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Welcome to Scotland

There is widespread pride within Scotland for the country's international reputation as an open and welcoming nation. For many years, Scotland has welcomed people from across the globe who have chosen to come to live, work and learn in this country. Significant migrant communities have been established over many years, including sizeable populations from countries such as Italy, China, India, Pakistan and, more recently, from some Eastern European countries and from parts of Africa and the Middle East.

The recent debate around Brexit has highlighted a worrying increase in the use of xenophobic language across the UK. Politicians, commentators and the media have contributed to a growing sense of "them" and "us" in much of the debate around immigration.

While this may be more prevalent in other parts of the UK, we cannot assume that these behaviours are not also increasing within Scotland. Although the social and political picture is quite different to that elsewhere in the UK, there is clearly a risk of an increase in the victimisation of migrants, refugees and asylum seekers that we need to be careful to guard against.

It is in this context that the EIS has produced a series of publications entitled Myths of Immigration to support teachers and lecturers in addressing these issues in the classroom. Three versions have been published, tailored to nursery/early primary, primary and secondary/further education levels. These have now been circulated to all establishments and are available to download on the EIS website.

The Myths of Immigration booklets were premiered at a recent event at the Scottish Parliament (see cover feature, pp8-9) and have been warmly welcomed by many individuals and organisations

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across the country. The level of demand has been so high, that a reprint has been necessary to enable all requests for copies to be met.

If you have not yet had an opportunity to read this important publication, please speak to your EIS Rep or Branch Secretary to access a copy, visit the EIS website to view a digital version or contact the Education & Equality department at EIS HQ on **0131 225 6244** or via agray@eis.org.uk to request a print copy.

Local elections with national implications for education

The forthcoming Scottish local authority elections in early May will have significant implications for the way in which schools are run over the next four years. Education is always a key priority in local elections, as one of the most important services delivered through local authorities. This year - with local authority finances under significant pressure and issues such as the Scottish Government's review of School Governance on the horizon, together with current lively discussion around initiatives such as the National Improvement Framework and Pupil Equity Fund - education looks likely to dominate debate on the doorsteps and at local hustings across Scotland. See our special focus on pp12-13 of this SEJ for more on the local elections and a look at each party's priorities for Scottish education.

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On the cover: EIS Equality Committee member Samreen Shah at the Scottish Parliament preview event for the Myths of Immigration publication. p8

Picture: www.mkjphotography.co.uk



EIS Council News...

Council Agrees Updated Industrial Action Advice, Confirms Strike-Pay Arrangements

The March meeting of EIS Council returned to its normal venue in the Grosvenor Hotel, following a one-meeting hiatus. Council looked ahead to the forthcoming EIS AGM in June, and agreed a number of Motions to be presented to the 2017 AGM in the name of Council.



President-Elect Nicola Fisher advised Council that updated Industrial Action advice had been prepared, to take account of the implications of the 2016 Trade Union Act which came into force on 1 March 2017.

Des Morris (East Renfrewshire) highlighted the value of this updated advice, and the importance of communicating the new advice and the implications of the Trade Union act to members. Issues such as the new restrictive minimum thresholds for industrial action ballot turnout and support for industrial action were not widely understood, said Mr Morris, and required to be made clear to members.

Ms Fisher replied that the new policy would be sent to all establishments and published on the EIS website, and would be further publicised to members. She also highlighted the important role that EIS Reps, Branch Secretaries and Local

Associations would play in explaining the new advice and the implications of the Trade Union Bill to members.

Ms Fisher also advised Council that, following a review of strike pay arrangements, it had been agreed to retain the current formula to ensure that all members are treated fairly. Strike pay policy is that non-national strike action of a single day is unpaid and that in any non-national strike action exceeding one-day, members will be eligible for strike-pay reimbursement of 50% of their net loss in earnings. The principle that strike-pay will not be payable for any national strike action also remains unchanged, said Ms Fisher.

Education

Susan Quinn, Education Convener, updated Council on the EIS submission to the Scottish Government consultation on the Expansion of Early Learning and Childcare, on discussions in



the Assessment and National Qualifications Group and on recent trials of Standardised Assessments that are intended to support the National Improvement Framework.

Ms Quinn told Council that recent discussions at the NQ Group had focussed on confusion at school level around changes to N5 from next session, and acknowledged that communication from the SQA on this matter had contributed to this confusion. The EIS would issue an update to members

following the next NQ Group meeting, said Ms Quinn.

The EIS has also been seeking clarification on the recent trials of Standardised Assessments, said Ms Quinn – “The Education Committee will continue to monitor the situation, particularly the suggestion that some local authorities will continue to use their own Standardised Assessments in addition to the new NIF assessments.”

Employment Relations

Ricky Cullen, Employment Relations Convener,

updated Council on the work of the committee and highlighted that they had considered ten applications for benevolent assistance from members at the last meeting and authorised nine grants totalling £17,900 and requested further information in support of the one remaining application.

On legal affairs, Mr Cullen reported that the Committee considered 32 cases at its last meeting and noted that a total of £39,000 had been obtained in settlements on behalf of four members.



Equality

Bill Ramsay, Equality Convener, updated Council on the recent screenings of the film “I Daniel Blake” along with the EIS short film “School Costs” in Glasgow, Edinburgh and Aberdeen (see full report on pp24-25 of this SEJ), on recent events marking International Women’s Day (see pp20-21) and on the recent successful launch of the EIS publication Myths of Immigration and an associated event held at the Scottish Parliament (see cover feature, pp8-9). Mr Ramsay also highlighted plans for the national LGBT network event (see p23) and the Stand up to Racism March in Glasgow which was set to take place shortly after this SEJ went to press.

Salaries

Tom Tracey, Salaries Convener, updated Council on recent SNCT discussions around the 2017 teachers’ pay claim. “There have been three meetings of the extended joint chairs of the SNCT, but progress on pay has been limited so far. It is likely that salary negotiations will not be concluded prior to the local authority elections so, as a result, payment of any pay increase is unlikely to occur before the summer.” said Mr Tracey.

Periods of Notice

Tom Tracey, also reported that at its meeting on 5 October 2016, the SNCT agreed that periods of notice across councils should be determined at national level. This required a change to the list of national/devolved matters in the SNCT Handbook in Part 1, Appendix 1.3 and the removal of Part 4, Paragraph 14.2 of the SNCT Handbook.

This change took effect on 1 January 2017 and, arising from this change, the minimum period of notice to terminate employment to be given by a teacher on the main grade scale, a teacher on the Chartered Teacher spine, Music Instructor or an Education Support Officer, Quality Improvement Officer or Education Psychologist shall be 4 working weeks and by all other teachers, Quality Improvement Managers, Principal and Depute Educational Psychologists 8 weeks, which include 4 working weeks.

The length of other periods of notice is unchanged but must contain a minimum of 4 working weeks. The definition of a “working week” was agreed at the SNCT on 23 February 2017, has been distributed to holders of the SNCT Handbook and is available on the SNCT website.

Motions

Susan Quinn (Glasgow) was successful in a Motion calling for the EIS to monitor the spending of Attainment Challenge, Attainment Fund and Pupil Equity Fund money to ensure that this is ring-fenced for purpose and not used to cover for core education budget cuts.

“There are not insignificant sums of money being allocated to schools across the country, but there are concerns over how it is being used – specifically if it is being used to plug budget cut gaps,” said Ms Quinn. The Motion was seconded by John Dennis (Dumfries & Galloway).

Helen Connor (North Lanarkshire) successfully called for the EIS to prepare briefing notes for LA Secretaries and members in senior management posts on the Scottish Government’s Pupil Equity Fund, including advice on LNCT

involvement in council level monitoring of the implementation of the Fund.

“The Governance Review has been kicked into the long grass until after the elections, yet the Scottish Government seems to have bypassed local democratic structures in handing money straight to Headteachers – this is effectively direct funding of schools. There must be local accountability through the democratic structures of local authorities,” said Ms Connor.

The Motion was seconded by Ricky Cullen (North Lanarkshire), and supported by Tom Tracey (Inverclyde) who said, “Not one Headteacher I have spoken to wants these additional responsibilities. We need advice for our members, and we need it now.”

Other successful Motions

The EIS should call for an additional in-service day by Christmas 2017 to allow teachers to prepare for assessment changes (Alison Murphy, Edinburgh); the EIS should send a message of solidarity to US teacher unions in light of their current challenges (Andrew O’Halloran, Dumfries & Galloway).



Farewell to **Annie McCrae** - Council members paid tribute to long-time activist, and recent seconded EIS Organiser, Annie McCrae who retires at the end of March. One of Annie’s final EIS events was the Myths of Immigration preview at the Scottish Parliament (pictured above) - see cover feature on pp8-9 for more on this event.

Resolution in Edinburgh College Dispute



The EIS and Edinburgh College have reached an agreement (in principle, at the time of publication) to resolve their dispute.

Following very constructive discussions under the auspices of the Advisory, Conciliation and Arbitration Service (ACAS), the EIS negotiating team and Edinburgh College reached an agreement in principle

to end the dispute relating to a former member of staff, to the satisfaction of all parties. As a result, planned strike action was suspended by the EIS.

Both the union and management sides further agreed to seek to improve industrial relations with regards to partnership working, in order to ensure high quality learning for the students at Edinburgh College, utilising support from a third party to facilitate this, if required.

EIS General Secretary Larry Flanagan

said: "We have had a constructive round of discussions that have resolved the issues regarding our member. I wish to thank members for their support and solidarity in this dispute, which has resolved the issues regarding our member and agreed a plan for future working, to the benefit of staff and students."

Following the outcome, EIS-FELA Branch Secretary Penny Gower stated, "I commend this agreement. It shows what we as members can do together."

New Teacher Recruitment Campaign is an Important Step

The EIS has welcomed a new teacher recruitment campaign announced by the Scottish Government. Deputy First Minister John Swinney recently launched a campaign to attract highly qualified graduates into the teaching profession.

This new recruitment campaign displays a welcome commitment by the Scottish Government to maintaining the very high standards of teaching in Scotland's schools.

It is important to continue to enhance the status of teaching to make it an even more attractive career choice for highly qualified graduates.

Commenting on the campaign, General Secretary Larry Flanagan said, "Teaching is a highly rewarding career, which offers graduates the chance to have a positive and lasting impact on the future prospects of Scotland's young people."

Mr Flanagan added, "What teachers do in the classrooms makes a difference to pupils' life chances. High academic standards are important but every bit as crucial is a commitment to young people and to the ambition of social justice and equity in our school system."

EIS Responds to Edinburgh School Buildings Report

The EIS has noted the recent publication of the independent inquiry into the construction of Edinburgh schools and highlighted that the report raises a number of issues of serious concern.

The EIS is now studying this highly detailed report in depth, with the intention of entering into further discussions with Edinburgh Council and other local authorities.

