers' time for activities that genuinely benefit learning and teaching. These recommendations outlined in these reports are still valid today, and can be used alongside the current EIS campaign resources to reduce teacher workload.



## Workload campaign meetings underway across Scotland

Since the start of the new session, Value Education Value Teachers workload campaign meetings have been taking place across the country. Speak to your Rep or your Local Association Secretary if you would like to know more about meetings in your area. EIS HQ can organise speakers, on request, to support local association campaign meetings.



**If it doesn't impact on teaching and learning, why are you doing it?**

# Forward Through Unity

**Long-time EIS activist, Local Association Secretary and Committee Convener Bill Ramsay was elected as EIS President for 2019-2020, and formally took up his post at the EIS AGM in June. The SEJ spoke to Bill following the recent meeting of EIS Council, and asked his views on some of the key issues facing teaching professionals and Scottish education.**



**Bill Ramsay, EIS President**

## **? Can you tell us about your teaching background?**

I started my career as a teacher of Modern Studies and History in Ayrshire in 1982. I fairly quickly focused primarily on Modern Studies becoming an Assistant Principal Teacher of Modern Studies in Lanarkshire in the early nineteen nineties.

## **? What about your involvement in the EIS – how long have you been active in the EIS, and why did you get involved?**

I joined the EIS in 82 as it was clearly the union that was campaigning on improving pay at that time. I became active in my school branch and a few years later became the School Rep. Soon after that I joined the Executive of what was then Ayrshire Local Association and attended my first AGM in the late 1980s. When I moved to South Lanarkshire I joined the Local Executive becoming LA Secretary in 2009. I served also, as Convener of the Equality Committee for over ten years before becoming Vice President last year.

## **? The success of the recent pay campaign provided a real boost to teachers, and to the EIS. How can that positive momentum be maintained?**

Many will remember the campaign for the turnout on 27 October in Glasgow. Members showed their commitment to, and belief in the justice of, the campaign. But members had before that day shown commitment by signing postcards, sending letters to councillors, attending meetings, and persuading colleagues to show their support for Value Education Value Teachers. These were all steps in taking forward the campaign.

The positive momentum can be maintained by highlighting how a better work-life balance can be achieved if workload is reduced for all in schools. The pay campaign united members. Now they need to unite in their workplaces and consider how to reduce workload. Hopefully the two additional in-service days given as part of the pay settlement will provide members with the time to explore what action they can take, by collegiately agreeing different approaches to aspects of work and arrangements within their establishments. One question they should ask is whether what is undertaken adds anything to pupil outcomes, to teaching and learning.

## **? What do you believe the key priorities for the EIS will be during your term as President?**

The Deputy First Minister's important letter of May 10th had two key elements. We, of course, had the element that led to the pay deal. Crucially, also, was an offer to work with us to take forward what is now referred to as the Empowerment Agenda.

Last session pay was at the centre of our Value Education Value Teachers campaign. This session, specifically empowering teachers to take control of their professional life generally and specifically their workload is our campaign focus.

This can only be achieved collectively, and Local Associations, supported by the EIS nationally, will be organising regional events and also, where school and college branches request it, providing direct support and advice.

We need to turn the engagement achieved on the rally into empowerment in the school and also in the college branch.

# “ The impact of poverty on the learning of young people and its disruptive consequences to teaching is increasingly evident ”



**?** You served for many years as the EIS Equality Convener – what are the main challenges currently facing education in terms of equality?

The EIS is much more than “just” a trade union. We are a key player in the development of Scottish Education policy. We are often, though not always, listened to. This dimension of the identity of the EIS, in the long term, cannot be overestimated.

Take the issue of poverty for instance. The impact of poverty on the learning of young people and its disruptive consequences to teaching is increasingly evident. Teachers do their best and handle difficult situations with professionalism and sensitivity.

Crucial, also, is the impact of social media. Teachers know that social media is a fairly new phenomenon and can be a really important driver in bullying of all types - notably in terms of gender and in terms of ethnicity. The range of advice produced by our Equality Department under the direction of the Equality Committee ensures that the status of the EIS as more than “just a union” continues to be maintained.

**?** You taught modern studies in schools – what would you be saying to pupils about the current political climate of the Brexit era?

Ensure that your voice is heard on these issues. If the capacities of Curriculum for Excellence are to mean anything then the expression of that voice is a right. However, that right has to be exercised responsibly.

**TIME TO TACKLE WORKLOAD**

“ The pay campaign united members. Now they need to unite in their workplaces and consider how to reduce workload ”

# Payscale Update

Your EIS diary for 2019-2020, which was circulated in the May edition of the SEJ, was printed prior to the SNCT agreement on teachers' pay. As a result, the pay scales or teachers and associated professionals on pp11-12 of the diary are out of date. Included below are up-to-date pay scales, based on the 2019 SNCT agreement, which members may wish to use to replace those published in the diary.

## CURRENT SALARY SCALES 7% from 1.4.19 and 3% 1.4.20

### Teachers on the maingrade scale in Nursery, Special, Primary and Secondary Schools

New Pay Point	Annual Salary 1.4.19	Annual Salary 1.4.20
0	26,697	27,498
1	32,034	32,994
2	33,849	34,863
3	35,817	36,891
4	38,088	39,231
5	40,206	41,412

### Chartered Teacher Spine

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
1	41,451	42,696
2	42,849	44,133
3	43,836	45,150
4	45,645	47,013
5	47,472	48,897
6	49,293	50,772

### Principal Teacher Spine

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
1	43,836	45,150
2	45,645	47,013
3	47,472	48,897
4	49,293	50,772
5	51,120	52,653
6	52,935	54,522
7	54,756	56,400
8	56,571	58,269

### Headteachers and Depute Headteachers

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
1	49,716	51,207
2	51,249	52,785
3	52,935	54,522
4	54,756	56,400
5	56,571	58,269
6	58,107	59,850
7	59,796	61,590
8	61,476	63,321
9	63,150	65,046
10	64,836	66,780
11	67,641	69,669
12	70,443	72,555
13	73,242	75,438
14	76,041	78,321
15	80,238	82,644
16	84,438	86,970
17	87,777	90,411
18	91,851	94,608
19	95,931	98,808

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## CURRENT SALARY SCALES

7% from 1.4.19 and 3% 1.4.20

### Educational Psychologist

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
0	45,114	46,467
1	46,833	48,237
2	48,579	50,037
3	50,796	52,320
4	53,715	55,326
5	55,413	57,075
6	57,384	59,106

### Education Support Officer

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
1	45,645	47,013
2	47,472	48,897
3	49,293	50,772

### Quality Improvement Officer

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
1	58,107	59,850
2	61,476	63,321
3	64,836	66,780

### Senior Educational Psychologist

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
1	60,957	62,787

### Depute Principal Educational Psychologist and Principal Educational Psychologist

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
1	60,957	62,787
2	62,127	63,990
3	63,357	65,259
4	64,575	66,513
5	65,790	67,764
6	66,990	69,000
7	68,184	70,230
8	69,423	71,505
9	70,641	72,759

### Quality Improvement Manager

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
1	67,641	69,669

### Music Instructor

Point	Annual Salary 1.4.19	Annual Salary 1.4.20
1	27,969	28,809
2	29,637	30,525
3	31,311	32,250
4	33,138	34,131
5	35,232	36,288
6	37,176	38,292

## Claim Tax Relief on your EIS membership

Tax relief on two thirds of the EIS, Political Fund and relevant Local Association subscriptions may be claimed when completing your annual Tax Return or in writing.

