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SEJ



EIS FELA SECURES PAY VICTORY

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**EIS Diary
Enclosed**

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Education Remains to the Fore

As the post-election dust started to settle, just as this edition of the SEJ was going to press, the appointment of Deputy First Minister John Swinney to the post of Education Secretary made clear that education is atop the Scottish Government's list of priorities. By appointing her deputy and most experienced Minister to the education brief, Nicola Sturgeon has highlighted the importance that she places on enhancing Scotland's education system.

Many of the aspirations that the First Minister has for Scottish education are shared by the EIS, particularly the aim of tackling the attainment gap by providing greater support for pupils from less affluent backgrounds. The introduction of the Scottish Attainment Fund, and the Scottish Government's ongoing commitment to this initiative, were very welcome steps that are supported by the EIS.

The EIS also engaged constructively with the Scottish Government's National Improvement Framework (NIF), which contains many elements that can support learning and teaching in schools. It is clear that, overall, the EIS has many areas of agreement with the Scottish Government's education policies.

However, while the EIS supports the overall direction of travel, we retain serious reservations over some of the steps the Scottish Government intends to take to get there. In particular, plans for the reintroduction of national standardised assessments at set stages of primary school and in early secondary education continue to cause deep concern amongst teachers and, increasingly, parents.

The EIS is clear that, while standardised assessments can be useful in supporting teachers' professional judgement, they should never be seen as a measuring stick to compare pupil attainment from class to

class or school to school. All assessment in our schools should be a means of supporting teaching and learning, to provide teachers with additional information to assist in meeting the educational needs of individual pupils.

Testing should never be used primarily to generate data for political purposes. One of the first priorities for John Swinney in his new education post must be to provide clarity and assurance that the Scottish Government's National Improvement Framework will not impose this type of testing regime on our schools. It would be unacceptable to teachers and parents for pupils to be exposed to a high-stakes national testing agenda that generates league tables for the sake of political expediency.

We all want to see the attainment gap tackled, and for all pupils to have a fair chance to succeed. Subjecting them to excessive testing and encouraging undue competition between schools is not the solution to this challenge.

SQA Workload Ballot Now Open – Use Your Vote

The EIS has opened a statutory industrial action ballot, for all Secondary members, in relation to excessive SQA-related workload demands. All members in the Secondary sector will have received a postal ballot pack to their registered home address. Please ensure that you use your vote in this important ballot, and return your postal ballot ahead of the closing date on Thursday 16 June. The EIS Executive and Council urge all members to vote Yes for industrial action to support our campaign to reduce excessive workload and lighten the unbearable assessment burden on pupils and teachers.

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

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Council News...

Council Approves Ballot on SQA Workload

The final meeting of EIS Council before the Annual General Meeting (AGM) gave formal approval to an earlier decision of EIS Executive to move to a statutory industrial action ballot of secondary teachers in relation to excessive SQA-related workload.

President-Elect Margaret Smith, General Secretary Larry Flanagan and Education Convener

Susan Quinn provided updates on developments that led to the decision to ballot, outlined the ballot process, and provided initial information on the scale and scope of the planned work-to-contract.

Mr Flanagan said, "Following the Scottish Government's decision to establish the National Qualifications review group earlier this year, the EIS entered into the work of the review in good faith, and worked constructively to attempt to agree a set of measures that would alleviate members' concerns on workload."

"However, while some positive changes have been agreed by the group, the EIS believes that the final

recommendations will not deliver the reduction in workload – particularly the workload associated with the marking and verification of unit assessments – that our members are demanding."

Commenting on discussions at Education Committee, Ms Quinn said, "Whilst the Committee noted that some measures being considered in

the report should lead to reduced workload it was not going to be undertaken quickly enough to have significant enough impact next session."

Explaining the decision to recommend a statutory ballot,

Ms Smith said, "Executive considered all the options available and decided to move to a statutory ballot on action short of a strike. If we commence the ballot process after this Council meeting, action would then be able to commence in June and could continue after the summer."

For more information on the statutory ballot, which is now open, see special focus on **pp12-13**

“the EIS believes that the final recommendations will not deliver the reduction in workload”



New EIS Vice - President Elected

Shortly after the previous edition of the SEJ went to press, the ballot process for the election of the new EIS Vice-President 2016-2017 was completed.

The successful candidate was Nicola Fisher, from Glasgow.

Over the course of her career, Ms Fisher has taught in schools in Dundee, Stirling, East Renfrewshire and Glasgow – spending eight years as a classroom teacher and ten as a class committed Principal Teacher. She has been active within the EIS for 15 years, first as a school Representative and, subsequently, as a member of Glasgow's Committee of Management.

A member of the EIS Council since 2009, Ms Fisher has also served on the Equalities Committee since 2010. She has been elected to the national EIS Executive Committee for each of the last four years.

Ms Fisher will formally assume her post at the EIS AGM in June, succeeding Margaret Smith (Falkirk). Ms Smith was earlier elected to the post of EIS President for 2016-17 where she will succeed Pat Flanagan (Aberdeenshire).

New Area Officer, Stuart Brown

Stuart was as a history teacher at Fraserburgh Academy before moving to Banff Academy as a guidance teacher. He is a long serving EIS activist and was a member of the Education Committee as well as Council.

As an Area Officer Stuart will be based in the Dundee Office covering Fife, the Highlands, Moray and Perth and Kinross and associated FE Colleges.



Looking Ahead to the EIS Annual General Meeting

Council approved the final list of Motions to be debated at the AGM, including a number of proposed amendments proposed by EIS Local Associations and Self-Governing Associations. An Emergency Motion, in the name of Council, was also approved for debate at the AGM. Council also approved a number of additional AGM-related items, including the EIS Accounts and Planned Expenditure, the Reports from Committee Conveners to the AGM, and the list of approved nominees for the award of Fellowship of the EIS. Further information on this year's Annual General Meeting is included in **pp18-19** of this SEJ, and all AGM documents can be viewed on the EIS website at www.eis.org.uk



Committee Matters

President Elect Margaret Smith updated members on the work of the Executive Committee, including reports on the successful resolutions to industrial action disputes in the FE sector and in West Dunbartonshire Secondary schools. Ms Smith paid tribute to the members involved for their hard-fought victories. Ms Smith also provided a report on EIS activity related to the recent Scottish Parliament election, updated Council on EIS staffing changes, and reported on EIS involvement at the Scottish Trades Union Congress in Dundee.

Education Convener Susan Quinn answered a number of questions related to the National Improvement Framework (NIF) and pilots of new Scottish Government National Assessments. Ms Quinn advised Council that an advice note on the National Improvement Framework had been

prepared for members, Representatives and LA Secretaries and that this would be circulated shortly after the Council meeting and published on the EIS website.

Helen Connor, Vice-Convenor of the Salaries Committee, provided an update and highlighted that the Scottish Negotiating Committee for Teachers had so far failed to resolve an issue relating to the pay point of Chartered Teachers who move their employment between local authorities. Work on this issue would now continue at Joint Chair level of the SNCT, said Ms Connor.

Equality Convener Bill Ramsay told Council that the Committee had discussed the implications of the Prevent Duty for teachers and lecturers. Information provided by Local Associations in relation to WRAP (Workshop to Raise Awareness of Prevent) training was discussed, and the latest draft of Prevent guidance for members was also considered.



Employment Relations Convener Mairi Raeburn (pictured), delivering her last Committee report before retirement, advised Council that 9 applications for assistance and 9 grants had been authorised from the Benevolent Fund and that a total of £18,900 in grants had been authorised. On legal affairs, the Committee had considered 23 cases and Ms Raeburn also reported that a total of £88,460 in settlements had been secured on behalf of 5 members.