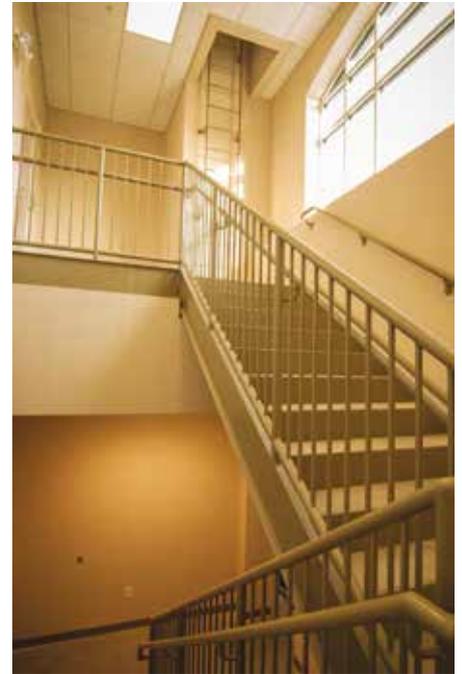
EIS General Secretary Larry Flanagan said, "This is an extremely detailed report, which raises important questions related to the construction and maintenance of school buildings both in Edinburgh and further across Scotland."

The particular event that prompted the Report – the collapse of an exterior wall at Oxfangs Primary School – was an extremely serious incident which, but for sheer luck, could well have had tragic results.

The report issues a stark warning – to Edinburgh, to local authorities and to all those responsible for the construction and maintenance of our schools – that they must take action to ensure that all buildings are well-designed, properly-built and maintained to an extremely high standard.

The EIS has stated that the safety, health and wellbeing of pupils and staff must be the top priority in the design, construction and maintenance of schools. This is not an area where corners or costs should ever be cut.

Larry Flanagan added, "The legacy of the PPP/PFI funding model is too many inferior buildings, for which we will all be paying a vastly inflated price for decades to come. Scotland's pupils and school staff and, indeed, Scottish taxpayers deserve far better."



Annual General Meeting 2017

OBSERVERS

The EIS Annual General Meeting will be held in the Perth Concert Hall, on 8, 9 and 10 June 2017. Any member wishing to attend as an observer should contact the General Secretary no later than Friday 5 May 2017.

FEIS

The Statutory Meeting of Fellows of the Institute will be held in the Norie-Miller Studio in the Perth Concert Hall at 1.55pm on Thursday 8 June 2017.



FELA AGM

The EIS - FELA AGM took place on the day this SEJ went to press. See www.eis.org.uk for more info on the AGM, and look out for the full report in the next edition of the SEJ.



Legal Helpline no Longer Available

At the most recent Finance-Sub Committee it was announced that the legal helpline will no longer be available for members due to the service being cancelled by the service provider. The legal helpline will cease to be operational from the 16th May 2017. The Executive Committee will be looking into alternatives prior to the date of cessation. Further information regarding these changes will be announced in due course. In the meantime, if you require legal guidance or assistance please contact your Local Association Secretary or School Rep.

Countering ‘Myths of Immigration’

The EIS has launched a series of booklets for teachers and lecturers which aim to help address misinformation about migrants, refugees and asylum seekers. Recent events, nationally and internationally, have highlighted a worrying growth in negative representations of many groups of people – often based on nationality, ethnicity or religious belief. The booklets - which were recently premiered at a special event at the Scottish Parliament and which have been warmly welcomed by a wide range of groups – have now been issued to all establishments and are available for download via www.eis.org.uk

An event to preview the ‘Myths of Immigration’ booklets immediately prior to their launch on the EIS website was held recently at the Scottish Parliament. The venue was selected to give the booklets political profile and generate maximum interest. It also enabled the EIS to boost the profile of our partner organisations in the anti-racist sector, in keeping with a 2016 AGM resolution on Solidarity with Refugees.

The event was attended by a cross section of people, mostly EIS members, and also six MSPs (including Bob Doris the Convener of the Communities and Local Government Committee, who acted as the event sponsor, and Christina McKelvie the Convener of the Equalities and Human Rights Committee).

There were EIS members from eight Local Associations present (South and North Lanarkshire, Midlothian, Glasgow, Falkirk, Aberdeen City, Aberdeenshire, Fife); and also members from the Edinburgh College Branch of EIS-FELA and EIS-ULA members from University of the West of Scotland.

A timely contribution

Bob Doris MSP, Convener of the Communities and Local Government Committee welcomed guests, stating that, “It is very timely that the EIS have been so proactive in giving teachers the confidence to confront myths surrounding immigration.” He noted that less than 1% of the world’s refugees are in the UK, and only 0.19% of the UK population is made up of refugees; and said, “It is empowering to have the statistics at my fingertips.” He concluded that we know the challenges, and the responsibilities we have as a nation.

EIS President Margaret Smith reflected

that this is a very timeous resource, which “will prompt meaningful discussions with our young people.” She stated that the EIS values its fruitful partnerships with Show Racism the Red Card and the Scottish Refugee Council.

Samreen Shah, a member of the EIS Equality Committee, spoke very movingly about growing up in an immigrant family, and of the verbal and physical abuse she and her family experienced, but also of the strong community ties and friendships that were made. She has been teaching for 23 years and has seen anti-racist education fall off the agenda.

She reiterated that myths are dangerous and that the job of educators is to give young people the facts, especially in the current climate, where President Trump uses racist rhetoric, and young Polish learners in her school are afraid that they will be ‘sent home’. She also spoke of:

- The often poisonous tone of debate and divisive policies and rhetoric on these issues
- The fact that we cannot afford to be complacent
- The proud history of the EIS in fighting racism, xenophobia and bigotry
- The need to record racist incidents systemically - there needs to be support at Local Authority level for this, as well as resources, CPD and sufficient resourcing of supportive voluntary organisations, such as Show Racism the Red Card.

Examining the picture

Nicola Hay, Campaign Manager of Show Racism the Red Card in Scotland, reflected

on her experience as an immigrant, with Scottish family ties, and with a degree of privilege afforded by being white. She said that teachers desperately needed this resource in their toolkit, as SRTRC has witnessed an 11% rise in pupils’ experiences of racism in the past year and the demand for anti-racist education exceeds SRTRC’s capacity. She highlighted that Word association exercises in schools using the word ‘immigrant’ had led to some pupils responding with words such as ‘suicide bomber’, ‘Taliban’, ‘terrorist’ and ‘gypsy’, which indicated a serious issue requiring to be overcome through anti-racist education.

John Wilkes, Chief Executive of the Scottish Refugee Council, provided a wide-ranging view of the challenges at a societal level placing recent debates about immigration in a historical context, and described the new resources as “incredibly timely and worthwhile.”

He said that top priority for SRC is public attitudes, and the key to attitudes is understanding – this is the biggest challenge they have on a day to day basis.

Immigration is not new, and nor are the concerns we hear expressed (one example cited by Mr Wilkes was the fact that Elizabethans had concerns about immigrants ‘taking their jobs’).

Commenting on the new booklets, Mr Wilkes said, “The Scotland of today is the product of all the richness and diversity that everyone has brought. In the UK, the immigration debate has been really toxic, but ‘refugee’ used to be a positive word, with connotations of sanctuary. There is a big challenge for young people separating news from opinion (facts versus so-called ‘fake news’) and these resources will be important as part of this ongoing struggle.”



Sharing concerns

Following the speeches from the guest speakers, there was an extensive question and answer session which gave members the opportunity to question politicians and speakers, and highlight issues of concern.

Issues raised during the discussion included:

- Income inequality as a driver for disunity and prejudice
- The need for a consistent and strategic approach to tackling all forms of inequality and not just the 'flavour of the month'
- Teacher workload (including SQA generated workload and workload derived from National Standardised Assessments) and the crowded curriculum mitigating against taking equality initiatives forward
- The equality content of Initial Teacher Education
- Dilution of equality content into general 'fairness and respect' or similar, and also 'embedded' into modules in ITE rather than discrete and explicit
- Opportunities presented by the impending review of Hate Crime legislation
- The need for statistical monitoring of bullying/incidents, for all protected characteristics
- The need to link equality agendas to School Improvement Plans
- The extraordinarily progressive nature of the GTC standards and opportunities therein
- Whether there is parity of esteem between Health and Wellbeing, and Literacy and Numeracy
- The need for role models in teaching from diverse backgrounds, but taking account of the responsibility for all to teach anti-racist education, and of BME teachers' frustration at being seen as the lead for this work



- The need to discuss these issues in a cross-curricular way
- Links to the Equalities and Human Rights Committee's inquiry in bullying, and their inquiry into refugees and destitution.

EIS President Elect Nicola Fisher then gave a vote of thanks, and made some closing remarks. She stated that the booklets were more necessary now than ever before, as hate speech and racist attitudes are becoming normalised in some sections of society. She also noted that:

- "Free speech" is increasingly being used as a cover for hate speech
- Scapegoating of immigrants is not new, and we know where it leads
- Many refugees who were turned away from the USA during World War Two died in Europe as a result, in concentration camps
- Children offer hope – the children she teaches, who have consistent anti-racist education since P1, understand the issues well and will often say of world figures' comments, "but that's racist"
- We need to fight racism and prejudice on every front.

The booklets were published on the EIS website on the day of the event and hard copies were sent out to nurseries, schools and colleges in the February Reps' bulletin. A letter updating Local Associations and Branches on the booklets was sent out in late February.



Further Education heads back to the picket lines

EIS-FELA Vice-President Pam Currie provides an update on the negotiations related to the long-overdue implementation of the 2016 Further Education pay agreement. As this SEJ goes to press, the prospect of another round of industrial action is growing as college management continues to drag its feet on the delivery of this year-old pay agreement.



Further Education lecturers across Scotland are once again balloting for industrial action, almost a year exactly since a successful one day strike brought management to the negotiating table and delivered the first national pay deal since the early 1990s. Indicative ballot results showed 97% in favour of strike action on a 64% turnout, demonstrating the strength of feeling in the sector and pushing aside the Tory Trade Union Bill barriers in the process.

The current dispute is the culmination of a number of years of negotiations seeking to deliver equal pay for lecturers across Scotland, and harmonisation of lecturers' terms and conditions.

In addition to a cost of living pay rise for 2015/16 and 16/17, the March 2016 deal agreed that the top of the unpromoted lecturers' scale would be £40,026 by April 2019 (plus annual cost of living increases to be negotiated nationally). This would be reached in three steps – 25% of the

difference between current salary and new salary on 1 April 2017, a further 25% on 1 April 2018 and the remaining 50% on 1 April 2019.