Claims may also be made in arrears for up to four years and in all cases the claims should be on the basis of the full amount paid and not on the proportion which is allowable for tax purposes.

Details of the last 4 years' subscriptions may be obtained by completing the online form on the EIS website:  
<https://www.eis.org.uk/Member-Support/Tax-Relief>



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**WE ALL  
HAVE  
MENTAL  
HEALTH**

**SAMH**  
for Scotland's mental health

### **Health and wellbeing is a core area of the Curriculum for Excellence.**

Yet in a recent survey, teachers told us that they didn't feel they had received sufficient training in mental health to allow them to carry out their role.

'We All Have Mental Health' is a new online learning resource from SAMH, designed to provide teachers with an introduction to mental health; equip them with the skills and knowledge to recognise and respond to a pupil who is experiencing a mental health problem; and lead a conversation about positive mental health.

Access the resource at  
[www.samh.org.uk/teachers](http://www.samh.org.uk/teachers)

'We all have Mental Health' is funded by the William Grant Foundation  
SAMH is the Scottish Association for Mental Health. Scottish Charity No. SC008897



## The Trade Union Movement, Education & the Environment

The wider trade union movement is also taking action on the global climate emergency. The 2019 **Education International** (EI) World Congress in Bangkok, attended by EIS President Bill Ramsay and General Secretary Larry Flanagan, agreed a wide-ranging resolution on the environment which stated, “The Education International World Congress maintains that the contribution of education at every level – early childhood, primary, secondary and tertiary – in addition to the contribution made by public research is essential if we are to face up to the environmental crisis.” You can read the entire resolution at: [www.ei-ie.org/en/resolutions/resolutions](http://www.ei-ie.org/en/resolutions/resolutions).

The recent **Trades Union Congress** (TUC) meeting resolved to support a 30-minute workday campaign action to coincide with the global school strike, and to campaign more widely on a range of environmental issues. The resolution, which was supported by the EIS delegation, includes the statement, “Greta Thunberg and the school students have led the way but educators and the trade union movement as a whole must now act to ensure that they don’t fight alone.” You can read the entire resolution at: [www.tuc.org.uk/congress2019](http://www.tuc.org.uk/congress2019)

The **Scottish Trades Union Congress** (STUC) has also engaged with climate change strikers, and has agreed proposals on Climate Change and Jobs. At the time the Resolution was agreed, the STUC said, “Carbon reduction will only come from economic and social change on a massive scale...”

Scotland’s unions each have a different stake in this debate, but they are clear that market-driven policies are not the answer. Interventions in research, education, industry and ownership – as well as international cooperation – are crucial components of any just transition to a low-carbon economy.”

The **General Teaching Council for Scotland** (GTCS) has created a microsite, “Learning for Sustainability” which offers educators a range of resources which support all relevant GTCS standards. The microsite can be accessed via [www.gtcs.org.uk/LearningforSustainability/lfs-homepage.aspx](http://www.gtcs.org.uk/LearningforSustainability/lfs-homepage.aspx) ■



**A**s we report on page 4-5 of this edition of the SEJ, EIS Council has approved a number of proposals with the aim of protecting the environment. The recent International day of action, including the ‘school strikes’ which were well supported by pupils across Scotland, have shone a light on the urgent global need to tackle climate change. In addition to passing a number of Motions related to the climate change action, EIS Council also approved proposals aiming to reduce the Institute’s own carbon footprint.

The 2018 Annual General Meeting passed a resolution calling on EIS Council to develop and implement a strategy to reduce the Carbon footprint of the Institute. This resolution was passed to the EIS Finance Sub-Committee which decided to commission Mabbett, an environmental engineering consultancy firm, to carry out a carbon audit.

The carbon audit gathered data from direct and indirect sources under three broad scoping areas:

- Direct emissions (e.g. owned transport, logistics, outputs etc.)
- Emissions from gas and electricity
- Indirect emissions (waste, water etc.)

The EIS’s total carbon footprint in 2018 was 171.920 tonnes of CO<sub>2</sub>emissions (tCO<sub>2</sub>e). The data that Mabbett has included suggests that EIS performs roughly on a par with similar organisations.

Just over half of all EIS emissions came from direct emissions including Natural gas for heating, and business travel with EIS owned vehicles – primarily travel undertaken by Area Officers and Organisers in support of members and local associations. ‘Scope 3’ emissions accounted for just under a third of the total carbon footprint of the organisation. Scope 3 emissions included water consumption, the distribution of the SEJ and other paper materials (e.g. flyers, posters and brochures). The total emissions for Scope 3 are likely to be higher for 2018 than previous years as this was the year that the EIS ran the national Value Education, Value Teachers pay campaign, which included the purchase and production of thousands of campaign materials and branded items. ■

## Natural gas and purchased electricity

### Short Term

Switch to a green energy supplier sourcing gas and electricity from renewable sources (e.g. Ecotricity, Bulb, Green Energy UK).

### Medium Term

Evaluation of radiator and electricity use to reduce waste.

### Long Term

Ensuring all EIS owned buildings are well insulated to reduce waste (depending on local government planning restrictions with city centre offices).

Ensuring that all appliances are low energy (for example using surfaces rather than desktop computers, low energy lightbulbs etc).

## Paper consumption and packaging

### Short Term

Reduction and re-use of paper for internal purposes.

Using recycled paper where appropriate (not suitable for the printroom or SEJ which require high quality paper).

### Medium Term

Evaluation of our paper communications (e.g. greater use of electronic Committee papers, AGM papers etc.)

Move away from single use plastics (EU has approved plans to ban certain plastics by 2021).

### Long Term

Target setting to reduce our paper use by an agreed amount by an agreed time.

## Owned vehicles

### Short Term

Encourage car sharing, and public transport for business miles to reduce emissions.

Those with institute cars (or those who carry out a significant number of business miles) to be offered training on fuel efficient driving.