West Dunbartonshire Teachers Vote to Accept New Deal

Secondary teachers in West Dunbartonshire have voted to accept a recommended package to end the long running dispute. In a ballot conducted by the EIS, secondary members voted by 86.6%, on a turnout of 83.4%, that the agreement reached presents the basis for negotiating a final settlement.

Speaking after the ballot result was announced, EIS General Secretary, Larry Flanagan said, "This has been a hard won result, with EIS members in West Dunbartonshire showing a level of determination that sets a benchmark for resisting austerity driven cuts."



Motions

Two Motions won the approval of Council. The first, moved by Pam Currie (EIS-FELA Vice President) welcomed proposals to extend equality/LGBT+ training for teachers to support inclusion in schools. The second, moved by John Dennis (Dumfries & Galloway) related to advising members who object to being assigned multi-level classes in the CfE senior phase to contest this through grievance procedures.

Scottish Cabinet Reshuffle - EIS Welcomes New Education Secretary

Commenting on the appointment of the new Cabinet Secretary for Education and Skills, EIS General Secretary Larry Flanagan said:

“The EIS welcomes the new Cabinet Secretary, John Swinney, to the post and looks forward to constructive engagement with the Cabinet Secretary on the significant issues facing Scottish Education - including delivering the government’s commitment to enhancing education funding, tackling the attainment gap, reducing excessive workload, and concluding the review of national qualifications.”

“The appointment of the Deputy First Minister to the post of Education Secretary is a clear indicator that the First Minister continues to view support for education as perhaps the top priority for the Scottish Government. This is very welcome, and the EIS will work constructively to ensure a positive future for Scottish education, its learners and its teaching staff.”

Mr Flanagan went on to add, “The EIS would also like to acknowledge the contributions that the former Cabinet Secretary, Angela Constance, made during her two years in post. Even though we have faced many challenges in Scottish education over the past two years, we were always able to engage in meaningful and constructive dialogue with Ms Constance during her time as Cabinet Secretary. We wish her well in her new post.”

- See special focus on education post - election on **pp8-11**



Standing Up for Scottish Education

The EIS was active in highlighting the importance of Scottish Education during the recent Holyrood election campaign.

Our education manifesto, entitled Standing Up for Scottish Education, promoted EIS policy in key areas relating to Scottish Education. The EIS also ran a prominent advertising campaign in the final weeks before the Holyrood vote, calling on all parties to commit to enhanced support for Scotland’s schools, colleges and universities. The SEJ, in partnership with Teaching Scotland, ran a major education hustings featuring prominent speakers from all the main Holyrood parties shortly before polling day. The hustings was live streamed and a recording of the event is available on the EIS website at www.eis.org.uk



ULA - AGM

The EIS-University Lecturers’ Association (EIS-ULA) held its AGM at EIS Headquarters on 4th May 2016. Members from HE institutions across Scotland were in attendance to debate and vote on EIS-ULA policy priorities for the year ahead. The AGM was chaired by ULA President Vaughan Ellis and was addressed by EIS President Pat Flanagan.

The AGM debated and passed a wide range of Motions on issues including: agreeing to work closer with other trade unions; to support Scottish pay bargaining; to campaign for an increase in HE funding; and agreement that all academic staff should be placed on an extended single pay spine. Full details on all AGM resolutions will be available on the EIS-ULA section of the EIS website.

The Meeting featured a presentation from EIS National Officer for Further and Higher Education, David Belsey, on Prevent Duty. The Branch Secretary for Edinburgh University, Stephen Hunter, was presented with a new ULA banner designed by an Edinburgh Art College student Nikkita Morgan, and the AGM concluded following the formal vote of thanks to all who attended by EIS-ULA President Vaughan Ellis.

EIS-FELA Lobby of Parliament on Pay

College lecturers from across Scotland gathered outside the Scottish Parliament at Holyrood on the EIS-FELA day of strike action in March. The strike and the lobby were significant successes, with agreement reached on a fair pay agreement soon after the day of action. See special focus on **pp12-13** for the full story of the EIS-FELA victory on pay.



Education and Equality Conference

The EIS hosted a major Education & Equality Conference in the Apex Hotel in Dundee in March.



The conference focused on the challenge of meeting the ambition to achieve both equity and quality in Scottish education against the backdrop of austerity and rising levels of poverty.

With keynotes, round-table and panel discussion, Q&A and opportunities for networking, the conference featured lively debate on the key issues around equity and quality in education.

Keynote speakers and panel members included: Professor Louise Hayward, University of Glasgow; Professor Terry Wrigley, Northumbria University; Professor Aline-Wendy Dunlop, University of Strathclyde; Dave Moxham, Deputy General Secretary STUC; John Fyffe, Past President, ADES; Susan Quinn, EIS Education Convener.

Further information on the Conference, including copies of key presentations, are available on the EIS website www.eis.org.uk

EIS-FELA AGM



The EIS - FELA AGM was held in Perth in March. Delegates from colleges across Scotland debated a range of Motions on issues such as National Bargaining, funding for FE, fair pay, equality and fighting course cuts. Speakers at the AGM included EIS-FELA President John Kelly, EIS President Pat Flanagan, General Secretary Larry Flanagan and Helen Martin, STUC Assistant Secretary. For full information of the EIS - FELA AGM visit: www.eis.org.uk

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Looking Ahead – the Future for Scottish Education

Education was at the centre of the recent campaign ahead of the Scottish Parliament election, with each of the main parties placing a strong emphasis on how they would provide enhanced support for Scotland’s schools, colleges and universities. Now that the election is over, the EIS will work to ensure that education remains a priority for our politicians and that pre-election promises made to Scottish education, its learners and its educators, are delivered post-election. Here, General Secretary **Larry Flanagan** looks at some of the key issues that arose during the election and asks what the re-election of the SNP Government, albeit with no absolute majority, will mean for Scottish education in the years ahead. Then, over the page, we take a closer look at some specific SNP manifesto commitments and offer our analysis of their potential impact for Scottish education.



During the recent Scottish Parliament election, education was certainly centre stage in terms of manifesto commitments to “close the attainment gap”, “improve standards” and even to increase funding, in one way or another.

The EIS cautioned parties against creating a narrative of failure around Scottish education, simply to score party political points. Whilst there remain significant challenges facing schools and colleges (and indeed Universities) we are building on significant success in our system. Even a cursory review of some of the international commentary on Scottish education reveals that the inclusive nature of Scottish Education, our commitment to social justice, the high professional standards of our teachers, our commitment to career long professional development building on a highly respected induction programme – are all recognised and celebrated by significant voices.

This success should be the starting point for any future policy development.

Intense focus is correctly placed on closing the attainment gap – an aspiration almost universally shared by

politicians, certainly one which the First Minister has embraced, and an agenda in which the EIS is firmly engaged. But if it was as simple as wishing it – we would be there already. In truth the challenge

“The challenge of overcoming the impact of poverty on the educational attainment of those affected by it is a deep and complex one”

of overcoming the impact of poverty on the educational attainment of those affected by it is a deep and complex one. Schools make a difference but action in the classroom, in isolation, will have limited impact. The government needs to simultaneously be addressing poverty at its source.

A very real danger exists that in wishing to demonstrate progress, the government looks at short term approaches which create the illusion of action but which fail to address the real issues.

National assessment/testing would be a case in point.

The First Minister has said that she is interested in “what works” – well we know that national testing doesn’t work: look at the SATS programme in England;

look at the USA’s now abandoned No Child Left Behind (aka No child left untested); read the recent OECD report on Scotland which cautions against aspects of nationalised standardised testing.

Now the fact is that what is proposed in the new National Improvement Framework does not constitute high stakes national testing, thanks in part to the EIS campaign against such an approach, although the

nuance is often lost on journalists and commentators. The potential direction of travel is ominous, however.