The deal set out deadlines for agreements on new national pay scales and migration. Management were prevaricating and dragging their feet before the ink was even dry on the deal and missed every single deadline – despite the EIS giving detailed proposals to help deliver pay migration and harmonisation,



STOP PRESS

The EIS has opened a statutory industrial action ballot for FELA members. Ballot OPEN NOW
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and our updated 'Blue Book' identifying best practice in terms & conditions across the sector.

While those dates were missed, negotiators have now agreed proposals for pay scales, migration and promoted staff salary points (up to the first three levels of promoted teaching staff) which we are prepared to recommend to members.

We have reached agreement on pay scales and migration, and this is ready to be implemented on 1 April 2017. We have also reached agreement on promoted teaching post role profiles, a matching process for promoted teaching posts and some elements of terms and conditions.

However, management are still attempting to drive through changes to terms and conditions which would cost members' jobs and make our working lives a misery – and refuse to implement the pay deal until these terms & conditions are agreed.

The anger in the sector is clear in the indicative ballot return, and Management know that the threat of industrial action is real. While management have moved their position in the most recent negotiations, it's not far enough – and it's still fundamentally premised on trading terms & conditions for pay, although they now acknowledge that the deal will not be 'self-financing'.

Management have hit the press, claiming that lecturers will benefit from a 9% "pay rise." This is simply untrue. Pay harmonisation isn't a pay rise – it's equal pay that has been long overdue in colleges where teaching staff have been systematically underpaid and undervalued in the last 20 years.

Management's claim also ignores the fact that some of the largest colleges in the country by FTE teaching staff – NESCol, New College Lanarkshire and West College Scotland – will make very little gain as a result of pay harmonisation, with several hundred staff at NESCol getting no rise at all from this process. While a few lecturers at the smallest colleges will get a lot from pay harmonisation, they account for a tiny percentage of staff employed in the sector.

In fact, we have submitted a pay claim for 2017/18 – of a very reasonable £1000 on each pay point, working out at a 2% rise for promoted (level 3) staff in the new scales. We are still awaiting a full response from management on this claim.

Management state that they want a 'workforce for the future'. When we ask what this might look like, we get buzzwords such as 'flexibility' over any real substance.

We have a clear vision of the future of the sector. A 'workforce for the future' with no zero hour contracts, with time to deliver a high quality educational experience to

our learners and to undertake meaningful CPD.

We are seeking agreement on 21 hours class contact, with scope for class cover arrangements and protected time for CPD and quality enhancement. We are also seeking 66 days annual leave – the current 'best practice' in the sector – along with 7 hours per week self locate/discretionary time.

The March 2016 agreement was negotiated on the basis of 'no detriment'. We simply will not accept a deal which increases our teaching hours and reduces holidays, and we do not accept that this is necessary.

For a start, cutting holidays won't save a penny. If anything it will cost money, as the vast majority of learners in Scottish colleges require additional financial support in the form of bursaries, EMAs, travel and childcare expenses to allow them to attend – and there is no evidence of un-met demand for 24/7 provision of "commercial" provision.

Increasing teaching hours will destroy the quality of teaching that we are able to deliver to our students, but it will also cost jobs, with fewer staff expected to cover an even broader curriculum area. And with staff on their knees with 24 contact hours, expect sickness absence to go through the roof.

We met recently with Shirley Anne Somerville, the Minister for Further and Higher Education and Lifelong Learning, and she assured us that she expected management to engage in serious negotiations to achieve a deal.

Those negotiations have continued over recent weeks, and we are making progress – albeit painfully slowly. We have a further NJNC on 16 March ahead of the FELA AGM on 17 March, and as the SEJ goes to press, it's a question of 'watch this space' – will we reach a deal, or will the sector face further strike action at a critical point in the academic year?

Please follow our campaign at the following:

Like us on Facebook:
www.facebook.com/honourthedeal

Follow us on Twitter:
[#honourthedeal](https://twitter.com/EISunion)

Visit our webpage:
www.eis.org.uk/FELA/Honourthedeal.htm

Non-nRPA colleges seek to join

EIS FELA will continue to campaign for those colleges not currently covered by national bargaining to sign the agreement. Orkney and Shetland Colleges are currently run by their respective local authorities and after lengthy talks, Shetland Council agreed to sign the nRPA for teaching staff – support staff having opted to stay within local authority negotiations. Bizarrely, management refused to allow them to join, citing unspecified 'unintended consequences'. We anticipate Orkney Council making a similar request in the coming days and will push the Scottish Government to respond to this.

This would leave four colleges still outwith national bargaining: Newbattle Abbey College and Sabhal Mòr Ostaig, which are nationally funded and claim special status under the legislation, and Argyll and West Highland Colleges, who are run as limited companies and compete for the title of worst paid and worst terms & conditions in the sector. The EIS are not yet recognised at either college but are actively pursuing this through our organisers.

Education and the local authority elections

As Scotland's largest teaching union, the EIS's first commitment is to a sound education for all young people and adult learners in Scotland. Teachers and lecturers through the years have demonstrated their commitment to this principle. However, we continue to face some of the deepest cuts in education budgets seen in Scotland for many years. In this special focus on the local authority elections, the EIS asks each of the country's five main political parties to outline their priorities for Scottish education.

The EIS wants all candidates and all political parties to recognise and acknowledge that Scottish education must be defended against budget cuts, which have had an impact on all areas of school education: nursery, primary, secondary and special schools.

Local authorities run our schools and play a key role in implementing national priorities for education. It is vital that all council candidates are fully aware of their responsibilities with regard to education and are committed to delivering a positive future for learners of all ages.

While national education policy is decided at Scottish

Parliamentary level, it is local authority education departments who have the responsibility for implementing that policy in schools across Scotland. This does help to foster local accountability, but can also lead to different approaches to key policies such as maintaining staffing levels, and improving access to pre-school education. Recent developments, such as the allocation of some money direct to schools via the Pupil Equity Fund and the Scottish Government's Review of Education Governance – which includes the prospect of a degree of regionalisation of education services – could change the working relationships between schools, local and national government.

The EIS urges all members to raise education priorities with council candidates and local political parties. The EIS will express no view about which candidates or political parties you should support in this election. However, we urge you, your family members, friends and colleagues to use your vote on May 4 and to vote for candidates who will support a high quality education system in your local area.

Scottish Conservatives

Scottish Conservatives recognise and celebrate the many achievements of Scotland's schools, including the very dedicated commitment from teachers. However, reform is needed and we will continue to make the case for an educational system based on diversity in schools, autonomy for school leaders and a focus on basic literacy and numeracy.

We remain supportive of introducing a range of schools run outside of council control, where there is demand, but also want to see powers devolved to school leaders in the existing model. If there are

state schools which wish to be autonomous in controlling budgets, recruitment policies or school management, they should be permitted to do so.

To tackle the attainment gap, we need to be providing appropriate support from the beginning of a child's life through more flexible childcare, extended to vulnerable one and two year olds. In addition to a presumption of school control, we need to focus on attracting the best teachers through several routes to improve numeracy and literacy rates.

We also need to be bolder in measuring our education system. We welcome recent moves towards national assessments, but

Scotland should also enter all the main international comparison tests and improve independent evaluative research on what works.

We believe these changes would empower school leaders, give parents more information and choice and give children the best possible start in life.

Elizabeth Smith, MSP



Scottish Greens

Making sure every pupil in Scotland receives a high quality and inclusive education and that teachers have the time, training and resources to deliver it is a priority for the Scottish Greens.

Every pupil with additional support needs must get the support they need. Budget cuts since 2010 have led to a decline of one in seven ASN teachers and one in ten support staff. This comes at a time when one in four pupils has an identified ASN. That means more pressure on classroom teachers, who have also

seen years of cuts and who now face the impossible task of balancing the needs of pupils with ASN and the whole class.

The Greens want all teachers to receive the right training and support to deliver for all their pupils. The £160 million we secured for local authorities as part of our budget deal in February is the first step towards ensuring the resources are available. We will keep the pressure on the Government to ensure that education receives the resources it needs.

Beyond our focus on additional support needs, Greens are fully committed to supporting the Time for Inclusive Education

Campaign, oppose further standardised testing and do not support the unnecessary and misguided Education Governance Review, which would erode local democratic accountability for education.

Ross Greer, MSP



Scottish Labour

Investing in education is the best economic policy a government can pursue. However, after a decade of SNP government, class sizes are increasing, teacher numbers are down and spending per pupil has dropped. The SNP have cut hundreds of millions of pounds to education budgets and local government budgets have been cut by £1.5 billion since 2011.

Teachers achieve great results in schools every day of the week, but there are not enough of them, they do not have enough time, resources or support staff.

Our fairer tax policies would enable more money to be spent on education;

investing in year-round, flexible and affordable childcare, increasing teacher numbers and classroom assistants, restoring bursaries for poorer students at university and fully-funding those for college students.

We want to see a breakfast club in every primary school in Scotland - funded and staffed in ways which best suit the demands of parents and schools - to ensure more children start the day with a nutritious breakfast to get them ready for a day's learning.

Government should end plans to centralise school budgets, and start to address the problems at SQA and Education Scotland.

It is Labour led councils who are the best defence now of our children's future. Only by investing in our local public services can we give people the skills they need to get on.

Iain Gray, MSP



Scottish Liberal Democrats

In a world of "alternative facts" young people need the skills to sort out truth from lies; where ignorance is not bliss, where experts do matter and can make the difference; where tolerance of others is important and valued. Where a moral compass, an open mind, has never been more vital in a world going through remarkable change. How does Scottish education meet this challenge?

Since 2011 Scotland has implemented a new approach to teaching yet cut the money available to schools. Scottish Government data shows the single greatest factor that still holds children

and pupils back from learning is poverty and deprivation. Tackling the attainment gap is tackling poverty and deprivation. Education needs cultural change, not structural tinkering. Inspiring teachers and great school leadership are at the heart of rebuilding Scottish education to the world class service we all want. Curriculum for Excellence can and will succeed. But schools need the resources to deliver teaching with smaller classes, learning support and classroom assistants to help with additional needs.

Scotland's Education Secretary should set out the education strategy. He should separate policy advice from school inspection. He should make the

SQA function effectively. Fundamentally we should trust teachers to teach, with a clear strategy. But with space to innovate, change and develop new approaches to getting the best out of the next generation of Scots.

Tavish Scott, MSP



Scottish National Party

The First Minister has made crystal clear that the SNP's priority over the course of this parliament is education.

Education is an investment, not just in children, but in our whole society and economy.

Since last May, it has been my job to take forward our government's ambitious and comprehensive programme on education - from early years to adulthood.

We're committed to giving all of Scotland's children the very best start in life. By 2021 we will almost double fully

funded, high quality and flexible early years education - for all 3 and 4 year olds and our most vulnerable 2 year olds - from 16 to 30 hours a week.

To tackle the attainment gap from the bottom up, we are working hard to free teachers from unnecessary workload and investing in programmes that target poverty.