### Long Term

Move towards hybrid cars which offer better fuel efficiency for those driving longer distances. Greater use of electric cars for urban areas as they do not emit polluting gases (worth noting that plans are in place to ban new petrol and diesel cars coming to market by 2040, with all new cars purchased after this date to be electric).

## Magazine distribution

### Short Term

Encourage uptake of the electronic version of the SEJ by promoting its availability to members.

Move away from single use plastic wrap (current packaging cannot be recycled through all domestic recycling and takes a very long time to biodegrade without using industrial processes. Even if recycled, all plastics have a small, finite, number of times they can be recycled before they must go to landfill).

### Long Term

Discuss a move towards an all-digital distribution of the SEJ. An internal working group has been established to explore the potential for moving the SEJ from a primarily paper-based publication, to one that is primarily a digital format magazine. Work is also underway to explore the potential for removing single-use polywrap from SEJ distribution and replacing this with more environmentally friendly alternatives.





**B**illed as the Jack and Victor of Scottish Education, EIS General Secretary Larry Flanagan and Deputy First Minister John Swinney co-delivered a seminar exploring the EIS and Scottish Government’s shared objectives for the system.

A large part of the discussion at this well-attended seminar centred on the outcomes of the International Summit of the Teaching Profession which took place earlier this year in Helsinki. The Summit is co-organised by the OECD and Education International, a global affiliation of education unions. Criteria for participation are that systems are high performing, and country delegations must comprise trade unions and government on a 50:50 footing.

The Scotland delegation co-led by the General Secretary and the DFM made three joint commitments following the deliberations of the summit:

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

## Still Game for Working Together to Improve Scottish Education

In explaining the rationale for this pledge, John Swinney stressed the importance of government and professional associations working collaboratively to achieve more in terms of curriculum matters and on building teacher agency.

Echoing this positive note, Larry amplified the importance of teacher agency to the education system: the need for teachers to have autonomy in the classroom; control over the pedagogical approaches taken; and control of their working lives, as a means of raising the status of the profession. He stressed the need to continue to move away from the hierarchical structures and dynamics of the past, and move stridently towards teachers being regarded as trusted professionals who are supported by the

system in terms of resources to deliver quality learning and teaching in the classroom. “Teacher agency is the holy grail for the profession”, he said, “and the EIS is keen to pursue that as a trade union.”

**2 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.**

Addressing the terms of this commitment, the General Secretary outlined EIS concerns to ensure sufficient focus within the educational element of the Early Learning and Childcare (ELC) experience for 3-5 year olds. He pointed to the





increasing marginalisation of qualified teachers within the Early Years sector, not for pedagogical but economic reasons and urged the need to ensure that we are not underselling the crucial educational dimension to the pre-5 curriculum.

John Swinney concurred, emphasising the importance of a play-based approach to Early Level learning in both nursery and P1, and of ensuring a constant focus on the quality of the education component to ELC. “Our investment in people strategy needs to be right,” the DFM said, highlighting that steps have been taken to increase the qualification levels of ELC staff and to enhance the quality of leadership within the sector.

**3 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.**

On this point, John Swinney began by drawing comparison between Scotland and Finland in terms of the levels of trust imbued in teachers. Whilst confident that the curriculum in Scotland fares well alongside Finland’s, the DFM expressed doubt with regards to the extent to which teachers in Scotland are trusted to exercise agency and autonomy like they

are in Finland. He suggested that Scotland needs to move closer to the professional culture of Finland in this regard through investment in professional learning for teachers designed to stimulate growth of professional self-confidence.

The General Secretary drew attention to the Value Education Value Teachers campaign and the strong element focused on raising the status of teachers in the perceptions of parents and the wider public. He returned to the ethos of trust in teachers in Finland where there is no inspectorate and where government holds store by the judgements of teachers in evaluating how well the education system is doing. Also central to raising the status of teachers, Larry said, is the reduction of pupil contact time, drawing unfavourable comparison for Scotland with Finland where teachers are class committed for less than 50% of the working week; teachers in Scotland are among the highest on the international league tables of hours of direct pupil contact.

### Empowering Schools

Moving on to the Empowering Schools agenda, the DFM outlined government intent around the agenda: enabling greater control and discretion for schools in decision-making around curriculum, staffing and resources, through a

non-legislative, partnership approach. From an EIS perspective, the General Secretary highlighted the empowerment agenda as a catalyst for the EIS’s Time to Tackle Workload campaign. He stressed the need for teachers to take the advice of the DFM, consistent with the previous Tackling Bureaucracy reports, to audit workload, identify activity that has no positive bearing on learning and teaching, and decide on a collegiate basis not to do it. He recognised that this signals a change for some local authorities and school management teams but stressed that the time is now for classroom teachers to step up and have more control over their working lives.

### Q&A

The two fielded questions on a number of topics: teacher shortage and recruitment; under-resourcing of ASN provision; and the potential for ring-fenced funding. In responding, the General Secretary demonstrated that he is more than game for pushing the government to address workload; reduce class contact time; boost teacher recruitment, while also taking steps to remedy the underrepresentation of BME teachers within the profession; and to respond appropriately to the changed landscape in relation to additional support needs through ring-fenced additional resource and class size reduction.



## The EIS-Scottish Government PACT against Poverty

Sandra Scott, Co-Leader of the EIS-Scottish Government PACT Professional Learning Project, led a seminar at Scottish Learning Festival 2019 to highlight the importance of anti-poverty professional learning for schools.

PACT is a Scottish Government funded, teacher professional-learning project which aims to support a school culture where enhanced poverty-awareness and proactive anti-poverty action become an intrinsic part of policy, planning and every-day practice in Scottish schools.

Sandra was joined at the seminar by special guest presenter Brian Scott. Brian

is an anti-poverty activist with the Poverty Truth Community (formerly Poverty Truth Commission) and, importantly, a parent with experience of living on a low income. Brian came willing to share his perspective in a discussion with seminar participants.

Sandra explained the motivations of the PACT team, focusing on the centrality of the pupil experience and making links to the wider societal picture, including the 2018 report by Philip Alston, UN Special Rapporteur on extreme poverty in the UK.

She outlined the intention of the PACT professional learning offer to support teachers in considering the nature, causes and consequences of poverty, including



the feelings of exclusion familiar to anyone with lived experience of poverty and an all too common experience for the children and young people we teach. Although teachers can't solve poverty, Sandra said, they can make a 'pact' to mitigate its

effects by turning the invisible, unspoken no entry signs above certain opportunities in our schools, into open doors.

Sandra explained how the PACT PL offer explores many possible interventions, from practical ways to address barriers to participation in school life to pedagogical considerations but participants were encouraged to be mindful that mitigating the impact of poverty in education can be both profoundly complicated as well as remarkably simple.