We see this echoed in the softer comments from the First Minister about “Teach First” – an accelerated route into

“This is a programme which would fundamentally undermine our world renowned induction programme and the General Teaching Council for Scotland”

teaching for high flying academics, avoiding the need to become a qualified teacher. This is a programme which would fundamentally undermine our world renowned

induction programme and the General Teaching Council for Scotland. In England “Teach First” and the Academisation process have combined to significantly demoralise the teaching profession, leading to the current crisis around recruitment and retention in English schools.

The First Minister has said that she is “not ideological” about these matters – but frankly she should be. These aren’t incidental developments – they form part of what Pasi Salzman, the renowned Finnish education expert, has termed the GERM (Global Education Reform Movement). It is the agenda that Michael Gove so damagingly pursued when he was Education Minister, still pursued by his successors; it is the agenda driving the privatisation of public education



particularly in the USA, in England and now developing countries also (Education is a \$50 Billion market Worldwide).

In Scotland we have a free public sector education system, democratically controlled by local and national government, and built upon a comprehensive model of entitlement and inclusiveness.

We should fight to protect those characteristics – not succumb to the vacuous vanity of being seen to do something different for the sake of it. The parents of St Joseph’s in Milngavie might have a grievance against their local council – opting out of local authority control is not the answer, however.

There has been significant speculation on the statement in the SNP Manifesto about the concept of regionalisation, with some seeing this as an indication of Regional Boards being created to take education out of direct local authority control. This idea has been floated in the past with an element of local democracy being retained by council representation on the Boards. It remains a possibility but it is unlikely that any firm proposals are prepared. Of much greater interest is the developing notion of looser regional/district educational leadership groupings (not dissimilar in nature to the old Advisory service) focussed on pedagogical practice and professional networking. In terms of

“Headteachers are already hugely overworked without having to take on bursar duties as well.”

what makes a difference in the classroom this support model has much to commend it and sits comfortably with the OECD report and the developing discourse around leadership from the middle. Frankly, organisational restructuring would be a time consuming distraction.

There exists a very real tension between national and local government, however. The Scottish Government’s intention to pursue its education agenda, with or without the support of COSLA, has been made explicit in the new National Improvement Framework which moves significant leverage around standards away from Councils in the direction of Holyrood. Local authority control of schools is the basis of our comprehensive system and should be maintained but Councils also

need to demonstrate how they are adding value to the process.

From an EIS perspective it has been singularly depressing to note that COSLA’s biggest educational battle over the past few

years has been around challenging the Scottish Government’s commitment to maintain teacher numbers, as if austerity-driven cuts by Councils of the number of teachers in our schools would somehow have been a good thing.

The Scottish Government is already experimenting with providing some direct funding to schools. This can be positive in that it is a way of ring-fencing education

spending and it potentially empowers schools. There are limits and drawbacks also, however, in that economies of scale may be lost, not all schools have democratic structures for the spending of money, and Headteachers are already hugely overworked without having to take on bursar duties as well.

What seems clear is that additional resources will be made available to deliver improvements in the education service. This needs to be done in a coordinated and planned manner otherwise the impact of spending can be blunted – many anticipated projects through the attainment challenge funding, for example, had to be set aside as there had been no forward planning around teacher numbers to ensure that projects could be staffed.

The election focus on education provides a strong basis for developing a consensual approach to policy development and implementation over the next period. Teachers try to instil in pupils an understanding that cooperation and collaboration are more effective and progressive approaches than competition; let’s hope the politicians understand the same concept.

Over the page we take a closer look at some of the key Scottish National Party Manifesto commitments and offer an EIS view on what these would potentially mean for Scottish education.



A Closer Look at the SNP Manifesto Commitments on Education

Clearly, the manifesto commitments of the party elected to form the Scottish Government, the Scottish National Party, are those most likely to be implemented during this parliamentary term. In this feature, we take a closer look at some of these key commitments and offer an EIS view on what these would potentially mean for Scottish education.

Manifesto commitment – By 2021, we will almost double the amount of 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 hours per week to 30 hours per week

Manifesto commitment – We will ensure that every child in early education in the most deprived communities has access to an additional teacher or childcare graduate by 2018.

The EIS clearly supports the drive to ensure high-quality early years education for all our young children. This will require significant additional investment in resources, particularly staffing, and the expansion of many nurseries to accommodate a far greater number of children on a full-time basis. The notion of 'flexibility', which is attractive to many working parents, could present significant staffing challenges. The EIS would not support any imposed change to teachers' contracts as a means to support flexibility of provision.

The impact of poverty and deprivation in limiting pupil achievement and attainment is well evidenced and tackling this disadvantage is an absolute priority for the EIS. One key element in addressing this must be to ensure that all children have access to quality nursery education, as part of a comprehensive and publicly funded pre-5 service. In particular, the benefit of ensuring meaningful interaction with a GTCS registered teacher has been evidenced clearly. The manifesto commitment for additional teachers or childcare graduates requires clarification, as the two roles are not directly comparable.

Manifesto commitment – We will deliver £750 million in additional investment through the extended Scottish Attainment Fund, including £500 million raised from local tax reforms delivered direct to schools.

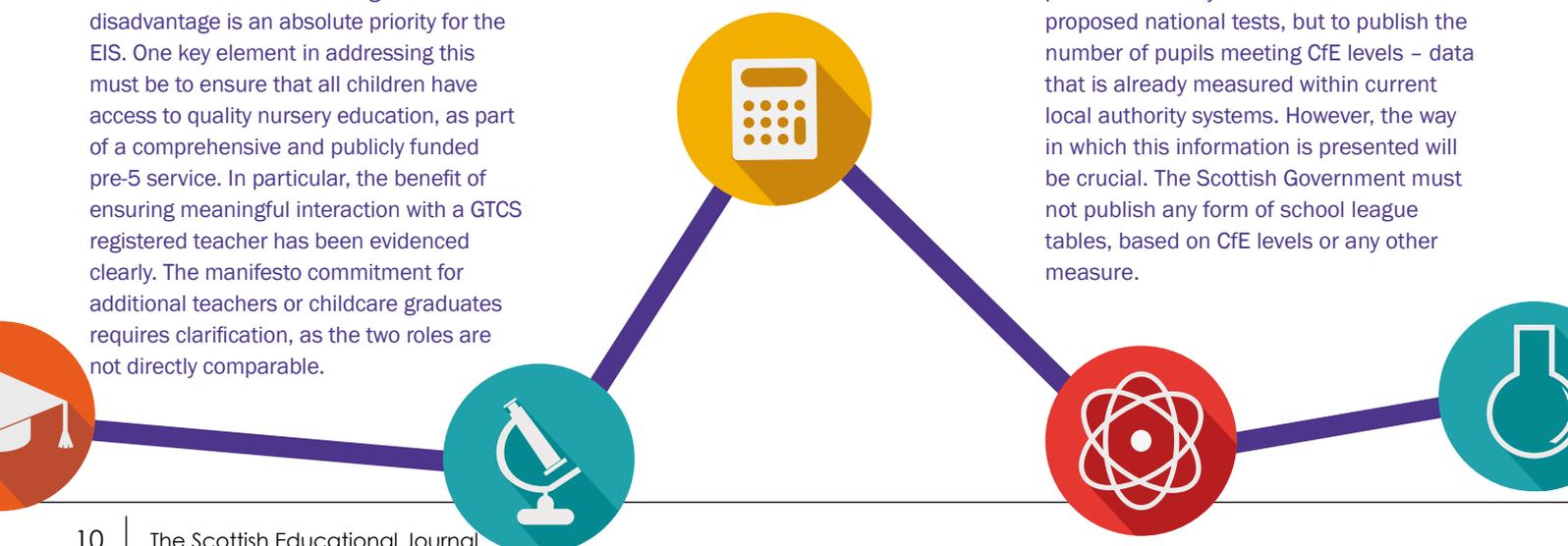
The EIS wants to see the attainment gap closed, and so supports initiatives such as the Scottish Attainment Challenge which is supported by the Scottish Attainment Fund. Questions have been raised, however, in relation to how these funds are being targeted. Not all local authorities have benefitted from this funding thus far, as early priority has been given to areas of multiple deprivation. It is important to remember that disadvantage does not always fit into easy to define geographical pockets, and that some young people in what are seen as more affluent areas can face challenges related to poverty. Some of the current opposition parties have suggested alternative methods of targeting funds to ensure that more pupils can benefit, and this may merit consideration by the Scottish Government.