We're focused on raising attainment, injecting £750 million into closing the attainment gap to give every child the opportunity to fulfil their potential. And, as part of that, we're delivering £120 million directly to schools, empowering them to

raise standards in their own way.

That is a programme built on the strong foundations of Scottish education. It seeks to place the child at the heart of what we do and support teachers to do what they do best - to teach.

John Swinney, MSP



Focus on Professional Learning

A 2016 AGM Resolution called upon Council to produce resources in a range of media, providing guidance and advice to members about how the Professional Review and Development (PRD) and Professional Update (PU) processes should be undertaken.

EIS opposition to what began as a proposal for a re-accreditation scheme for teachers was successful in securing what is now in place - a system whereby the professional learning to which teachers are entitled is recorded and reflected upon by teachers themselves.

While this shift was welcomed in part, the EIS maintained that the final proof of the PU pudding would be in its implementation. Thus far, few concerns from members have been reported to EIS Headquarters but it is important, nonetheless, that we continue to stress the purpose and the importance of proper PRD and PU processes in schools.

As we near the point in the school session in which teachers will be engaging in PRD activity, the Education Committee, charged with delivering the terms of the Resolution, will be providing web-based and leaflet materials to support teachers further in the PRD and PU processes. The Committee also agreed early in the school session to invite GTCS to share its view of the value of both to learning and teaching, which it does here in this article by Ellen Docherty, GTCS Director of Education & Professional Learning.



need to learn, this perspective can also help you to think about how you best learn. There is no one way of learning or one way which is more valid than another. There is no defined list. Learning comes in all shapes and sizes. The important thing is to be alert and open to learning opportunities both formal and informal. It may simply be a case of you as an individual exploring an area of interest through reading, enquiry or working collaboratively with colleagues in and beyond your work place, valuing their expertise and learning with and from them. Alternatively, for some, it may involve creating communities of learning large or small, actual or virtual. It is about sharing the learning.

Stop, Think and Reflect

A natural part of the learning process is reflection. But how often do teachers give themselves the time to think about what they have learned and how they are going to use it? Yet we know too that if we don't use it we lose it!

Professional Update values and recognises the importance of thinking and reflection. This is not to say that teachers are not reflective practitioners, far from it. You only need to listen to some of the exchanges that take place between colleagues, the quality of the insight and sometimes forensic analysis of what has worked or not worked and why. What is new however, is the recording of this thinking and insight using an agreed recording system such as MyGTCS, Sopra or CPD Manager. So what's the point you may ask? Simply, you are capturing your thoughts, taking a snapshot at the time so that you have a prompt that you can refer to at a later date when you are engaging in professional dialogue and sharing your practice. How much you write down and in what format, what you add or delete and how often you record your thoughts is up to

Let's Keep it Simple and Learn

I recently visited a school and talked with a group of young people about their school experience. The young people I spoke with told me that as part of their everyday learning their teacher made time to have a focussed conversation with each of them about their learning, what their learning should look like, feel like and the difference it could make to who they are and who they wanted to be. There was nothing particularly complicated about the approach, in fact it was more powerful for its simplicity. What I saw and heard was that the young people really valued the time they were given and the fact that their needs were important, they were being listened to and offered support.

Reflecting on this experience it struck me that the approach I had seen in action was very much like teacher Professional Learning, Professional Update and Professional Review and Development (PRD). The only difference is that the teacher is the learner and has the responsibility for;

- Identifying and planning their learning
- Engaging in learning
- Reflecting on their learning
- Considering the impact of their learning
- Engaging in professional dialogue.

Teachers have a talent for teaching and by engaging in Professional Learning, Professional Update and Professional Review and Development their skills are maintained and extended on an ongoing basis throughout their career.

Beginning the Professional Learning Journey

At the heart of this learning are the Professional Standards. It is where the whole Professional Update process both begins and ends. As a professional you should feel empowered and take ownership of the Standards, deciding which of the Standards works best for you. The choice is yours as you are best placed to know your needs as a learner. Try using the GTCS coaching wheels to help you with your self evaluation. Remember, be selective about the areas you choose and be clear why you have made your choices. Over time you will select different areas of the Standards and depending on your needs and career path you may journey between, across or through the full suite.

Professional Learning it Comes in Different Shapes and Sizes

Seeing yourself as a learner can help you not only make decisions about what you

you. Just make sure it works for you and don't make it a workload issue.

Evidence - Quantity Versus Quality

There are so many myths that have been created around the evidence of impact area of Professional Update and part of this is that teachers are very good at collecting masses of evidence. So what is the truth about evidence?

Firstly there is no need to spend time searching for evidence. The evidence should be in front of you and should be evidence of the IMPACT of your planned and agreed professional learning. The challenge is being selective and thinking quality and not quantity. To help you, it is useful to ask yourself how have things changed for you and the young people you support and what does this look like? Again like professional learning there is no defined list. It really is a case of less is more.

It is up to you to decide what and when you are going to capture your evidence. The point of both your reflections and your evidence is to allow you to share your professional learning story. It is not to prove what you have been doing.

Professional Review and Development – a Professional Conversation

And so we naturally arrive at your PRD. This is an integral part of the Professional Update process, the quality of the professional dialogue between you and your reviewer. Everything that you have been doing from selecting the areas from the Professional Standards; engaging in Professional Learning; reflecting on your experience; capturing and selecting your evidence of impact has been leading to this professional conversation. I am using the word conversation quite intentionally as this reflects the culture and ethos of the PRD meeting. It is not a meeting to PROVE but rather a meeting where you should, through a coaching approach, have an opportunity for you as a professional to share your learning journey, the difference it has made but also to be challenged in terms of identifying your next steps in professional learning.

Approaching learning in this way means that Professional Update sign off is nothing more than a confirmation of what has been a five year professional learning cycle – it is that simple.

- Ellen Docherty



Professional Update - the EIS view

The EIS is clear that PU and PRD is a process which allows teachers to capture and reflect upon the focused professional learning to which all teachers are entitled.

PRD should be focused on your learning needs first. Reviewers should be trained to support you in identifying and meeting your professional learning needs, but they should not determine or dictate your learning activity. PRD should be a collaborative experience – a two-way dialogue, which balances school priorities with your individual learning needs and interests.

While its early development as a reaccreditation scheme - a five yearly teacher MOT - raised alarm bells for the EIS and prompted strong resistance, we are satisfied that what is now in place as PU is intended to be a supportive process which should enable teachers to feel in control of their professional development, and to continue to be leaders of their own learning. It is important that this understanding is widely shared by all who engage in the process - teachers, line managers and local authorities alike.

Professional Learning

In terms of professional learning itself, what works best for teachers as reflective learners is as varied as it is for pupils and students. The EIS is clear, as is the GTCS, that professional learning is not simply about attending courses, but can take many forms, for example:

- Focused professional dialogue with colleagues
- Experiential, action or enquiry-based learning
- Focused professional reading, research or dialogue
- Peer support, e.g. coaching or mentoring
- Leading or participating in a working group
- Co-operative or team teaching
- Professional or academic conferences.

For a more comprehensive list visit www.gtcs.org.uk/professional-update/professional-learning/professional-learning.aspx

Evidence

When it comes to providing evidence of CPD, you are in control of what to include. The focus should be on impact. What difference has the learning activity made?

PRD, PU and Workload

Time for engagement with PRD and PU processes should be assigned within school working time agreements and from the 35 hours of CPD.

Entries to your PU portfolio should be brief, giving the date and nature of the learning activity along with a reflection on how it has impacted you and/or your practice.

There are various tools you can use to record PU-related activity, but whether you use the GTCS MyPL online tool, a reflective diary or a local authority system, you are only required to keep one record - which should contain only what you deem to be significant.

PRD and PU recording mechanisms should be compliant with the tackling bureaucracy agenda.

Support for EIS members with PU and PRD

EIS Learning Reps are trained to give information, guidance and support on all aspects of CPD and professional learning, including the PU process. For a list of Learning Reps visit www.eis.org.uk/LRs;_An_Introduction/LRs_contacts.htm. If there is a vacancy for a Rep in your area, please contact Lesley Walker at lwalker@eis.org.uk who will put you in touch with a Learning Rep.

Any EIS member who feels that PRD and PU processes are not being used appropriately in their schools should raise the matter in the first instance with their School Representative.

International Solidarity for Turkish Education

Turkey hosts the largest number of refugees in the world, with 2.8 million Syrian refugees alone – 50% of whom are children. Of that number just over half receive some form of education – which means that around half a million children are missing out completely on educational opportunities. Of the children attending schools around two thirds experience an Arabic medium curriculum. UNICEF is heavily involved in supporting access to education but it also argues strongly for the quality of education to be kept to the fore. Here, EIS General Secretary Larry Flanagan describes how a recent Educational International (EI) delegation demonstrated the support of the international community for Turkey’s teachers and learners.

A 20-strong delegation of representatives from education unions from Europe, organised by Education International (EI), travelled to Turkey to show support to its members on the ground and condemn the political repression and unjustified dismissals of thousands of teachers by the government.

Led by Christine Blower and Susan Flocken, President and Director of the ETUCE, the delegates followed a tight schedule over two days. During that time they met with Teacher Union members and dismissed teachers; intergovernmental agencies, such as UNICEF and the ILO; the EU Permanent Mission to Turkey; and were invited to discuss the situation in the embassies of France, Germany, Denmark and the Netherlands.

The Turkish government did not respond to an invitation to a meeting.

‘Kafkaesque’ measures

According to Egitim Sen, Education International’s national affiliate, more than 105,000 public servants, including 37,000 teachers, have been either dismissed or suspended since the government resorted to repression after the failed coup of July 2016 - a coup attempt which Egitim Sen opposed but stands accused of supporting as a pretext for Government action against it.

The dismissals are made without prior notice and without mention of reasons. Anonymously prepared lists are posted on the website of the Turkish government and

those named are deemed to be summarily sacked. Once dismissed, or suspended, teachers have no right to appeal. Nor are they allowed to apply for a different position in the public school system.

This Kafkaesque scenario is enabled by the emergency state decree, and leaves those dismissed stripped of any rights or benefits, such as pension schemes, health care or social insurance. The impact on dependent family members is self-evident.

Whilst the reason for their dismissal is not stated, it clearly is part of the Government’s political repression of what it perceives as opposition to its right wing and theologically driven policies.

It is noticeable that the number of dismissed employees is disproportionately focused on the South East of the country, where Kurdish rights campaigners are prominent.

Under pressure from the Council of Europe, the Turkish government has put in place a supposed system of appeals on a case-by-case basis but the delegation heard that the lengthy bureaucratic procedure involved means that this system is unlikely to represent a solution.