## Deputy First Minister's Keynote: Curriculum, Empowerment and Common Purpose

The keynote on this year's SLF programme was given by the Deputy First Minister and Cabinet Secretary for Education, John Swinney.

The DFM's speech was prefaced by a photo montage highlighting some of the milestone moments for Scottish education over the past year. First up was the 'landmark pay deal' agreed with Scotland's teachers, the accompanying caption echoing the EIS Value Education, Value Teachers slogan.

The DFM turned to the theme of common purpose, pointing to the values and principles of CfE as an example, the curriculum framework having been a product of wide consultation and agreement among the various sections of Scottish society and the education community. He drew attention to the recent refresh of the CfE narrative - entitled Scotland's Curriculum for Excellence. He emphasised its importance in supporting teachers and other educators to constantly revisit the underpinning values of CfE to guide professional dialogue and judgement around what's important to

learning and teaching and what's not in the face of many and often competing demands for teachers' time.

Chiming strongly with EIS thinking, Mr Swinney urged for the growth of professional confidence among teachers in knowing what matters and what doesn't in pursuit of the aims of Scottish education, and also as a means of controlling workload. Government edicts would not address the challenges of excessive workload, he said; working in collaboration with professional associations as reflected in the commitment within the pay deal is the way forward.

The DFM gave assurances that the Scottish Government will remain 'steadfast' in its commitment to the aspirations of CfE, to raising attainment for all and to closing the poverty-related attainment gap. He acknowledged the challenges in relation to ASN provision, workload, and the mental health and wellbeing challenges for teachers, stating willingness to continue to build common purpose with professional associations and local authorities to address those challenges to give young people better life chances than some of their families have had.

Questions from the audience took no issue with the rhetoric. Resources remain the issue.

## Refreshed CfE Narrative: Power to the Elbow of the Profession

Featuring strongly on the opening day of this year's SLF was the refreshed CfE narrative, housed on the recently launched 'Scotland's Curriculum' microsite.

This refresh was prompted by a recommendation from the OECD Review of the Broad General Education in 2016. While the review concluded that CfE is the right approach for Scotland in the 21st century, it recommended renewed and sustained focus within the education system on the narrative of CfE.

As with the empowerment agenda, the EIS sees real opportunity for building teacher agency and autonomy through engagement with the refreshed CfE narrative.

Education Scotland is planning a series of national conversations about the narrative. Let's make sure that the empowered teacher voice is heard in the discussion of Scotland's Curriculum for Excellence. And let's continue to write our own refreshed narrative about the value of the teaching profession.

Further information

[www.scotlandscurriculum.scot](http://www.scotlandscurriculum.scot)



# EIS Prominent at TUC

The EIS played a prominent role at this year's Trade Union Congress, moving two important Motions and speaking in support of many others.

This year's delegation representing the EIS comprised of: Bill Ramsay (EIS President and Delegation Leader), Andrene Bamford (East Dunbartonshire), Heather Hughes (West Lothian), Susan Quinn (Glasgow), Larry Flanagan (General Secretary) and David Belsey (Assistant Secretary).

President Bill Ramsay successfully moved the EIS "Tackling Racist Ideologies" Motion. He cited the importance of teachers in tackling racism in schools, the global battle against racism and the need for all to unite to fight against it.

Education Convener Susan Quinn successfully moved, "Resourcing Pupils with Additional Support Needs (ASN/SEN)". She spoke of the importance of resourcing schools so that all pupils may achieve, that significant investment was needed in schools, more specialist ASN teachers and assistants and action to reduce class sizes.

East Dunbartonshire Local Association Secretary Andrene Bamford seconded "Poverty and Privatisation Damage Children's Education" and cited EIS work in this area to highlight that as a union the EIS has campaigned to poverty proof our schools.

General Secretary Larry Flanagan supported a composite on sectoral collective bargaining that had been moved by the NEU, citing both the pay campaign and FELA's fight for national collective bargaining. The TUC President, Mark Serwotka, made a point of congratulating the EIS on the success of its pay campaign after the General Secretary spoke, calling it an "inspiration".

## EIS Motions

### Tackling racist ideologies

Congress deplores the rise of right-wing populism within many countries, including the UK, such populism usually including

an overt anti-immigrant message based on an underlying racist ideology. The effects of the rise in right-wing populism and nationalism have been an increase in hate crime and anti-immigrant violence.

Another more pervasive effect is that dog-whistle racism and coded racist arguments have entered the main political discourse of the UK.

Congress acknowledges the positive work that the TUC and affiliates have done to tackle racist ideologies but recognises the urgency of intensifying such work in the fractured world in which we live.

Congress instructs the General Council to:

- i. seek to increase TUC anti-racist union learning for members
- ii. call for anti-racist professional learning to be offered to public sector employees, including teachers
- iii. lobby and campaign, with affiliates and stakeholders, for increased funding from the UK government and devolved administrations in order to facilitate an expansion of anti-racist education delivered by specialists or specialist organisations to schools, colleges, and communities
- iv. continue to mobilise and support public campaigning against racism and racist ideology
- v. commits to investigating methods, including approaches to stewarding and other types of security, to ensure trade union members are not put at risk from far-right and/or racist groups or individuals when marching, protesting, picketing or engaging in any other democratic activities.

### Resourcing pupils with ASN/SEN

Congress recognises that education is a human right and that inclusive education is the foundation of a just society.

Congress also values the work of special schools and special units.

Congress notes the increase in the number of pupils with ASN/SEN in Scotland, England, Wales and Northern Ireland; almost one in four pupils having recognised ASN/SEN needs, including mental health-related needs.

Congress asserts that in order to deliver inclusive education, all schools must be sufficiently staffed and resourced to meet each child's needs; all staff must have access to training and have protected allocated time to plan how to meet the individual needs of pupils; access to specialist colleagues and resources must be available when needed.

Congress notes the recent EIS report on ASN which concludes that in Scotland these requirements are not being met, echoing similar scenarios in other parts of the UK, where teachers have too little time and many different additional support needs to meet within increasingly large classes; fewer support staff and services, and inadequate resources to meet the needs of the students.

Congress notes that the numbers of ASN/SEN pupils has risen during a time of worsening child poverty; and that disproportionately high numbers of children living in poverty have additional support needs.

Congress instructs General Council to campaign with affiliates and partners for better ASN/SEN resourcing through increased core funding in all jurisdictions in order to support teachers, support staff and specialists to deliver adequate SEN/ASN provision and mitigate the effects of poverty.

**"Congress asserts that in order to deliver inclusive education, all schools must be sufficiently staffed and resourced to meet each child's needs"**

# Challenge Poverty Week and All Year Round



Child poverty in Scotland is rising. The latest figures from the Scottish Government show that 240,000 children, almost one in four, are living in poverty. Following a decade of austerity some projections suggest child poverty will reach 29% by 2023/2024.