Manifesto Commitment – We will implement the new National Improvement Framework and introduce national standardised assessments in primaries 1, 4, 7 and S3. These will inform teacher judgement and provide better information to parents about how their children are progressing.

Manifesto commitment – We will oversee a revolution in transparency about school performance. We will publish information – school by school – on how many children are meeting the required levels of Curriculum for Excellence. This will allow us to measure the attainment gap and set precise targets for closing it. Our mission is to make significant progress in closing the gap within the next parliament and to substantially eliminate it within a decade.

The EIS welcomes many aspects of the National Improvement Framework, as a means of enhancing education provision and tackling the attainment gap. However, the EIS remains opposed to any national high-stakes testing scheme and will not accept the return of a target-setting, league-table approach which has been shown to entrench, rather than reduce, disadvantage. The emphasis on the primacy of teachers' professional judgement in the manifesto commitment is welcome, but the introduction of a national testing system remains a source of deep concern to teachers and parents across Scotland.

There has been a major debate around the role of standardised assessment in the classroom and how the data it generates should be used. The EIS believes that all assessment must be linked to teaching and learning, and should not be used to generate statistics for primarily political purposes. Following lobbying by the EIS, the Scottish Government agreed not to publish school by school scores from their proposed national tests, but to publish the number of pupils meeting CfE levels – data that is already measured within current local authority systems. However, the way in which this information is presented will be crucial. The Scottish Government must not publish any form of school league tables, based on CfE levels or any other measure.



Manifesto commitment – We will give Headteachers, parents and communities more responsibility for schools in their areas, allowing them to take decisions within a strong national policy and inspection framework, and encourage them to work together in clusters where appropriate.

Manifesto commitment – We will establish a fair and transparent needs-based funding formula for schools and make sure that more money goes direct to Headteachers.

Involving all teachers, not just Headteachers, parents and the community and allowing them a say in the decisions affecting their school is an important principle. Scottish schools have strong links with their local communities, and many schools have well established and highly active Parent Teacher Associations and Parent Councils to facilitate involvement. Schools which adopt a collegiate approach to the operation of the school, ensuring that teachers and all levels have a say in key decisions, are often some of the most effective.

The EIS also continues to value the role of local authorities in the management of education, to ensure local scrutiny of decisions taken in relation to schools. While national education policy, rightly, continues to be the responsibility of the Scottish Parliament and the Scottish Government, the continued role of local authorities is vital to ensuring proper democratic accountability of education delivery at a local level.

Our comprehensive education system has served the country very well over many years, and will continue to do so in the future. The EIS wants to see support for our current, highly inclusive, system enhanced during the term of this parliament to ensure that all young people have a fair chance to achieve their potential. It remains vital that the Scottish Government does not follow other countries, including England, down the divisive route of creating so-called 'free' schools or introducing any type of 'academy' model – by any name – in Scotland. The comprehensive nature of our school system is one of its strongest and most valuable principles, and we need to guard against any attempt to dilute it.

Manifesto commitment – We will protect free education. There will be no tuition fees as long as the SNP is in government.

Manifesto commitment – We will set ambitious new targets that will ensure that by 2030, students from the 20% most deprived areas make up 20% of Higher Education entrants.

Manifesto commitment – We will implement the recommendations of the Widening Access Commission and appoint a Commissioner for Fair Access

The EIS absolutely supports free education for all, and welcomes the continuing commitment that there will be no tuition fees for students from Scotland. It is important, however, that Scottish universities can compete on a level playing field with universities in other countries, which means ensuring that there is no net loss of funding compared to universities elsewhere in the UK and further afield.

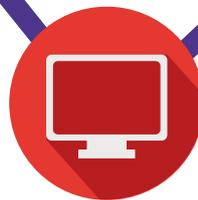
Widening access to Further and Higher education is an important goal, and it is right that appropriate steps are taken to ensure that level of family income is no barrier to accessing education. Questions have been raised by some parties over whether a quota system is the best means of widening access, although the EIS clearly supports the intent behind this policy.

Manifesto Commitment – We will maintain at least 116,000 full-time equivalent college places each year, and make it easier for young people to progress from college to university.

Manifesto Commitment – We will reform student support funding to make it fair and equitable to students throughout their learner journey from 16 to 24.

Manifesto Commitment – We will protect the Educational Maintenance Allowance to help young people stay on at school or college.

Further education endured a very difficult period during the previous parliament, with significant cuts to funding, staffing and student places. While a commitment to maintain FTE places is welcome, the fact that there has been a sharp decline in overall student places, particularly part-time places, over the last few years cannot be overlooked. Part-time provision is important for many learners, for example people with disabilities or those with caring responsibilities, who often cannot commit to full-time courses. Reforming student support to make it fairer and more equitable, and the protection of the Education Maintenance Allowance, are positive steps towards ensuring the ability to learn always takes precedence over any financial considerations.



The EIS published its own Manifesto, entitled *Standing Up for Scottish Education*, ahead of the Scottish Parliament election. Our priorities covered many of the same issues as those identified by the political parties, but also highlighted our own key concerns on issues including tackling workload, cutting bureaucracy, reducing class sizes, fair pay for teachers and lecturers, challenging austerity and promoting social justice. You can read our priorities in full at www.eis.org.uk/manifesto

EIS Opens Statutory Industrial Action Ballot on SQA Workload

The EIS has opened a statutory industrial action ballot in relation to the excessive assessment demands placed on teachers and pupils by the SQA.

Commenting following the decision to proceed with a ballot, EIS General Secretary Larry Flanagan said, “The decision by EIS Council to move ahead with a statutory industrial action ballot is a reflection of the absolute frustration within the Secondary sector over the excessive workload that has been generated by SQA assessment and verification procedures.

“Our members are clear that a significant reduction must be achieved in both the workload burden associated with the new qualifications and also the excessive level of unit assessment, which impacts on both students and staff.”

“excessive demands are placing severe pressure on pupils and teachers”

“At our Annual General Meeting last year, the severe additional workload that has been generated by changes to the qualifications system was one of the main talking points for teachers from all parts of Scotland. An indicative ballot organised by the EIS last year showed overwhelming support for industrial action on this issue.”

“Excessive assessment demands are placing severe pressure on pupils and teachers alike, have been acknowledged by Government and Education authorities, and yet the SQA, in particular, has shown little urgency to take reasonable actions to address concerns.

“Teachers do not take industrial action

lightly, and have shown a great deal of patience while talks have taken place to attempt to reach a solution. Now that this process is at an end, with no firm measures agreed to ensure a significant reduction in assessment, the EIS has decided to move ahead with industrial action.”

“I am certain that our members will vote to support this move to action short of strike, amounting to a withdrawal of cooperation with the SQA. By taking collective action, through Scotland’s largest teaching union, EIS members can be successful in demanding change – as recent EIS disputes in the college sector and in West Dunbartonshire Secondary schools have clearly demonstrated.”

Information on the National Qualifications Ballot

The EIS Council has decided that secondary members in local authority schools should be consulted through a statutory ballot, on the issue of industrial action “short of strike”, amounting to a boycott of cooperation with the SQA.

This move to statutory ballot follows the publication of an initial report from the National Qualifications Review Group, set up partially in response to our previous consultative ballot, which falls short of EIS expectations on the alleviation of both excessive workload and internal assessments burdens for session 2016/17.