International solidarity

Fred van Leeuwen, EI’s General Secretary, expressed his solidarity with the Turkish educators and with the mission to the country saying that “the punitive measures taken by the Government against the Turkish education community not only violate human and trade union rights but

also pose a threat to quality education for all. In the last months, we have repeatedly appealed on the Turkish government to rescind the unlawful measures and to respect their international commitments and obligations. We have also warned them about the negative effects this situation can have on the future of Turkish society.”

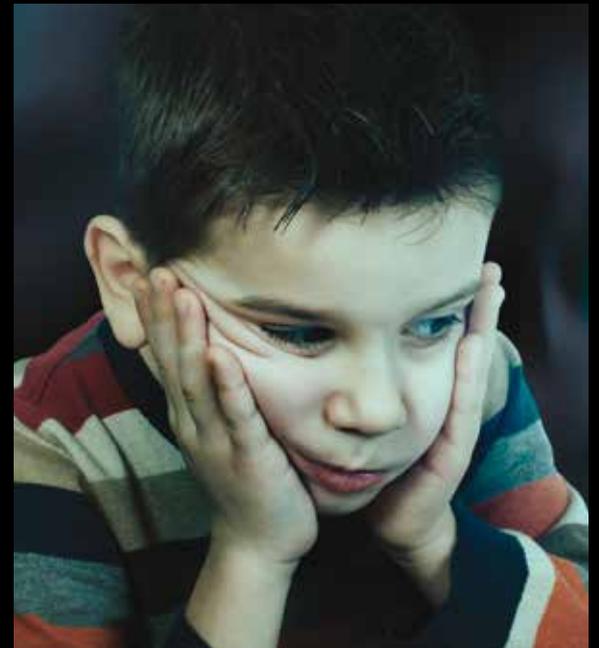
EIS support

EIS General Secretary, Larry Flanagan, who was part of the delegation, commented, “The EIS has already made a donation of £10,000 to the Solidarity Fund set up to support the dismissed teachers. We heard from some of those teachers about the harrowing circumstance that their lives are now being lived in. Faced with no visible means of support or the ability to earn a living, many of them, and their families, are dependent on the international support they receive from teacher unions around the world.

“Despite being in such desperate personal straits, however, many colleagues we spoke with expressed greater concern about the impact of their dismissal on the children they taught and the schools in which they worked.

“We shouldn’t underestimate the importance of the EIS expressing our solidarity with teachers in other countries who face challenges quite different from those which confront us here in Scotland.”

400,000 children without school education



The situation in Turkish schools is exacerbated by the high number of refugee children who need to be taught in addition to the Turkish children. “Turkey is home to the largest number of refugees worldwide,” said Philippe Duamelle, UNICEF’s representative in Turkey. “2.8 million are from Syria and another 300,000 from other countries.” With regard to the approximately 900,000 children and young people who fled, there is a risk of a lost generation, according to UNICEF. Only about ten per cent of children live with their families in official refugee camps of the Turkish government. Although the Turkish schools were open to children who had escaped, around 400,000 refugees were still excluded from education because they could not go to school, said Duamelle.

Mainstreaming Needs Additional Support

The EIS recently gave evidence to the Scottish Parliament's Education and Skills Committee on the need for adequate resourcing to support pupils with Additional Support Needs in the classroom. While the EIS supports the principle of mainstreaming pupils with ASN where possible, we are clear that this is not a cheap option and must be backed by sufficient resources – including staff – to ensure that all young people can receive the level of support they require to allow them to make the most of their education.

The EIS welcomed the opportunity to provide evidence to the Scottish Parliament on ASN provision in schools. We have serious concerns about ASN provision in Scotland at present. The EIS highlighted three key issues in its evidence: the impact of cuts to ASN provision, teacher morale, and attainment narratives.

There is a wide range of circumstances from which additional support needs can stem. A child is said to have 'additional support needs' if they need more, or different, support to what is normally provided in school to children of the same age. Children can need support for many reasons, including being a young parent or carer, experiencing abuse or neglect, having English as an additional language, or having long-term learning difficulties or disabilities.

The impact of cuts to ASN provision

Cuts to school budgets, and to teacher numbers, which despite protection for the past two years have declined quite significantly overall since 2007, are very problematic. So too is the decline in support staff numbers. Teacher census data tells us that the number of support staff in primary schools in some roles (e.g. Behaviour Support) has declined since 2010, (a 57% reduction), and the number of ASN assistants in 2016, while similar now to the 2010 figure, has declined by 730 (FTE) since 2013, when it peaked.

The number of teachers with additional support for learning as their main subject fell by 166 between 2007 and 2016, a fall of 5.4%. The reduction since 2009, when the number of such teachers peaked, is

starker – a fall of 14.8%. ASN teacher numbers also fell in 16 out of Scotland's 32 local authorities over the period 2007 to 2016.

In secondary schools, although there are similar numbers of Behaviour Support staff now as in previous years, and slightly more than in the years 2013-2015, there is a huge reduction in ASN staff compared with the situation in 2011. There are now 374 FTE fewer support posts than in 2011 – a reduction of 20%. This has had a huge impact on teacher workload.

Mainstreaming on the cheap?

This is particularly concerning in a context where the range of learners' needs in the classroom is becoming ever wider, with the presumption of mainstreaming (which the EIS supports in principle) meaning that schools now have learners with a very wide range of support needs, including; (but not limited to) sensory impairment, autism spectrum disorders, physical disabilities, experience of the care system, and emotional and behavioural issues. However, there is less resource to meet those growing and very diverse needs. Some schools no longer have any one to one support for pupils with additional support needs, or have no specialist services. Some EIS ASN Network members have described the current approach as "mainstreaming on the cheap."

Data from the Scottish Government confirms that the number of pupils with additional support needs has vastly increased. In 2016, 170,329 pupils (24.9% of all pupils), were identified as having additional support needs and 95% spent

at least some of their time in mainstream classes. In 2011, the overall number was 98,523. The increase over those five years is 73%. It is hard to see how it is possible to 'Get it Right for Every Child' when so many children now have identified needs, and schools are operating within austerity budgets.

CPD and workload

The EIS is concerned about the lack of resources for professional development and training, which ASN teachers wish to undertake so that they can better meet pupils' changing needs. Schools lack funding for CPD courses or to cover the cost of supply staff to enable release from the classroom of teachers wishing to undertake relevant professional learning.

The cuts in staffing resources also mean that ASN teachers have busier workloads and less time to complete incident reports, which can mean under-reporting of violent incidents. We also have concerns about the reduction in educational psychological services. The number of Educational Psychologists practising in Scotland fell by a tenth in the three years from 2012 to 2015. There were 370 trained Educational Psychologists practising in Scottish local authorities in 2015 – 10% fewer than the 411 practising in 2012. These staff provide valuable support to children with additional needs and can be of assistance to teachers in meeting children's diverse needs.

Cuts to English as an Additional Language service are also of concern. As a consequence of the lack of availability of financial resources, EIS members are

“Some schools no longer have any one to one support for pupils with additional support needs, or have no specialist services.”



reporting that the additional support for learning needs of many pupils are simply not being met sufficiently to facilitate their progress either in terms of their curricular achievements or their health and wellbeing. As one might expect, this issue is particularly acute in areas of the country where there have been significantly high levels of migration of families for whom English is an additional language.

Teacher morale

Members have reported that the current climate is very challenging and having a serious impact on their morale. ASN teachers have large workloads and have reported that they feel unable to meet pupils' needs as they would wish to. There is also an under-valuing of ASN teachers' skills and experiences, and we have anecdotal evidence that ASN staff are often used as supply, especially as the cover crisis worsens.

Many ASN teachers report feeling under-valued or not fully supported by senior management. For example, when violent incidents have occurred, ASN teachers have been told that “it's part of the job.” We have further concerns about ASN roles becoming de-professionalised and assumptions being made that this is

work that any teacher can do.

Our members working with children with additional support needs report that their daily work can be very rewarding, but it is also difficult and stressful. ASN teachers can experience serious violence and disruption from pupils, including being bitten, spat on, scratched and grabbed. Many colleagues report behaviour management concerns as their biggest difficulty, and don't feel safe at work.

Our members also report concern about large class sizes, and their impact on teachers' ability to meet all learners' needs, which further depletes morale. EIS policy is that no class should exceed 20 pupils, while a range of circumstances might justify smaller groups (e.g. composite classes, classes featuring pupils with additional needs). We regret the Scottish Government's failure thus far to meet its target of reducing class sizes. In fact, average class sizes continue to edge upwards. Evidence clearly indicates that smaller class sizes are better for pupils, and have a significant impact on the quality of the learning experience, the ability of teachers to respond to the needs of individual pupils and on achievement and attainment. Given the Scottish Government commitment to tackling the attainment gap, the trend of rising class sizes is an

issue that must be tackled through greater investment in a greater number of qualified teachers, including teachers with a specialism in additional support needs.

Attainment narratives

We would also wish to note that the current debate about attainment in Scottish schools, which has had a focus on achievement of CfE levels, SQA exam results and standardised assessment data, has not visibly taken account of the types of achievement that matter to pupils with additional needs, or even engaged with what achievement means in this context. The Delivery Plan for Excellence and Equity in Education contained very little content on this. This narrowing of the debate around what achievement means is concerning for EIS members working with learners with additional support needs. We also hope to see further elucidation of the connections between poverty and ASN. For example, children with disabilities are more likely to live in poverty. In 2014/15, 27% of households in Scotland with a disabled child were in poverty, compared with 18% of those without. The attainment debate, and all pedagogical developments in Scotland, should take account of this.

International Women's Day

To mark International Women's Day 2017, and reflecting the recent EIS publication of the same name, we asked members "How do we Get It Right for Girls?"

The theme of International Women's Day in 2017 was **#BeBoldForChange**, a theme predicated on the idea that each one of us can be a leader within our own spheres of influence, by taking bold pragmatic action to accelerate gender parity.

The need to hold regular, open discussion and encourage critical thinking

"Get pupils to ask 'why?' all the time."

"Discuss gender issues in social studies/citizenship."

"Keep talking about it."

"Keep raising awareness (teacher and pupil)."

"Opportunities for students and staff to learn about gender equality through lessons (cross-curriculum) and CPD."

The importance of tackling stereotypes and outdated gender roles

"In some sports, girls can't play in mixed teams once they're at High School – this is wrong. Teams should be picked by ability, not by gender." (Niamh, age 9)

"Continue to showcase both male and female role models in career/subject pathways and STEM subjects in particular."

"More emphasis on boys participating in stereotypically 'female' pursuits."

"More male teachers."

"Teachers themselves showing a genuine interest in subjects traditionally associated with the opposite gender."

"Focus on building self-confidence and resilience in girls."

"Encourage girls to lead teams in sport to encourage leadership skills."

"Girls should be allowed to wear tracksuit bottoms [for sport] and keep covered up if this helps – don't make them wear short skirts or skimpy/tight fitting clothes."