Living in poverty can have lifelong effects on a child's health, wellbeing and educational attainment. Research now indicates that there are strong links to poverty and poor mental health. One such study has suggested that children living in low income households are three times more likely to suffer poor mental health than their more affluent peers.

It is widely accepted that someone can be described as living in poverty if they do not have the financial means to maintain an adequate standard of living. This could impact on the quantity, or quality of food they can afford, being able to adequately heat and power their home, and their ability to maintain good standards of health and wellbeing.

In educational terms, children living in poverty may not be able to fully participate in school trips, extra-curricular activities or school clubs requiring financial contributions or specialist equipment, as EIS evidence gathering has found to date. In many cases, children living in poverty face barriers to their full participation in education and so do not achieve the same level of success in their schooling as their more affluent peers, resulting in the poverty related attainment gap.

The EIS has a long history of campaigning against the poverty related attainment gap by calling for additional resources to be made available in schools to help those

most in need. In light of the recent Scottish Government figures, which show a rising number of people living in poverty, the EIS is once again surveying our membership to gather vital evidence on the extent of the impact of child poverty in our schools, and the effectiveness of what is currently being done to mitigate its effects.

Hundreds of EIS members have already shared their experiences, with the survey remaining open until just after the end of Challenge Poverty Week, which runs from the 7th-13th October. Interim findings suggest that not only has the number of children experiencing poverty increased, but also the severity of their experiences.

**“The most vulnerable children are becoming more vulnerable.”**

One member comment summed up: “The most vulnerable children are becoming more vulnerable.”

In the comments that have been received within the survey so far, members have highlighted that absences are a key problem for their school as children are being kept at home on school photo days, or celebratory days that require donations or dressing up.

Many respondents have also highlighted the impact of poverty on music tuition, as many councils have introduced or increased fees for instrumental music tuition. Almost a third of members responding said they have seen an increase in the number of children dropping out of instrumental music lessons that have to be paid for because of poverty.

Health and wellbeing concerns are also being raised. “Unexplained absence is probably the biggest change that I have seen – it is becoming a significant issue amongst pupils who have been identified as living in poverty.”

Time and again, members highlight the effect of poverty on children and young people's mental health and wellbeing. Members have reported seeing children falling asleep in class, unable to concentrate on tasks and showing signs of emotional distress.

“I have never seen so many children suffer with mental health issues due to their home circumstances. Hearing young people discuss food banks has also been incredibly distressing.”

A key aspect of this survey also looks at success of interventions at a school level. With Scottish Government funding being set aside through the Scottish Attainment Challenge and Pupil Equity Funding to tackle the poverty related attainment gap, the EIS is keen to understand how effectively this money is being used to support children in most need. While some responses are positive, members have also stated that significant investment is needed across the whole school sector in order to tackle this growing problem.

With your support, this survey will create the largest database in Scotland, documenting the effects of poverty in education. The results of our findings will shape the next stages of EIS campaigning on this front, and inform future EIS policy with regards to tackling child poverty, as well as supporting professional learning opportunities - including through the PACT equity related professional learning project - offered to our members on the subject.

The ‘How is poverty continuing to affect children and young people's education in Scotland?’ survey is currently open, takes around 10 minutes to complete and is suitable for all members working in school and early years settings. Links to the survey can be found on our website, Facebook and Twitter pages ■

“Unexplained absence is probably the biggest change that I have seen”



### How can you challenge poverty during 7th to 13th October?

- Complete the EIS poverty survey – share your views before it closes on 18th October.
- Follow what’s going on in Scotland during Challenge Poverty Week via [www.challengepoverty.net](http://www.challengepoverty.net) and [@CPW\\_Scotland](https://twitter.com/CPW_Scotland) on Twitter. Also follow [@eisunion](https://twitter.com/eisunion) on Twitter for frequent updates.
- Watch the EIS filmed interview with Bill Scott, Chair of the Poverty and Inequality Commission via our website – hear more about the work of the Commission and what’s being done to tackle child poverty at a national level.
- Check out the EIS website to find out more about the PACT project which will soon be piloting research-based professional learning opportunities for teachers and Headteachers focused on using school policy, practice and pedagogy to mitigate poverty.

**240,000 children,  
almost one in four,  
are living in poverty**

# Professional Learning to Build Teacher Leadership

On Saturday 7th September, EIS members came together in Dundee to take part in a professional learning course for primary teachers focused on developing leadership skills.

The event, titled Building Teacher Leadership: Primary Teachers, was delivered for the Institute by Dr Iain Moore of Strathclyde University and funded by the Scottish Union Learning Fund. The course covered topics including the purpose of leadership in an educational setting, and what makes effective leadership in a school, and aimed to develop participants' skills and confidence to be leaders in their professional contexts.

The course was attended by a wide variety of members across the primary and early years sectors, from newly qualified teachers in the early stages of their careers to experienced classroom teachers with an interest in taking on formal leadership roles.

A key focus for this course was the principle that all teachers are leaders of learning, whatever their level of seniority. This can include leading on specific activity to bring forth agreed changes in their school, championing areas of the curriculum, or articulating a vision for the school community they want to create. Participants on this course were supported to reflect on their core values as well as the traits successful leaders exhibit to lead and inspire others.

As well as studying theoretical models of leadership from educational settings and beyond, participants also learned to use tools to analyse their own approach to leadership so they could strengthen their skills in a targeted way. In particular, EIS members raised the importance of trust, collegiality and mutual support for shared leadership in educational settings.

The course concluded with participants designing action plans based on their learning, identifying areas where they can take on leadership roles in their own school or cluster, and what practical steps they can make based on what they had learned. Lauren Baird from Angus Local Association said, "It's been really useful to meet with other teachers and discuss professional learning together, so I can put this into practice much more effectively."

Teacher leadership has been identified by the EIS as key to creating more collegiate, democratic schools and delivering



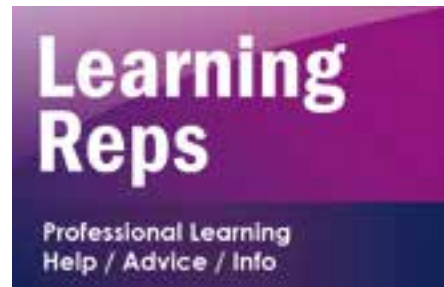
educational improvement in local contexts. While other professional learning opportunities on leadership skills focus on promoted teachers and management practices, EIS courses seek to ensure that all teachers are empowered to take a collaborative approach to leadership in their own workplace. Paula Francis also from Angus, said, "I've been in and around leadership roles for about 10 years, looking at teacher leadership with Education Scotland and SCEL, so I came on this course to think about next steps. This was the first time I'd had the opportunity to explore the difference between leadership and management, which has been really helpful."