Whilst some changes are to be made there is no reduction planned in the number of assessments students have to undertake, despite the EIS clearly identifying the excessive level

of duplication between some unit assessments and external exams, and therefore no significant reduction in the associated workload for teachers.

The EIS believes that following two years of what has been accepted widely as an unsustainable level of workload around the new qualifications, the response from the SQA is inadequate.

The view of Council, therefore, is that whilst the work of the group can continue, and the EIS will seek to remain engaged in that process to ensure that further progress is made in a number of areas, the Institute needs to exert a continuing pressure on all involved to achieve a more satisfactory outcome, specifically a significant reduction in unit assessment and the associated workload.

You are being urged to vote “Yes” in this

ballot on action “short of strike” to achieve this objective.

Specific advice will be issued around the nature of the action as the dispute develops with the focus being on SQA processes and procedures. This information will also be available on the EIS website. To be clear we are not seeking to disrupt the education of our students, rather to tackle the bureaucratic processes of the SQA and to alleviate the pressure on members of workload generated by the current suite of national qualifications.

The continuing work of the Review Group will be closely monitored by the EIS and the advice to schools adjusted where and when required.

Vote “Yes” for action to tackle excessive workload.

National Qualifications Workload

Statutory Ballot

VOTE

NOW

Vote YES

Ballot now open

Ballot closes at 10am on Thursday 16 June.

How to vote

This is a statutory industrial action ballot. All voting is by post only to conform with legal requirements.

Use your vote – please ensure you return your postal ballot by the deadline of 16 June.

For further information on how to vote and to view FAQs, visit www.eis.org.uk/NQBallot

Ballot materials have been issued by post from the agents Electoral Reform Services. They will have been sent directly to your home address on Monday 23 May 2016.

If you have not received your ballot paper by Friday 3 June you should send the following information in an email to membership@eis.org.uk

1. Your name
2. Your address
3. Your membership number (if known)
4. The school or educational establishment where you work.

If, however, you are unable to access email please telephone the EIS membership Department on **0131 220 2268** between 9am and 5pm.



Strike Brings Success in Fight for Equal Pay

By John Kelly and Donny Gluckstein

EIS - FELA lecturers took national strike action on 17 March 2016. Pickets were posted at virtually every FE campus across Scotland and hundreds of lecturers attended a lobby of the Scottish Parliament at Holyrood on that day. At 3am on the morning of 19 March, after 12 hours of negotiations, Scotland's FE employers agreed to equal pay for all FE lecturers at the level of the highest paid. The agreement thrashed out between EIS - FELA negotiators and the management side set up a phased move to national pay by 1st April 2019.



For over two decades EIS-FELA has been calling for Equal pay in FE. In addition to this the union achieved a substantial salary increase across the board in the meantime, and no deductions for the strike day itself. Members have been voting on these proposals in recent weeks; and 96% of the membership have overwhelmingly accepted the proposals. This means that EIS members in all sectors (Primary, Secondary, FE and HE) now have national pay rates.

This positive outcome for FE lecturers brought more than one dispute with management to a close. The wide disparities in pay across Scottish FE have been a shameful legacy of incorporation of Colleges and the product of local bargaining at each college level. Some colleges had been more successful than others in maintaining decent pay and conditions of service over the past 23 years. EIS-FELA have fought for many years to return terms and conditions of service to the national stage.

Although a National Bargaining

framework had been set up, not all the colleges had signed up to it. In particular, at the beginning of March 2016, the three Glasgow colleges had yet to sign up to National Bargaining. Members in those colleges called for, and were balloted for, strike action to compel their management

“EIS-FELA’s demands have been clear and something that all members across the country could relate to. For National Bargaining to be a reality, common pay had to apply across the sector”

to be covered by National Bargaining. As we go to press a small number of Colleges have still failed to sign up, however North Highland College has just signed up as a result of the NHC EIS-FELA branch declaring a dispute over this issue.

EIS-FELA’s demands have been clear and something that all members across the country could relate to. For National Bargaining to be a reality, common pay had to apply across the sector. A key element of our dispute was therefore, as our slogan put it - ‘From Stornoway to Galloway, what we want is equal pay’. And while the lower paid colleges were catching up with the highest paid, there had to be a pay rise for those at the top and so a straight pay rise

element was included in our claim also.

It is worth highlighting the fact that it was important not to repeat the disappointing experience of the 30 November 2011 pensions’ strike. On that day the EIS was extremely effective in all sectors, but nothing was gained as the big UK unions called the action off over vague promises that came to nothing. The issue of National Bargaining had been going for too long, and there was too much at stake to undertake a half-hearted battle. So the EIS Emergency Committee fully backed our request for ‘sustained strike action’ and set aside hardship funds for part-timers who might be particularly affected. The plan was for a strike moving quickly from one day per week to two and finally three days per week indefinitely.

Bringing everyone out for as long as it took to win was an ambitious goal, especially as FE has many part-time lecturers whose limited income would disappear. However, the benefit of this approach was that it was absolutely clear to the employers that they were not facing some token protest action but a serious challenge. To win acceptance for this strategy required hard work at branch level and at HQ to ensure that members were fully informed. Lots of branch meetings, a special conference and our annual

conference took place in the months prior to the action, with activists at branch and national level and at HQ knocking their pans out. FELA Executive members, (in particular the President and Vice-President) toured the country. All of this was fully backed by leaflets, posters and public support from HQ and the General Secretary.

Ballots soon showed members backed the campaign. An indicative electronic ballot produced a turnout of 55% with 92% backing action. The statutory postal ballot which followed was expected to have a lower turnout, but it came in at 62% (which is exceptionally high for a national ballot). 90% were for striking. This increase in turnout may have been partly due to the employers imposing a 1% rise (in the same week as Jeremy Hunt imposed a contract on England's junior doctors). That step actually widened the 33% differential between lowest and highest paid.

It required courage to vote for all-out indefinite action without strike pay but there was no shortage of courage. Indeed, many lecturers began joining the EIS at a rate of around 70 each week. We already have a high union density, but FELA grew by 5.5% by the start of the strike.

Apart from the pensions' dispute which involved the whole public sector, there had been no national FE strike since the 1990s and so 17 March, our first day of action, was a step into the unknown. Branch

Reps, who had naturally been nervous, were happily surprised by the solidity of the action. In many places enthusiastic mass pickets were present and very few EIS members ignored the call. A sign that the employers understood how strong the action would be was that many college managements announced in advance that no classes would be running, even for non-EIS members!

That same afternoon, hundreds of pickets from around the country turned up to lobby Holyrood. With Parliament about to break for the Scottish Parliamentary election this was a timely reminder to the MSPs that there was an industrial issue that needed to be resolved. The chanting

was loud enough to be heard in the chamber which, apparently, is unusual.

Throughout the campaign FELA had been

careful to ensure that our dispute was not owned by any single party, but that all politicians were made aware of the justice of the case for equal pay. However, the impact of the lobby, and the prospect of our strike becoming an issue in the election will have been felt most by the SNP government since they are currently the ones in charge of FE. As the lobby wound up, FELA representatives went in to put the case directly to the Secretary for Education.

As a result of our strong showing on the first strike day, union/management talks,

which had been scheduled for Thursday 24 March, were suddenly brought forward to Friday 18 March. The negotiations took place for 12 hours, but from the outset it was clear that the employers' previous position - 1% imposed - had been abandoned and that the FELA position was the framework around which discussions would centre.

There remains a lot of work to be done, both to sort out outstanding details of the pay settlement, and to harmonise conditions of employment, but there is no doubt that this was a major victory. Thanks are due to many people - to HQ who did so much before 17 March and turned out in strength on our pickets, to the branch and National Executive Reps who put in so much work in preparation, but above all to the members who supported their union so unswervingly and made the employers' climb-down inevitable.