By asking teachers what changes they wish to see to advance gender equality in educational establishments and in society, we identified five key areas for development. Members' (and learners') comments and suggestions were many and varied, but there were five recurring themes.

Societal issues about pay, childcare, media reparations and laws

"Give equal pay in all jobs."

"Tackle irresponsible media representations of women and girls."

"We need more women as leaders to encourage girls to get to the top." (Matthew, age 9)

"Laws preventing women being pressured into wearing make-up and heels."

"50:50 opportunities."

The need to celebrate women's contributions

"Why don't we see more paintings in galleries by famous women? If we only see famous paintings by men, girls will think they can't become artists." (Freya, age 9)

"Increased focus and celebration of any famous/successful women in a range of fields/professions eg science, arts, history."

"Campaigns for TV companies to have to match coverage of men's football with coverage of women's football."

The importance of a supportive environment/workplace

"Vehicles such as the Rights Respecting School initiative [can] ensure schools have the right climate and approach."

"Language and examples used in class should be neutral to ensure all pupils are engaged."

"Ensuring that misogynistic comments and terms, on a fundamental level, remain to be deemed unacceptable."



GET IT RIGHT FOR GIRLS

Last year, the EIS urged its members to 'Get It Right for Girls', releasing new guidance on how to tackle gender stereotypes, openly discuss gender-based violence, and be aware of the dangerous consequences of gender inequality.

The publication highlighted some worrying issues for schools, including the casual use of misogynistic language, the prevalence of sexual bullying and harassment, and the objectification of women and girls.

Analysis of recent PISA results across OECD countries reveals a significant impact of gender stereotyping on the attainment of girls, particularly in relation to STEM subjects. This is an issue which has been identified here in Scotland also.

The EIS Get it Right for Girls report was widely welcomed, with support from a wide range of voluntary organisations including Engender, Zero Tolerance, Girl Guiding Scotland and the Young Women's Movement.

Since its publication around 10,000 copies have been distributed across Scotland with many organisations now taking forward local developments including teacher CPD on gender equality issues and the establishment of Gender Equality groups in schools.

Schools can make use of the EIS guidance and actively consider ways to Get it Right for Girls. From rejecting gender-based stereotyping to highlighting issues around domestic abuse and signposting support services, gender equality should run throughout the work that our schools do in 2017 and beyond.

The Get it Right for Girls booklet has been distributed to all schools, colleges and universities in Scotland and can also be accessed via the EIS website at eis.org.uk/Gender_Equality/Get_Right_Girls.htm

Remember Mary Barbour Campaign



The EIS is supporting the campaign to Remember Mary Barbour - prominent Scottish political activist, community leader and social policy pioneer, local councillor and magistrate - who played an outstanding part in the Red Clydeside movement in the early 20th century.

The Remember Mary Barbour Campaign was established to raise awareness and funds for a lasting memorial to Mary Barbour. The campaign reached its funding target and, following a competition, commissioned a sculpture to be installed in Mary's home city of Glasgow.

The Remember Mary Barbour campaign is nearing completion with the installation of a sculpture designed and made by successful artist Andrew Brown.

The date of the unveiling in Govan is still to be confirmed but will certainly be in the next few months.

Dr Catriona Burness, historian trustee with the Remember Mary Barbour Association has given several talks on Mary Barbour.

You can read a recent piece here

<http://dangerouswomenproject.org/2017/03/02/mary-barbour-dangerous-woman/>

For more info www.facebook.com/RememberMaryBarbour



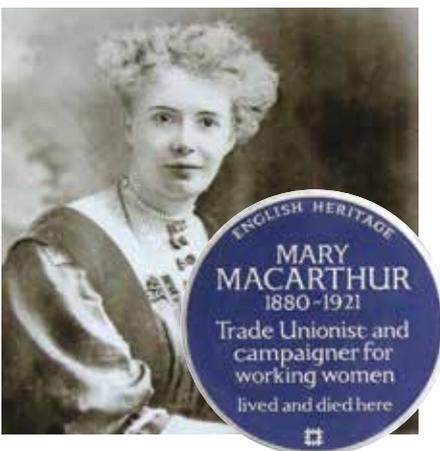
Sculptor Andrew Brown with his winning entry
Photo Credit: Eddie Middleton



Photo left to right is Maria Fyfe, Catriona Burness, John Kane, Esme Clark, all of the RMBA.
Photo Credit: Laura Jones (www.lcnphotography.com)

Mary Macarthur

Scottish trade unionist honoured with a new blue plaque



Scottish born trade unionist Mary Macarthur, a champion for working women in the first half of the 20th century who spearheaded the campaign for equal pay, has been honoured with a Blue Plaque by English Heritage. The plaque marks number 42 Woodstock Road, a semi-detached house in Golders Green that was Macarthur's home at the height of her reputation and where she died on New Year's Day 1921.

Mary dedicated her life to improving working women's lives, campaigning for minimum rates of pay in the lowest-paid

industries. During the First World War she fought against the appalling working conditions experienced by women in munitions factories, and fought for equal pay for equal work. Thanks to her and others like her there were more than a million women in unions by 1918.

As a founder member of the Anti-Sweating League, Macarthur also devoted significant energy to campaigning for an end to 'sweated' labour, which saw women often working from dawn until 11pm for less than a living wage.

Stamping out sexual harassment in schools

TUC Women's Equality Officer Scarlet Harris describes the results of a recent poll which highlights that sexual harassment remains a major worry for girls and young women across the country

Last year the TUC commissioned polling to provide a snapshot of women's experiences of sexual harassment in the workplace. The results probably won't come as a surprise to those who have experienced or witnessed sexual harassment or to Reps who have dealt with cases of sexual harassment. What it showed us is that sexual harassment of varying degrees of severity is alive and well in the modern workplace.

The headline finding was that over half of women in work had experienced some form of sexual harassment. For young women (age 18-24) the proportion shot up to 63 per cent.

The poll results are based on findings from across the UK, although the data from Scotland indicates that the position in Scotland is closely aligned to the UK-wide picture.

The harassment – as defined by the Equality Act – took a range of different forms, from being subject to unwelcome jokes of a sexual nature (one in three women), to unwanted touching – such as a hand on the knee or lower back (one in four women), unwanted sexual advances (one in five women) and unwanted kisses and/or sexual touching (one in ten women).

As well as the polling we carried out an online survey which was open to men too, but our research, and a literature review of existing research on sexual harassment, found that overwhelmingly it is women who experience sexual harassment and men who perpetrate it.

While the project did not focus on the education sector, it's certainly the case that schools present particular challenges in relation to sexual harassment.

There has been a lot of attention recently given to the levels of sexual harassment and sexual violence experienced by girls both at school and in public spaces such as on the bus to school. The Women and Equalities Select Committee carried out an inquiry into sexual harassment in schools last year which found:

- Almost a third (29%) of 16-18 year old girls say they have experienced unwanted sexual touching at school

- Nearly three-quarters (71%) of all 16-18 year-old boys and girls say they hear terms such as “slut” or “slag” used towards girls at schools on a regular basis
- 59% of girls and young women aged 13-21 said in 2014 that they had faced some form of sexual harassment at school or college in the past year
- 600 rapes in schools were reported to police between 2012 and 2015 – that averages out as a rape in a UK school every day of the school year.

The impact of this cannot be underestimated. As well as the impact on girls' self-esteem, confidence, and physical and mental wellbeing, this onslaught of harassment can have the effect of silencing girls in the classroom and deterring them from choosing certain subjects. Evidence given to the Women and Equalities Select Committee inquiry indicated that 25% of 11 to 16 year old girls say that concerns over potential sexual harassment make them consider whether or not to speak out in class.

Part of the solution to this has to be about enhancing Sex and Relationships Education, creating space in the curriculum for teachers to deliver it properly, and ensuring that it covers issues such as consent and online pornography, not just the mechanics of human reproduction. Organisations such as the End Violence Against Women Coalition have also called for a “whole school approach” – that is, ensuring that the responsibility for tackling sexual harassment and violence is shared throughout the curriculum and all staff, teaching and non-teaching, rather than just resting with one teacher who has responsibility for SRE or safeguarding.

So teachers are at the frontline of dealing with a rising tide of sexual harassment and violence against girls in the classroom, online and the playground, but what about harassment directed at teachers themselves? Teaching unions tell the TUC that online harassment is on the rise, is often of a sexual nature, designed to humiliate and degrade the victim and is, in

many cases, targeted at teachers as well as pupils.

So we know this is a huge problem but the TUC polling suggests that rather than report harassment (less than one fifth did), women are more likely to try ignore it, try to avoid the perpetrator, pretend to laugh it off, and put up with it. I wonder how often sexual harassment is dismissed in the staffroom as being “banter” or just a joke, and those who complain about it are written off as humourless? But, as many of the women we spoke to as part of this project told us, it really isn't “just a joke.” They told us it made them feel ashamed, humiliated, undermined and frightened and had a lasting impact on their mental health. A small but significant minority of women we polled ended up leaving their jobs altogether as a result of the harassment.

Worryingly, our polling also told us that too few women are taking action. Four out of five women did not report the sexual harassment to their employer and, crucially for us as a trade union movement, only one per cent of those who experienced sexual harassment reported it to a union Rep.

All of this should be ringing alarm bells for Headteachers, local authorities and unions. We all have a role to play in ensuring that our schools are safe places for everyone, pupils and teachers alike. We need to take a proactive and collective approach to challenging workplace sexism, discrimination and harassment. The onus to challenge harassment cannot all be on individual women or girls to make complaints, take grievances or tribunal cases.

The NUT's survey on sexism in schools and the EIS publication *Get it Right for Girls* are great examples of how unions can track what is happening in schools to make the case that discrimination and harassment are happening on a grand scale and a collective problem requires a collective approach. By tackling this problem head on, the NUT and EIS are showing that teachers and trade unions are at the forefront of stamping out all forms of discrimination, harassment and violence from our schools.

A version of this article was originally published in the *Teacher* – the magazine of the National Union of Teachers (NUT). This edited version republished with permission.

National LGBT Network Event

The SEJ reports on a recent EIS Conference in Glasgow, where members from across Scotland gathered to discuss the promotion of LGBT equality and the development of teacher activism



EIS members from across Scotland and from all sectors of education, including Early Years and Educational Psychology, gathered together in Glasgow on Saturday 11th March for a national EIS LGBT Network event. The event was themed on 'Promoting LGBT Equality & Developing Teacher Activism', exploring themes of inclusive education through the prism of trade union involvement.

Members travelled from far and wide to attend, with representation from around half of Scotland's local authorities, including Orkney, Glasgow, Aberdeen City, West Lothian, Fife, Stirling, East Ayrshire, Dundee and Falkirk. Members from more rural areas particularly welcomed the chance to meet colleagues with similar interests and experiences; noting that rurality can exacerbate isolation for people who identify as LGBT.