**"A key focus for this course was the principle that all teachers are leaders of learning, whatever their level of seniority"**

Teacher leadership also has a key role to play in supporting the Institute's national priorities. One of three commitments agreed between the EIS and the Scottish Government, signed at the International Summit on the Teaching Profession in Helsinki earlier this year, is to create a system wide culture of teacher agency which in turn will support greater empowerment and collaboration.

Assistant Secretary Andrea Bradley said, "Professional learning is about ensuring that teachers have the skills and confidence to act as leaders within the profession with regards to curriculum, pedagogy and assessment, school ethos and culture, and in controlling workload. The EIS is committed to supporting members' career long professional learning - for the classroom, for formal leadership, for building and sustaining collegiate school communities in which the health and wellbeing of all is valued, and for positively shaping Scotland's education system as a whole."

Forthcoming professional learning events on teacher leadership include 'Leadership Towards Management for Women Teachers' in Oban, 'Leadership Towards Management for BME Teachers and Lecturers' in Edinburgh, and 'Building Teacher Leadership for Primary Teachers' in Perth. More information about these and all EIS Professional Learning opportunities can be found on the EIS website, or via your local Learning Representative ■



## Upcoming events in Fife

# Supporting Probationers Through Professional Learning

This Autumn, EIS Learning Reps in Fife will be leading on Professional Learning opportunities for probationer teachers in the region. Learning Reps began this work in September, promoting EIS membership and supporting Local Association recruitment activities at the Fife Probationer’s Market Place at Glenrothes High School.

Fife Learning Reps, Wilma Pirie and Jane McKeown, have many years’ experience making good use of the Fife Local Authority probationer days to promote professional learning opportunities. This academic year, the Learning Reps are offering Saturday morning Professional Learning sessions for probationers focusing on mental health and well-being.

One session, led by EIS Learning Rep Wilma Pirie, will concentrate on the case for mindfulness in the classroom, how to get started with mindful practices, and also self-care for the new teacher. A second professional learning session on this topic will include a mindfulness exercise led by experienced practitioner, Christine Dewar from Open Heart Training. This comes soon after the 2019 EIS Member Survey demonstrated high levels of stress across the teaching profession, and the clear need for teachers to be equipped with effective methods for self-care from the earliest stages of their career.

A further professional learning event will concentrate on the workload issues for the probationer teacher and assertiveness. This session will be led by Learning Rep Jane McKeown, and will link to the national campaign on tackling workload. Making use of nationally produced materials to support the initiative, Jane will be supporting probationers’ professional development and EIS campaigning priorities by arming early-career teachers with the skills to take control of their own workload.

“Learning Reps are offering Saturday morning Professional Learning sessions for probationers focusing on mental health and well-being”

Learning Reps have made sure that highlighting professional learning on probationer days is a vital opportunity to promote membership and recruit new members. Speaking about this activity,

Wilma said “We have found in Fife that, offering professional learning and asking individuals to sign up for the events has helped with recruitment. Feedback from last years’ probationers highlighted that they felt valued because the local association was not simply trying to get them to sign up as members of the EIS but were also offering them immediate opportunities for professional development.”

**For more information** on the probationer professional learning events in Fife, please contact Jane or Wilma via Fife Local Association. To find similar opportunities in your area get in touch with your local Learning Representative.

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# Schools Must Be Spaces Where All Can Learn

**“There is a well evidenced gap between theories of inclusion, the law on children’s rights, and daily practice in our schools”**

The topic of Additional Support for Learning (ASL) has been the subject of intense scrutiny in Scotland in recent years. This scrutiny is likely to be sustained, and perhaps to intensify, as the complexity of needs among the learning population grows, against a backdrop of under-invested public services struggling to meet the array of needs in every classroom. There is a well evidenced gap between theories of inclusion, the law on children’s rights, and daily practice in our schools; a gap which stems from massive under provision of the sources of support children require.



One issue which emerges time and again in discussions of ASL matters, whether at the EIS’ own ASN (Additional Support Needs) Network meetings, or at working group meetings hosted by others, such as the Scottish Government’s short-life group on Autism in Schools at which the EIS is represented, is the school estate.

Official Scottish Government statistics about school estates, based on survey data published in December 2018, suggest that most learning accommodation in Scotland is of a good standard: the survey data concluded that 86.6% of schools were in good or satisfactory condition. Data on school suitability also seems promising: the proportion of schools with a good or satisfactory suitability has increased from 77.2 per cent in April 2012 to 83.3 per-cent in April 2018 (with suitability providing a

measure of the extent to which a school building and its grounds are appropriate in providing an environment which supports quality learning and teaching).

However, despite what the official data says, the issue of how school infrastructure meets (or doesn’t meet) the needs of children in Scotland who require extra support to do well at school is a hot topic. Members’ perceptions regarding inadequate or inappropriate accommodation for learning was a strong theme emerging at the ASN Network meeting in June 2019.

The EIS supports the continued existence of special schools and special units, recognising their role in meeting the needs of pupils, but EIS policy is that schools and classes comprising of a diverse mix of learners create a foundation for a more just society; we would not wish a return to the days when every learner with a disability or neurodevelopmental condition was routinely segregated from their peers. It’s vital, then, that every mainstream school is equipped for and accessible to a diverse learning population.

However, we know that schools can be noisy, hectic, brightly-lit and colourful environments, which can be overwhelming for children with sensory issues. Some children with additional support needs struggle to cope in these environments. Children and young people with autism may find them particularly challenging. Those with anxiety might find school over-whelming; those with hearing or visual impairments may also struggle. Children with mobility issues may face extra barriers to learning.

Low-stimulus spaces or bases to which young people can retreat when needed can help, but these are not always available.

Members report that schools are under ever-increasing pressure to use spaces previously allocated for nurture, active play or a break from sensory stimuli for teaching; and that some PPI contracts place unhelpful restrictions on room use.

We’re mindful too, that the estate can pose challenges for teachers; both those with disabilities or other needs (some teachers are on the autism spectrum too); and those who wish to share practice in meeting ASN but who lack access to suitable staff rooms in which collegiate discussion can readily happen. We’re hearing from members that staff rooms are often repurposed, or even overlooked in new builds. That creates a barrier to furthering inclusion.

The Scottish Government and COSLA are due to publish a new learning estate strategy soon, having last stated their position in 2009, when ‘Building Better Schools: Investing in Scotland’s Future’ was published. The EIS will seek to ensure that the new strategy takes into account the need for schools to be places where every child can learn. With nearly one in four children now having additional support needs, and the crisis in child mental health being well evidenced, the importance of schools being well-designed, accessible, inclusive learning environments which support the delivery of high-quality educational experiences for all is crystal clear.