There are key lessons to be learned from this experience, not least the effectiveness of strike action in disputes, but also that the use of social media is vital in National disputes and that union organisation can reap great rewards. FE lecturers were strengthened by messages and contributions of support from across our union.

Scottish FE may not have the long record of militancy that was characteristic of the miners, dockers, car workers or justly famous big battalions of the union movement, but in our small way we have made a little bit of labour history.

“there is no doubt that this was a major victory”



Promoting LGBT+ Inclusion

EIS - FELA Vice - President Pam Currie profiles the important work of the EIS LGBT+ Network

Why does the EIS need an LGBT+ network? Surely, with all of the progress that's been made since many of us left school – the abolition of Section 28/2a, the Equality Act 2010, recognition of same-sex parents, civil partnerships and now same-sex marriage, the days of fighting for LGBT+ rights are over? We can relax and get on with our lives.

But we know that legislation alone does not change deeply ingrained social attitudes, prejudice and discrimination – after all, women are still waiting for equal pay and racism continues to rear its ugly head 40 years on from the Race Relations Act.

Social attitudes to the LGBT+ community have changed, and changed almost beyond recognition from the 1980s, when newspapers 'outed' celebrities and created a climate of fear around HIV/AIDS, and the Prime Minister railed against the idea that young people had an 'inalienable right to be gay'.

But there is real concern that a key area of society is lagging behind when it comes to changing attitudes – our education system. Increased numbers of children and young people are 'coming out' at school and college, exploring their sexual orientation (straight, lesbian, gay, bi etc) and their gender identity.

A YouGov poll in August 2015 found that 49% of young adults would not define as 'exclusively heterosexual' – an astonishing figure. In the same study, only 6% defined

themselves as 'exclusively gay', suggesting a growing rejection of fixed identities among a younger generation.

Many schools have not kept pace with this rate of change. Far too many schools do not recognise same-sex relationships at all in their RSHP education, creating a climate in which young LGBT people feel invisible and in which the topic becomes taboo. The Stonewall School Report (2012) found that 52% of young people experienced homophobic bullying in school; and less than one in five were taught about same sex relationships in school.

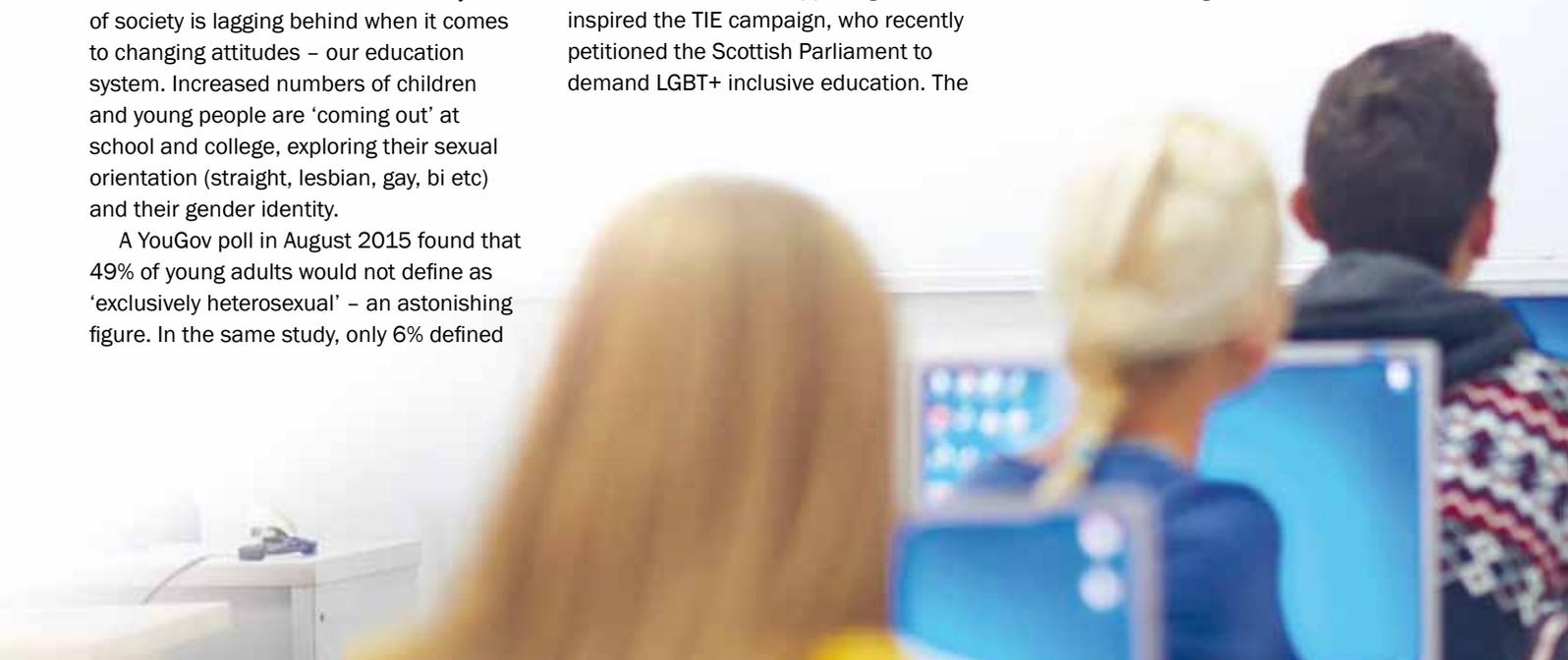
The impact is clear – half of all LGBT pupils say that they are not achieving their best at school, more than half regularly self-harm, and a quarter have tried to take their own lives. These appalling statistics inspired the TIE campaign, who recently petitioned the Scottish Parliament to demand LGBT+ inclusive education. The

petition was unsuccessful, but the EIS LGBT+ network heard a presentation from TIE at our November 2015 meeting, and look forward to working with them in future.

And what about trans young people and teachers? Even the language that we use – 'transgender' or 'trans' is constantly changing – would you know what a pupil meant if they told you that they were genderfluid, nonbinary, agender or genderqueer? 'Trans' is used as an umbrella term to describe those who do not identify with the gender they were assigned at birth. (This should not be

confused with intersex, which describes those whose physical anatomy doesn't neatly match the categories of male or female). NHS figures show the number of children being referred to the Gender

“Changing school cultures and changing attitudes among children and young people requires change from school leaders and in the staffroom”



Identity Clinic at the Sandyford in Glasgow have risen from 67 in 2013 to more than 180 in 2015, a 169% increase in referrals.

Anecdotal evidence from EIS members and from young people themselves suggests that schools are often ill-equipped to deal with the needs of young people who are transitioning (in the process of living full time as the opposite sex) or exploring their gender identity; toilets and changing rooms are divided on gender grounds, schools may have gender-specific uniform requirements and gender binaries run through schools down to the ubiquitous 'Miss' and 'Sir'.

Changing school cultures and changing attitudes among children and young people requires change from school leaders and in the staffroom. This means difficult conversations – including in relation to LGBT issues and denominational education.

Stonewall Scotland's Teacher Report (2014) found that 45% of secondary and 74% of primary teachers said that they were either not allowed to teach LGBT issues in the classroom, or unsure if this would be allowed in their school. Over a third of teachers, across the primary and secondary sectors, had heard homophobic comments about LGB people from other school staff.

There is a training gap here – only a small minority of teaching staff in Scotland have received training in LGBT issues and dealing with homophobic and transphobic bullying. There's also a dearth of LGBT role models in schools, perhaps as a result of the damage done by Section 28/2a and LGBT people educated under it having rejected teaching as a career because of their own experiences at school.

EIS policy opposes mandatory CPD and statutory curriculum content, and for this reason, the Institute did not support the TIE petition, while sharing their commitment to inclusive education. The recent proposals from the First Minister on LGBT+ equality training for new teachers and those with guidance or promoted roles are to be welcomed, and we need our straight colleagues to take up this training too – change cannot come from LGBT teachers alone.