The event began with a welcome from Bill Ramsay, EIS Equality Convener, who noted that the EIS ambition of promoting sound learning meant that the issue of inclusive education was of great interest. Bill also noted that recent campaigns on the issue appeared to be gathering momentum, but that there remained a lack of clarity about what the Scottish Government's promised commitment to seriously tackle attitudinal change in educational settings would look like in practice.

Bill highlighted the need for more concerted efforts regarding a wide range of equalities matters, and for clearer information about the contribution of Teacher Education Institutes to teachers'

confidence in discussing equality. Finally, Bill remarked upon the issue of teacher professional judgment, which is a vital aspect to consider as the inclusive education agenda moves forward.

Speakers on the day included Jordan Daly from the TIE (Time for Inclusive Education) campaign, who shared emerging good practice; Pam Currie (Convener of the EIS LGBT Network), who spoke about the staff experience; and Scott Mowat and Mandy McMillan (both EIS members and activists), who shared a case study from the City of Glasgow Council. The focus of discussions was largely on the good practice emerging across many establishments; the challenges that remain; and the value of trade union activism in effecting change.

Among the topics explored by members were the findings from an EIS survey of members' experiences of homophobia and transphobia in education settings; the long shadow cast by historic discriminatory legislation, mainly Section 28 of the Local Government Act (which stated that a local authority should not "intentionally promote homosexuality or publish material with the intention of promoting homosexuality.") whose abolition in 2000 had not been accompanied by new Professional Learning opportunities or educational resources; and the need for better data about learners' experiences, e.g. data about bullying incidents.

Members strongly felt that inclusive education needs to extend to both the classroom and the staffroom, and that whole-establishment approaches are

vital. The TIE campaign commended the 'creative instincts of teachers' and shared examples of creative and participative approaches to LGBT inclusion from across Scotland. The example of Glasgow City Council's Equality in Education Working Group, shared by two of its members, was warmly welcomed by delegates.

Delegates concluded that whilst there has been much progress towards tackling prejudicial attitudes, and making educational establishments safer and more welcoming environments for staff and learners who identify as LGBT, teachers still need more support in this area. High quality Professional Learning opportunities are vital, particularly as new issues emerge.

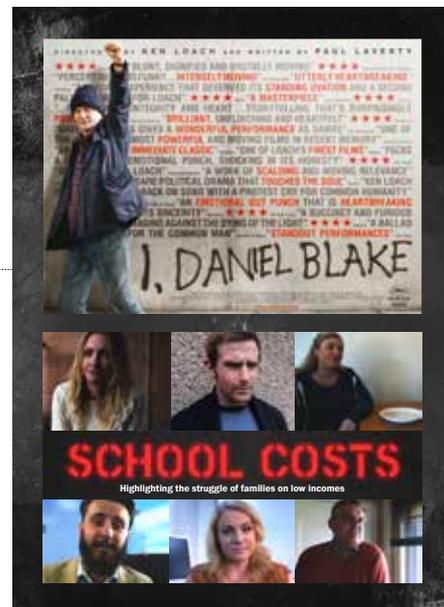
Delegates left the event feeling better informed, keen to get more involved with the Network and the EIS, and better connected, saying things like "Very helpful in getting a wider perspective and hopefully an input to policy," "Makes me wish I was more involved in the network and the EIS," and "Really useful to hear from colleagues in different areas and sectors." The next meeting of the Network will consider a detailed report of the event, and future priorities.

For more information about the LGBT Network, and EIS policy on LGBT equality, see www.eis.org.uk/Equality/LGBT.htm or contact the Education and Equality Department (agray@eis.org.uk).

The impact of poverty

Where the cuts hit hardest

The EIS Equality Committee recently organised simultaneous screenings of Ken Loach's award-winning film 'I, Daniel Blake' and the EIS 'School Costs' short film made by award-winning young film-maker Iain Henderson. These films focus on the devastating impact of poverty and austerity-driven cuts on the lives of far too many people across the country.



Led by Equality Committee members Derek Ross, Alison Thornton, John Welsh and Bill Ramsay, special film screenings took place at the Belmont Cinema in Aberdeen, the Edinburgh Filmhouse and the Grosvenor Cinema in Glasgow.

Around 200 EIS members and guests took up the offer of free tickets for this national cinema event, aimed at highlighting the very damaging, in some cases devastating, impact of cuts to social security benefits on individuals and families.

Based on interviews with families who receive social security benefits, the 'School Costs' short film launched last summer and available on the EIS website, highlights the struggle of families on low income in meeting the costs associated with their children attending school.

The script is devised from transcripts of interviews conducted with individuals who are reliant on benefits, and highlights quite clearly the difficulties that many have in paying for such things as school uniforms, trips, and even travel to school for their children. The film points, also, to the stigmatising effects of poverty on children in the playground and in the classroom.

'School Costs' was well-received, with one audience member going so far as to say, that it, "Should be compulsory viewing for the Education Department (of local authorities) and all teachers."

Social Realism

Our own short film was followed by the main feature - 'I, Daniel Blake', winner of the much-coveted Palme d'Or award at the Cannes Film Festival, and Outstanding

British Film at the BAFTAs, in addition to numerous other international accolades.

The film, although ostensibly a work of fiction, is a piece of stark social realism which is entirely based on the testimony of individuals who have experience of the harsh, dehumanising bureaucracy of the social security benefits system. All the events that are woven into the narration and channelled into the experiences of the film's protagonists, happened to a real person in real life in recent years.

In this knowledge, the audience watched the film and were sometimes, though the dialogue was interspersed with humour, visibly shocked, angry and tearful at the simple cruelty of what was being depicted on screen.

One EIS member wrote following the screening:

"Such was the emotional impact of this film that myself, my friend and our husbands spent our entire lunch speaking about what we had just seen.

"A benefit system...that victimises those who are most vulnerable is of benefit to no-one and causes further damage to society.

"We were ashamed of a system that exists to punish instead of support."

Another member wrote:

"Devastating to see the reality that lots of the children we teach are living in. Thought provoking. Proves that we can't stand by and do nothing."

Such feelings were echoed by the panel of guests who had been invited to the Glasgow venue to give their reactions to the films and to answer questions from the floor. The panel comprised of STUC President and long-standing EIS activist, Helen Connor; 'I, Daniel Blake' screenwriter Paul Laverty; and Hanna McCulloch, Policy Officer with CPAG (Scotland).

The Impact of Sanctions

Paul Laverty made the first contribution to the discussion, thanking the EIS for screening 'I, Daniel Blake' and acknowledging how teachers witness the issues raised within the film in their classrooms daily.

Paul stressed how the scourge of social security sanctions affects the whole family. He recalled when researching for the film having met a mother in a foodbank who, because of sanctions, had been forced to feed her children on biscuits. He underlined his view of the cruelty of the system: the more that he researched people's lived experience, he said, the more he moved away from the view that the social security system represented bureaucracy at its incompetent worst, and firmly towards the stance that more sinister forces were at play.

He stood by the implied criticism within the film of the social security system as a Kafkaesque bureaucracy in which social security staff are put under pressure through league tables of sanctions and disciplinary action if sanctions targets are not met. Paul cited the absurdly vicious irony of one Department of Work and



Bill Ramsay, Iain Henderson, Helen Connor, Hanna McCulloch, Paul Laverty

Pensions (DWP) worker who was sacked for not imposing enough sanctions on claimants and who subsequently ended up in the queue at a foodbank himself.

Paul concluded by attacking the refusal of the Westminster Government to acknowledge the clear evidence that the cruelty of the benefits system is literally killing people, driving some to suicide.

Hanna McCulloch in her contribution, highlighted the importance of the film in sharpening the awareness of front-line public service workers of what families dependent on social security are facing. Hanna also said that using the film as a campaigning tool could be effective in prompting some of the practical changes needed to prevent some of the scenarios that were depicted in the film.

She emphasised the need to focus on what can be done in Scotland to alleviate the worst of the impact of social security cuts on the vulnerable. Hanna highlighted the importance of supporting people to challenge decisions relating to benefits awards and sanctions, which in many cases, are wrong. Hanna also stressed the need to maximise the use of new social security powers devolved to the Scottish Parliament, for example to top up Child Benefit which, since it is immune from sanctions, would be a means of protecting children from the full brunt of the sanctions regime.

Climate of Fear

The final panel speaker was Helen Connor who began by outlining her personal reaction to the film which she described as 'one of the most powerful' that

she had ever watched because of her understanding of the harsh reality that it addressed. Helen described her anger at the way that people are treated by the social security system, as well as the humbling quality of the film and its effect of bringing to the fore issues that many of us may close our eyes to.

Helen was critical of the practices adopted by the DWP and of the climate of fear in which fellow trade unionists are forced to work. She rejected the claims of Teresa May that the Conservative Party - responsible for the changes to the social security system - is the party that will 'look after people'.

In turning to action and the question of what is to be done, Helen stressed the need for teachers to challenge: to challenge negative attitudes towards people who rely on social security benefits when they appear in the classroom, the staffroom and in wider society; and in light of the 'School Costs' film, to challenge cost barriers at school, such as the recent dressing up as a favourite character on World Book Day which, though well-intentioned, may have resulted in the alienation of children who have no books at home or materials and clothing with which to make a costume.

Helen concluded by expressing the view that the recently announced Pupil Equity Funding should be directed towards ensuring that every child can take part in every school activity.

A series of questions and comments then emerged from members of the audience, each of whom voiced their appreciation of the event and its importance in the context of the EIS

anti-poverty campaign.

Issues raised included personal experience of the grinding reality of life when reliant on the system for basic survival; divergence between the Scottish Government intentions for Pupil Equity Funding and how it might be directed in reality, for example towards 'children in the middle' to raise attainment; the film's role in portraying elements of what may be seen as a long-standing attack on workers and the NHS; the need to tackle young people's prejudices about poverty and to educate them as future voters about its causes; and the need for decisive collective action against injustice such as that presented in the film.

The EIS Equality Committee is grateful to the panel guests, cinema staff and to EIS members and guests who attended on the day, all of whom contributed to make the event a success, albeit one that was tinged with poignancy.

If you were unable to attend the event and would like to organise a screening of 'I, Daniel Blake' within your area, contact your Local Association Secretary or the EIS Equality Department: Imeechan@eis.org.uk who will advise.

**FACE UP TO
CHILD
POVERTY**

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A team of experienced Independent Financial Advisers are available to you at home, work, over the phone or via Skype to discuss and review your Investment, Pension and Insurance requirements.

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

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STUC Unions into Schools

The Unions into Schools project has been running for a number of years, with trained Reps working with classes and teachers to ensure that young people have an improved knowledge of their rights and responsibilities in the workplace.

The Reps visit over 40 secondary schools every year to provide flexible teaching suitable for a range of ages and abilities to highlight the importance of collectivism as part of the curriculum dealing with enterprise, careers and citizenship.