Examples of challenges posed to learners with ASN by the school estate would be gratefully received; these can be useful for the EIS in its ongoing campaign for proper resourcing of inclusion, and can be anonymised. Please send any examples to Christina Starko ([cstarko@eis.org.uk](mailto:cstarko@eis.org.uk))

**“schools can be noisy, hectic, brightly-lit and colourful environments, which can be overwhelming for children with sensory issues”**



# THE DIFFERENCE IS STRIKING

## EIS-ULA Pay Campaign

Higher education staff across the UK, including EIS-ULA members, are to be balloted over taking strike action in defence of fair and equal pay. The EIS ballot, which opened on Wednesday 18th September and closes on Wednesday 30th October, comes after HE institutions have imposed yet another real terms pay cut on staff, adding to almost a decade worth of real terms pay cuts and bringing the total amount of cuts to more than 20% since 2009. When our sub-inflationary pay increase of 1.8% is compared with our RPI adjusted take home pay, the difference is striking!

Nick Cimini, EIS-ULA Ex-President, said he'd be voting "Yes" for strike action. "I'm voting Yes in solidarity with colleagues on low paid and precarious contracts, in opposition to the ongoing gender pay gap, and to call time on doing more work for less pay."

All of the trade unions involved – the UCU, Unison, Unite, the GMB and the EIS – are each balloting their members and are recommending a vote for strike action. And there is one message – our members in Higher Education deserve better.

Tom Keegan, the ULA President, is urging members to take a stand. "United we are stronger. Many universities celebrate the

capacity of staff to work 'above and beyond.' But our members are getting increasingly tired of doing more for less. Now is the time for HE employers to return to the JNCHES negotiating table and offer us the pay rise we deserve, 'above and beyond' inflation."

Mr Keegan continued, "Turnout in the pay ballot is essential - whether you vote for strike action or not. The higher the turnout, the better we can understand and represent EIS members. Make sure your voice is heard!"

It's a postal ballot, so please look out for your envelope, marked with the EIS logo. If you have not received one, contact the EIS as a matter of urgency. We will arrange for a new one to be sent (details below).

**Statutory Ballot Open**

**Closes: Wed, 30th October 2019**

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EIS-FELA President **Pam Currie** explores the recent history of National Bargaining, and looks ahead to the next steps in the delivery of this key policy.



# Looking to the Future...

Scotland's Further Education sector has experienced a tumultuous five years since the reintroduction of national bargaining in 2014, with three national strikes, hundreds of hours of often challenging meetings and the involvement of government ministers, a QC and an employment tribunal.

After 25 years of branch bargaining we inherited a tangled mess of terms and conditions and a £14,000 pay gap between the highest and lowest paid colleges. After incorporation in 1993, the strongest branches had held or improved terms and conditions and their pay had kept up with the cost of living, while others - often in smaller, more rural colleges - had struggled to keep pace.

In 2016, the EIS-FELA took national strike action for the first time in 25 years. We had one clear demand - Equal Pay for Lecturers - and a mandate from a ballot covering the majority of colleges across the sector. Management misjudged the situation, believing few members beyond the big central belt colleges would strike. When picket lines appeared from Galashiels to Stornoway, management crumbled after a single day of strike action and signed a 3am agreement committing to deliver equal pay by April 2019 and to negotiate a common set of T&Cs across the sector.

Anyone with experience of the FE sector in Scotland would know that it was never going to be that easy... In 2017 we took further strike action, this time demanding that management 'Honour the Deal' on pay and implement the 2016 Agreement. The outcome of this - after intervention from the Education Secretary and a QC - was another victory for EIS members. The 2016 Agreement was implemented in full,

with all FE lecturers on a common pay scale from April 2019. In addition, we agreed common T&Cs on class contact time, annual leave, salary conservation and transfer to permanence, with "no detriment" protections written in for existing staff.

In 2019, the fight was for a cost of living pay rise and members once again supported solid strike action. We won the pay rise, and we also agreed a new National Working Practices Agreement - the NWPA - setting out common T&Cs on the working day, sickness policy, off-site working and a range of other issues.

For members in some larger colleges, the personal difference has been marginal - they were already on good terms and conditions and were close to the top salary - but without national bargaining, their position was precarious and a change of management could have meant a wholesale change in college policy.

For members in other colleges, there has been a wholesale transformation, with salaries increasing from £26,000 a year to the new National Pay Scale, with annual leave increasing for some by three weeks a year as well as significant increases in sick pay in some colleges. The difference? Trade union recognition. In West Highland College, the EIS had previously few members - now we have a branch and we understand that the college is in the process of finally signing up to the nRPA, having shadowed the process for three years.

So what next? There are a number of areas of ongoing NJNC work, first and foremost ensuring the full implementation of the existing agreements in every college across the country. Most branches were represented at the recent reps' training day and we would urge members to read the agreements (available on the EIS website) and discuss them with local reps - Area Officers can provide support where necessary.

**There are a number of areas of ongoing NJNC work, first and foremost ensuring the full implementation of the existing agreements in every college across the country**

The May and November NJNC 2017 Agreements set out a contractual commitment to TQFE (the standard FE teaching qualification, usually undertaken in-service) for the first time. This agreement also included provision for registration with "GTCS or a similar body" by April 2019 and while the timeframe has slipped, significant work has been ongoing to deliver this. A joint College Lecturer Registration Working Group with representation from the EIS, Colleges Scotland, GTCS and Scottish Government is meeting on a monthly basis and this will be a major area of work for the year ahead.

The National Recognition and Procedures Agreement (NRPA) also sets out provision for nationally agreed policies on Discipline, Grievance and Family Friendly Working, and we are seeking to take these forward through joint working groups with the employer and support staff unions.

National bargaining for FE has not had an easy birth, but it has been a central plank of EIS policy for the last quarter century for good reason - we are all stronger when we act together.



**“The Menopause Café has provided support and reassurance to me in a friendly and relaxing environment. It is helpful to listen to others in a similar situation and to hear how they are coping with their symptoms.”**

## Talking about the Menopause

Teaching remains a predominantly female profession, with over two-thirds of EIS members being women. Assuming that they remain in the job, it is likely that almost all will be affected by the menopause at some point during their career. One group of teachers, at Douglas Academy in East Dunbartonshire, decided to get together to talk about this still too often taboo subject.