The issue with non-mandatory training, though, is that it doesn't necessarily take change to where it's needed most – that 9% of secondary teachers, for example, who say their school still actively bans

them from discussing LGBT issues with pupils, nearly two decades after the abolition of Section 28/2a. There are concerns here about parental reactions, but parental opinion is not a factor in other areas of equalities education, and it should not be a barrier to LGBT inclusive education either – for all children and young people, in all of Scotland's schools.

This is not about opening up a debate on the question of denominational schooling. It's about recognising that the Scottish education system does not always get it right for LGBT+ pupils, and in many cases, it doesn't get it right for LGBT teachers either. Too many LGBT teachers and students are still isolated and unable to be 'out' at school or college if they want to be – it's up to all of us, LGBT teachers and our straight allies, to change that culture. The EIS LGBT+ network has a huge part to play, and we would urge LGBT colleagues to join us. Network members meet regularly both in real life and online for peer support, have played a key role in rewriting and updating EIS guidance on LGBT issues, and contribute to wider work on LGBT equalities through CPD events and working with partner organisations such as the STUC, TIE, LGBT Youth Scotland and Stonewall.

Email jkemp@eis.org.uk for details of forthcoming meetings and social events, or look for our stalls at AGM and at Pride events over the summer.

LGBT stands for Lesbian, Gay, Bisexual and Transgender – the 'plus' is a more recent addition which covers other identities such as Intersex, Queer/ Questioning and Agender. There is a useful guide here www.lgbtyouth.org.uk/Understanding-Terminology

Guide to the EIS AGM 2016

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



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

The AGM is divided into a number of distinct sessions each with its own particular item of business to be overtaken.

The 2016 AGM of the EIS will be held in Dundee, from Thursday 9 June to Saturday 11 June 2016. Below are the key events that take place over the three days and the order of business for this year's conference.

The Formal Opening Session

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

The next part of the opening session involves the Convener of the Board of Examiners presenting the members who have been admitted as Fellows of The EIS at a meeting held earlier in the afternoon. The new Fellows in the ordinary category are those who have been recommended by their Local Associations and accepted by the Board of Examiners. There may also be one or more Fellows in the special or

honorary category that is, "persons who have rendered signal service to education". The Convener then gives a speech on each of the special/honorary category Fellows, and one of the new Fellows replies on behalf of themselves and their colleagues.

The incoming President (Margaret Smith, Falkirk) and Vice-President (Nicola Fisher, Glasgow) will then be introduced to the meeting and make short speeches. The outgoing President, Pat Flanagan and Vice-President Margaret Smith are then commemorated for their year of office. The final business of the formal session is the declaration of the election of the incoming Council.

First Business Session

This session is extremely important as it is where the AGM are able to review the work of Council and its Committees over the past twelve months. This work comes before the consideration and debating of Motions dealing with new policies. Constitutionally, the AGM must either, approve, disapprove or amend every decision taken by Council during the previous year.

Subsequent Business Sessions

Once the decisions of Council (and its Committees) for the previous year have been approved, changes to the EIS Constitution are then considered followed

by the election of AGM delegates to the Standing Orders Committee, Disciplinary Committee and Appeals Committee.

Consideration of Motions and Amendments

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

This year there are 61 Motions and 1 emergency Motion to be debated as follows:

- 24 on Education matters;
- 2 on Employment Relations matters;
- 7 on Equality matters;
- 14 on Salaries matters;
- 14 on Organisation matters;
- 1 Emergency Motion from EIS Council

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

Pics from last year's AGM



Fringe and other events

The EIS holds a number of fringe events at the AGM, offering the opportunity for external organisations to speak to delegates in order to raise awareness of key issues. This year's AGM will include four fringe events.

Supporting Transgender Learners

The Equality Department will be holding a fringe meeting at the AGM on the theme of 'Supporting Transgender Learners'. The meeting will enable members to share good practice, hear from young people who have been directly affected, and learn more about organisations who can support teachers and lecturers to offer LGBT inclusive education and tackle discrimination. The speakers will include Graeme Ross, Education Capacity Building Officer with LGBT Youth Scotland and Sophie Bridger, Policy Officer (Education) with Stonewall Scotland, plus a representative of the EIS LGBT Network.

Prevent Duty – Implications and Impact'

A fringe event entitled 'Prevent Duty – Implications and Impact' will include a panel of experts who will provide information and insight into what the implementation of the 'Prevent Duty' will mean for you, your students and your establishment.

Making a Difference: EIS Representatives' Showcase

The EIS Organisers will be holding a Fringe meeting entitled "Making a Difference: EIS Representatives' Showcase." This meeting is designed to showcase the positive effect that all EIS Representatives' make in their workplace and to other EIS members.

Meet the General Secretary

A fringe event will also be held by EIS General Secretary, Larry Flanagan. New delegates will be provided with the opportunity to ask questions and have an open discussion with Larry regarding the work of the EIS and some of the issues teaching professionals are facing in the workplace.

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

www.eis.org.uk @EISUnion #EISAGM16

Inside EIS HQ – the pupils’ perspective

By Alison Flood, Kathryn Leask and Amy Williamson

The recent PPP/PFI buildings crisis created many challenges for Edinburgh schools, teachers, pupils and parents. One group of Secondary pupils, from Firrhill High School, found that their business studies work placement – which had been scheduled to take place in an Edinburgh Primary school – was an unexpected victim of the emergency building closures. The EIS was happy to step in late in the day, and offer a placement at the EIS Headquarters buildings in Edinburgh. As part of their placement project some of the group of S3 pupils produced two pieces of work for the SEJ – one piece looking at the history and work of the EIS and another highlighting the pupils’ own experiences during their placement.



Exploring the EIS

On our two day work placement from Firrhill High School to the EIS, we were given the task of creating a display all about the EIS and to also write two articles for the SEJ, one about our experience and this one, about what we have learned about the EIS and the role it plays.

The Educational Institute of Scotland (EIS) is a trade union for teachers and lecturers. We learned that the EIS does many different things to benefit their 55,000 members. If a teacher is fired or suspended, the EIS will work with them to try and resolve the problem. They also assist teachers if they are dismissed or made redundant. We were also informed that the EIS notify members on their rights concerning many things like maternity leave, sick pay and pensions. The EIS also meets with the government and campaigns for better conditions and pay.

In the EIS there are 7 departments: Communications, Education and Equality, Employment Relations, Finance, Membership, Reprographics, Organisation and Further and Higher Education.

The Communications department does a wide variety of things on an average day. They write press releases and articles, check if the EIS have been mentioned in

the media, they monitor twitter, respond to queries, set up interviews with TV, radio or newspapers, put together member Bulletins and the SEJ and update the EIS website.

The Education and Equality department is there to support the committee which is a gathering of members who have a say in how the EIS is run. Other committees include the equality committee and the anti-racism committee.

The finance department receives the EIS income and decide what they will spend it on. They spend it on things like paying employee salaries and buying resources.

Employment Relations serve the salaries committee and the Employment Relations committee. The department deals with health and safety issues, legal affairs and employment matters. The Salaries Committee is there to maintain and enhance the salaries and conditions of the teachers in Scotland.

The Membership department do a variety of different tasks including processing new applicants, collecting membership payments, and also dealing with rejected payments. They also help

people who wish to be life members.

In the organisation department no day is the same. One day they could be talking to government officials about teacher conditions, or negotiating for lecturers or

just completing a mountain of paper work. EIS organisers are part of this team. They help with recruitment and encouraging members to be more active within the union.

Down in the basement of EIS headquarters you will find the reprographics department, they create the image of the EIS making many things including

posters, booklets and business cards. They use lots of different fancy machines including mailing machines and guillotines to help them create over a million prints a year.