The emphasis is on participative learning, involving classes in discussion, negotiation and developing opinions. We believe that by providing an enhanced understanding of the workplace we can play a part in equipping young people to be successful, not just in their working lives, but in wider society.

The resource pack comes in four units which provide an introduction to basic rights at work; a more detailed exploration

of rights and responsibilities in the workplace; an explanation of the role of trade unions; and encourages pupils to consider the future world of work.

Last year, Reps visited schools across Scotland to provide PSE classes to pupils from S2-S6 on their employment rights; bespoke lessons to modern studies classes; assemblies on campaigning; and a whole day event at the STUC in December which brought two schools together for a day of different creative campaigning workshops.

If you would like to invite Unions into Schools to your school, or work with the Reps to deliver your own trade union lesson plan, please contact Pauline Walker (pwalker@stuc.org.uk)

For more information
www.stuc.org.uk/unions-into-schools



Statutory Notice

The Educational Institute of Scotland Trade Union Reform and Employment Rights Act 1993

In terms of the above Act, the following statement relating to the year ended 31 August 2016 is issued to members of the Institute.

1. Total Income and Expenditure

The total income and expenditure of the Institute and its branches as included in the Annual Return to the Certification Officer was

| | Members Dues (£) | Other Income (£) | Total Income (£) | Total Expenditure (£) |
|--------------------|------------------|------------------|------------------|-----------------------|
| General Fund | 5,655,884 | 645,880 | 6,301,764 | 6,816,113 |
| Professional Fund | | 362,489 | 362,489 | 252,889 |
| Local Associations | 764,662 | 14,142 | 778,804 | 798,327 |
| | 6,420,546 | 1,022,511 | 7,443,057 | 7,867,329 |

2. Political Fund

The total income and expenditure of the Institute's Political Fund as included in the Annual Return to the Certification Officer was

| | |
|-----------------------|---------|
| Total Income (£) | 149,709 |
| Total Expenditure (£) | 127,501 |

3. Other Information

The salary paid, including employer's superannuation and benefits provided to or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £125,785 comprising £96,544 in salary and £29,241 in benefits. No salary was paid or benefits provided to or in respect of the President or any member of the Executive.

4. Auditors' Report

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

We have audited the financial statements of the Educational Institute of Scotland for the year ended 31 August 2016 on pages 2 to 30 which comprise the Income and Expenditure Accounts, Balance Sheets, related Notes to the Accounts and the Consolidated Balance Sheet. These financial statements have been prepared in accordance with the accounting policies set out therein.

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

RESPECTIVE RESPONSIBILITIES OF THE INSTITUTE AND AUDITORS

As explained more fully on page 31, the Trade Union and Labour Relations (Consolidation) Act 1992 requires the Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice, including Financial Reporting Standard 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102)". Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

SCOPE OF THE AUDIT OF FINANCIAL STATEMENTS

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates; and the overall presentation of the financial statements.

OPINION ON FINANCIAL STATEMENTS

In our opinion the financial statements:

- give a true and fair view of the Institute's affairs as at 31 August 2016 and of its income and expenditure for the year then ended; and
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice including Financial Reporting Standard 102 (but with the exception of a cashflow statement) and the requirements of the Trade Union and Labour Relations (Consolidation) Act 1992

MATTERS ON WHICH WE ARE REQUIRED TO REPORT BY EXCEPTION

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

- adequate accounting records have not been kept; or returns adequate for our audit have not been received from branches not visited by us; or
- a satisfactory system of control over transactions has not been maintained; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit

Fraser Kerr, Haines Watts, Chartered Accountants & Statutory Auditors

Q Court, 3 Quality Street, Edinburgh EH4 5BP

Dated: 9 March 2017

5. Irregularity Statement

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

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

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

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

School Reps

Why do we do it?

In this article, School Union Representative Alison Murphy explains why she is researching what it is that School Reps do, and what is it that keeps them doing it...



I moved to Edinburgh from London in 2003. One of the first things I did when I started work at my new school was join a union (I'd always been in the NUT whilst working down south) but I did it in much the same way as I automatically got annual travel insurance – I hoped never to have to use it, and I didn't give it a lot of thought from one year to the next. I chose the EIS for no other reason that it seemed to be the one the majority of teachers in the secondary school where I was based belonged to.

As I got more familiar with how my school, and the Scottish system in general, operated, I began to see that the union could be much more than an insurance policy in case of false allegations. Negotiations over Working Time Agreements, campaigning over pay and pensions, and the management restructuring that happened in Edinburgh, all helped me see both the strengths and the limitations of unions in schools. It was still the case, though, that when our EIS school Rep left I ended up taking on the role largely because I was asked and no one else seemed willing to do it...

At the same time as I was becoming more active as a school Rep, and beginning to become involved in the Edinburgh Local Association, I was also completing an MEd at Stirling University (in common with many others, I'd started on the Chartered Teacher programme and, when that was abruptly cut, I'd decided to carry on and complete the masters qualification). I had enjoyed much of the research, and was

toying with the idea of moving on to a PhD. The two strands started to coalesce in my mind and the final push came when I was thinking about the different ways school Reps I had met seemed to operate, I found that there was almost no research on this in a Scottish context (though there was lots on what was happening in other countries, and a growing literature on the work of Scottish School Learning Representatives).

Hence my current PhD research, which I am undertaking at the University of Edinburgh. I want to find out what are the different backgrounds of union representatives – how many, like me, almost fell into it by accident, how many come from a committed background of union or political activism, how many have other motivations? I also want to know how Representatives feel about what they do: what parts of their role do they enjoy, and what parts not; what do they feel is the most important aspect of what they do, and what do they think others value; what things help sustain them in their work and what are the barriers?

The fact that I'm doing this whilst still working full time as a physics teacher in Edinburgh (the wisdom of this is something I occasionally question) means that this is a small-scale research project – though I do hope others will be able to build on and extend what I do. Thus, I am confining myself to looking at the experiences of secondary school Representatives. If you are a secondary school Representative, particularly one who has been active as a Rep for a few years, I'd love to talk to you.

I'd look to interview participants at least once (there may be a follow-up, depending on numbers and initial findings), with interviews probably lasting about an hour. Since I've been active in Edinburgh for a few years now, and know many of the Reps in schools in the area, I am not going to include Reps from Edinburgh and the Lothians, but I would love to talk to people from a range of different parts of Scotland, and in a lot of different types of schools, and I would travel to meet participants at a time that suited them. Both ethical considerations and a lack of budget means that I can offer no reward other than my grateful thanks, and the knowledge that the findings of this research ought to help the EIS to improve the way it works with and supports its Reps (well, there may be the possibility of a coffee and a cake, but don't tell the ethics committee!).

If you think you might be interested in participating, please do get in touch.

There is no commitment at this stage – I can give you a bit more information, and you can decide then if this is something you want to do. You can email me directly at s1371946@sms.ed.ac.uk, or you can contact Imeechan@eis.org.uk at the EIS, who will pass on your details. And, if you're not a Rep, maybe this article has started you thinking about what Reps do – maybe you might want to become a Rep one day, or maybe you can just say thanks to your school Rep for all they do on members' behalf...?



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Sudoku

Medium

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

Hard

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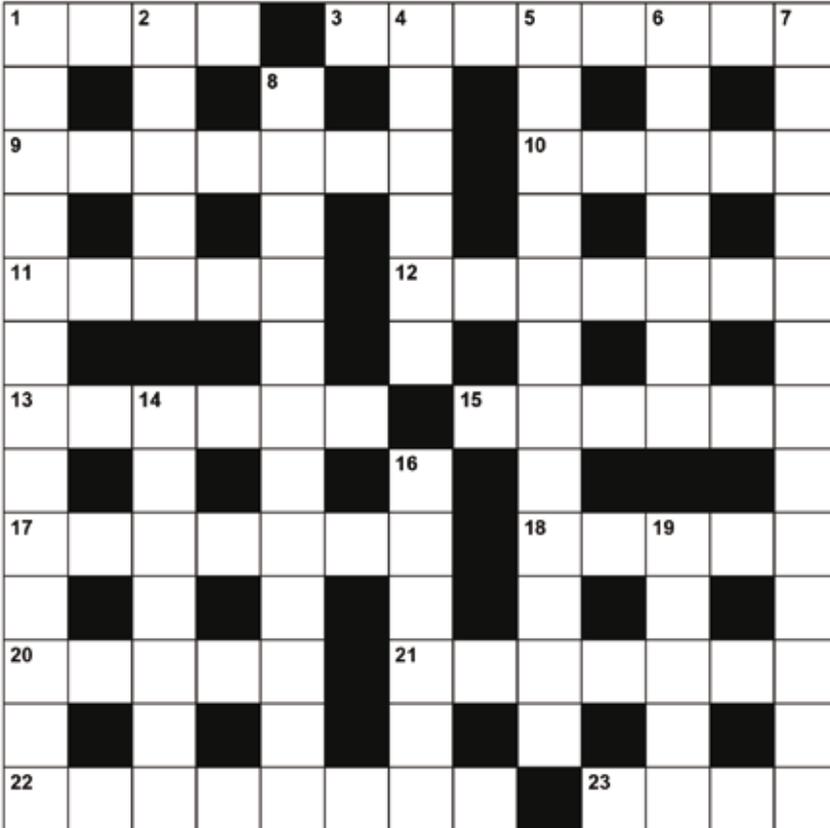
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part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



Across

- 1 - English singer sampled on Eminem's Stan (4)
- 3 - Jewish festival (8)
- 9 - Country whose capital is Quito (7)
- 10 - ___ Milan: Italian football team (5)
- 11 - Last letter of the Greek alphabet (5)
- 12 - An amino acid (7)
- 13 - The Spanish ___ : naval invasion in 1588 (6)
- 15 - Capital of Saudi Arabia (6)
- 17 - Type of salamander (7)
- 18 - ___ Bohr: Danish physicist (5)
- 20 - Steve ___ : English 800m Olympic gold medallist (5)
- 21 - Hormone associated with diabetes (7)
- 22 - ___ mountains: these run through the spine of Italy (8)
- 23 - English county containing Dover (4)

Down

- 1 - Former Argentinian footballer (5,8)
- 2 - Tennis score (5)
- 4 - ___ Chiles: TV presenter (6)
- 5 - Christian doctrine that rejects the Trinity (12)
- 6 - Hurricane that hit the USA in 2005 (7)
- 7 - Conker tree (5,8)
- 8 - Actor who starred in Fight Club (6,6)
- 14 - Epoch between the Oligocene and Pliocene (7)
- 16 - Poetical name for Britain or England (6)
- 19 - ___ Simmonds: paralympic swimming gold medallist (5)

Crossword 94 Answers



Winner: Alan Elder, Peebles





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