### ‘Menopause Café’ in Douglas Academy

We have a PT Health and Wellbeing (Sharon Cawston) who innovatively decided it would be good if the 3rd Summer Term was focussed on the health and wellbeing of staff. She asked all staff in the school to suggest a variety of activities which would be scheduled during lunch or after school for the duration of the 3rd term. There was a wide variety of activities which range from a walking group to choir, tai chi, hand embroidery, aromatherapy and taekwando. All led by staff in the school.

I had suggested the Menopause Café as part of this schedule and also in response to many informal conversations with other staff where it was clear that many women were struggling to balance the symptoms of the menopause with teaching. I also knew that the Scottish Government was running a café and thought this could be really beneficial to these women.

At first there was an embarrassment and a kind of shame as emails went out to all staff. Just using the word Menopause

in the workplace seemed wrong and uncomfortable. I myself was embarrassed that perhaps other staff would know I was suffering from the menopause. At the first meeting, even the women who attended made all the usual jokes about the room being too hot. We made fun of ourselves at first.

However, we began to share our stories and the menopause café has become a lifeline. I now feel incredibly empowered that I am a woman going through the menopause who is prepared to talk about it openly, and not just to the group. Apart from sharing stories and strategies to improve a variety of symptoms, the group also aims to raise awareness with our Senior Management Team about the issues we face in the workplace. - **Pauline Reilly, Principal Teacher of Music, Douglas Academy (event organiser & SEJ contributor).**

“Ensuring the health and wellbeing of staff is central to the effective running of any school. In Douglas Academy we recognise that staff, like pupils, should feel valued and that their health and wellbeing is

respected. We are very proud of our ‘Staff Health and Wellbeing Programme’ which encourages staff to take time out with colleagues, to share views in informal situations and participate in a range of leisure activities. We believe that this goes some considerable way to providing our teachers with the emotional and practical support they need to stay healthy, happy and motivated.” – **Barry Smedley, Headteacher, Douglas Academy**

**“It is empowering to think that we, as a group, can raise awareness of the menopause among colleagues, especially managers and hopefully improve understanding and conditions for our younger female colleagues in years to come.”**

# Super Fun Quiz

1. Which bridge was voted Scotland's greatest man-made wonder in 2016?

.....

2. Which book has the opening line "Last night I dreamt I went to Manderley again."

.....

3. Pb is the chemical symbol for what?

.....

4. The life of entertainer Fanny Brice inspired which musical film starring Barbra Streisand?

.....

5. Which team won the title in seven of the first nine seasons of English Premier League football beginning in 1992?

.....

6. Which Spanish artist painted the series known as 'Fantasy and Invention' in the 18th Century

.....

7. Who was the winged goddess of victory in Greek mythology?

.....

8. Who was the Japanese Emperor at the start of World War II?

.....

9. Which dinosaur when translated from the latin means 'swift robber'?

.....

10. Which of the traditional planets of the solar system is closest to the sun?

.....



Answers Page 30

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Medium

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

Sudoku

Hard

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

# CROSSWORD 106

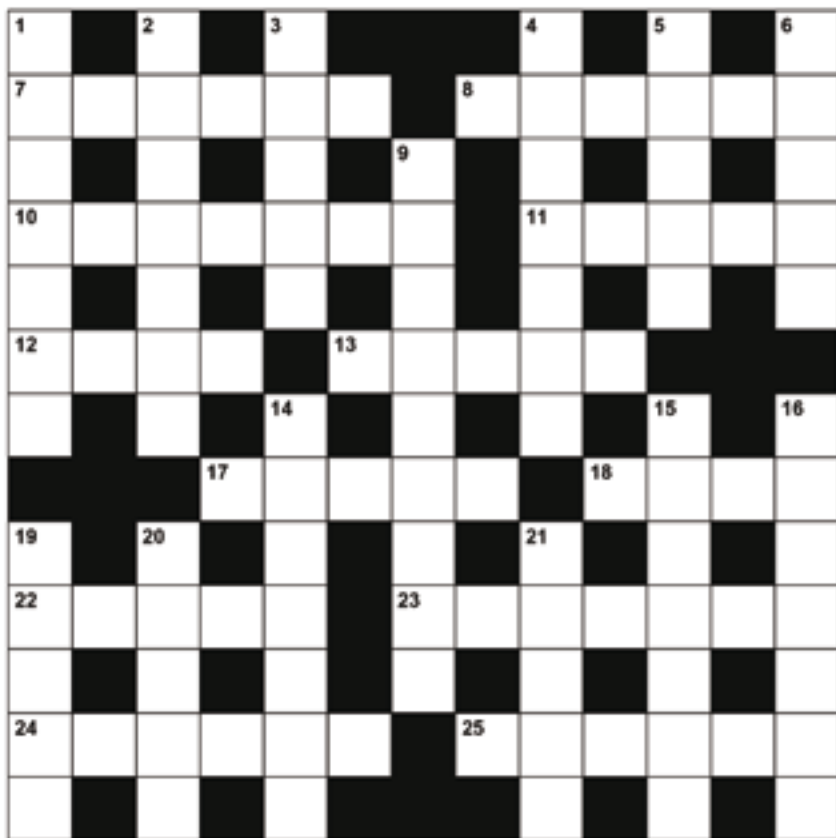
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Send your completed entry to

**SEJ, 46 Moray Place, Edinburgh  
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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

- 7 - Torrent of French winter sport (6)
- 8 - Adult friend touring ancient city (6)
- 10 - Times soldiers involved in car tests (7)
- 11 - Pale brown large drug filled with energy (5)
- 12 - Sisters almost sunny, surprisingly (4)
- 13 - Live around dead end that's savage (5)
- 17 - Motionless good man unwell (5)
- 18 - Young dog and a young insect (4)
- 22 - Miserable without the Spanish vegetable dish (5)
- 23 - Firing badly around loud mythical creature (7)
- 24 - Very large game bird (6)
- 25 - Makes quick progress (for fish) (6)

### Down

- 1 - Uncompromising first man and soldier (7)
- 2 - Teen dancing around slippery elm field (7)
- 3 - A chivalrous male negotiator (5)
- 4 - Bobbin oddly consumed by rodents for mammals (7)
- 5 - Initially, the ultimate border flower (5)
- 6 - Fine sheep run less (5)
- 9 - Pseudoscience made of novel arty logos (9)
- 14 - Analysed stallion hiding numbered cube (7)
- 15 - Batters some meals (7)
- 16 - Eastern cuckoo is serious (7)
- 19 - Like Scots no frills necktie (5)
- 20 - Cracks ceilings around Luxembourg (5)
- 21 - Connects golf courses (5)

### Crossword 105 Answers



### Answers **Super Fun Quiz**

- 1.Forth Bridge 2.Rebecca 3.Lead 4.Funny Girl 5.Manchester United  
6. Francisco Goya 7.Nike 8. Hirohito 9. Velociraptor 10.Mercury





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