In conclusion, we have learned that the EIS is a very busy, hardworking place, where no two days are the same, no matter which department you are in.

“we have learned that the EIS is a very busy, hardworking place, where no two days are the same, no matter which department you are in”

Quotes from employees

“It’s getting involved in lots of different events.”
Jenny from education and equalities.

“The visual image of the EIS and the information engine.”
Stuart from reprographics.

“It’s the glue holding everyone together.”
Louise from organisation.



Our experience on placement

On the 11th and 12th of May 2016, eight pupils from Firrhill High School were invited to the Educational Institute of Scotland, for a 2-day business placement. This article describes their experiences...

On the first day we were based in the training suite, at the EIS's headquarters in Moray place, this is where we spent the majority of our work placement. We were given a brief presentation from Lisa Butchart, from the finance department and EIS organiser, Annie McCrae, on what the EIS is, what it stands for and the history of their building. We learnt that the building itself is a grade 1a listed building which meant that during the recent refurbishment, they had to be very cautious about what they changed.

Lisa Butchart and Ashley Gray, from the education and equality department, then gave us a tour of the building. We were taken through all the different departments and met lots of different employees working there. We were also taken outside to their garden, which was very grand, and to our surprise we discovered there was an air raid shelter from the Second World War, which we got to go into.

When we got back we were each given a pack, including our project brief and some background information. The brief was to, in our group; create a display on the different departments of the EIS, to write

two articles for the SEJ and to also give a presentation to some of the members and staff of the EIS, including General Secretary, Larry Flanagan.

After receiving our brief, our group started preparing questions to interview various department staff on the role they play in the EIS. After our complimentary lunch, we began our interviews. The group spilt into two, one group going to Finance, Membership, Education and Equality and Employment Relations, while the other group went to the other departments including, Organisation and Further & Higher Education, followed by Reprographics and Communications. We then met up with the other groups and exchanged notes.

The next day, we began writing our articles, creating the presentation, and designing the display. We wrote two articles, one on the departments' roles in the EIS and the one you are reading. The display is going to be placed in the reception of the building, so everyone that enters the EIS can see the work we have done.

We have learnt a lot about the EIS, the history of the building, and also how the EIS works. We have all enjoyed ourselves and have valued the experience as it has given us an insight into what working life is really like.

Quotes from Firrhill pupils

"It was a very good experience for me, very challenging but very fun." **Reece Ferrier**

"It was good because I got to find out about how people work at the EIS." **Blair Ross**

"I enjoyed finding out about the EIS because I didn't know about it, or what it was." **Cameron Ritchie**

"It was an enjoyable experience, I enjoyed finding out about what really happens at the EIS." **Cameron Longden**

"It was something new!" **Nicola Akinosho**

"I enjoyed the experience as it gave me an insight into the reality of working" **Alison Flood**

"It was a fun, new experience, and I recommend it to others." **Kathryn Leask**

"It was a very enjoyable experience as I got to learn about the EIS and also the staff were very welcoming and helpful." **Amy Williamson**

CPD

Learning Reps

The SEJ's regular round - up of CPD news and views

EIS Leadership – Get Involved

The EIS Leadership Development Day which was held in February, was attended by EIS Staff, activists and potential activists.

The follow-up to that day was a Scottish Union Learning Leadership Workshop event held at the end of May, as a result of the discussions at the event, a member had formed a school EIS committee and had also become a Local Association Secretary. This was a huge success for the EIS and clearly indicated how influential the Development Day had been in encouraging those who attended to think about Leadership roles and getting involved with the work of the union.

“influential in encouraging those who attended to think about Leadership roles”

The information from the Development Day is on the EIS website and we would like to hear your views on the topics listed.

One of these topics is around succession planning and we would like you to think about what contribution you could make to the work of the EIS – large or small. It could be by becoming a Rep or beginning your involvement at whatever level you are comfortable with. The information about the Development Day can be found at: www.eis.org.uk/Previous_CPD_Events/Leadership-Development-Day.htm

Tackling Bureaucracy Event – Saturday 27 August 2016

Two successful Tackling Bureaucracy events have been held over the last couple of months to support colleagues on this important topic. 200 people attended the events in Aberdeen and Glasgow.

The events have taken the shape of short keynotes from Larry Flanagan, EIS General Secretary and a representative from Education Scotland.

Participants then attended two workshops which were either primary or secondary based.

The success of these events has led to the organisation of a third event which will be held in the Stirling Court Hotel on

Saturday 27 August 2016 from 9am to 1pm. This event will also feature short keynotes and interactive workshops. Look out for the events which are being held after the summer break.

If you are interested in attending this event please email Ashley Gray as soon as possible to guarantee a place. Ashley@eis.org.uk

All CPD Events are listed under the Events section on the EIS website and included in the member e-bulletin. www.eis.org.uk

CPD – Supporting You – Digital Skills Training



The EIS has been successful in obtaining funding for Digital Skills Training – Social Media and Smartboard. For the past couple of years there have also been Dyslexia Awareness Raising Sessions. The funding for this training comes from the Scottish Union Learning Fund. All Scottish unions can submit bids to this Fund to access funding for various types of learning.

Successful training has been provided in the first year of our 2 year project (1 April 2015 to 31 March 2017) on all of the above topics. All the courses have been substantially oversubscribed and we have tried, when offered additional funding by Scottish Union Learning to run more courses, to offer this to those on the reserve lists first.

The next stage of the project is getting underway and over the next few months we will be promoting the training which will be available. If you are interested in accessing this training, keep your eyes open for an email arriving in your inbox. The places on the courses are very limited – usually 12 for the Social Media and Smartboard courses and up to 15 for the Dyslexia Awareness Raising Session – so you need to respond asap. The evaluations from participants who have undertaken the training is very positive with indications of how valuable it has been.

CPD – Supporting You – EIS Learning Reps

EIS members will be aware of the many ways the union is supporting them in the CPD/Professional Learning agenda.

For over 10 years EIS Learning Reps have been organising highly successful and well-attended CPD events covering many topics such as Leadership, Health and Wellbeing and, more recently, Professional Update.

The EIS started to train members to become Learning Reps over 12 years ago to give colleagues advice and guidance on their CPD – what suits them most as an individual.

Learning Reps work hard to advise colleagues on all aspects of their CPD/Professional Learning

including CPD opportunities, PRD, evidencing impact of CPD and the Professional Update process. Learning Reps work in partnership with local authorities and their college management to promote good quality CPD. The CPD events are part of that partnership but Learning Reps are also involved with CPD/Professional

Learning Committees where they have an input into the types of learning which is available to colleagues. All EIS members who train to become Learning Reps are either teachers or lecturers. This means that they completely understand the pressures you are all under and how difficult it can be to find the time to undertake Professional Learning. It should be remembered that CPD/Professional Learning does not necessarily mean undertaking a course, there are lots of other types of learning which count as CPD.

Members who want to train to become an EIS Learning Rep undertake a high level course online. There is a short six week introductory section, provided by City of Glasgow College, which gives the background to CPD, barriers to undertaking

CPD. The next stage is the postgraduate module through the University of the West of Scotland which lasts three months. Members undertaking the course are given support throughout from the course tutors, the mentors (current Learning Reps) who are allocated to the student Learning Reps and also by the CPD and Learning Rep Co-ordinator.

There is an Induction Day before the start of each section of the course and all student Learning Reps are invited to attend the three national Learning Rep training meetings held per year. Attending these meetings helps to really clarify the role of Learning Reps, and the discussion groups

give Learning Reps the opportunity to discuss relevant topics and network.

Sound interesting?

The next intake for the Learning Rep course will be in late August 2016 but members must be signed up by the middle of June 2016. Anyone wishing to undertake the course must seek the approval of either their Local Association, if they work in a school, or the College or Higher Education Branch, if working either

in a further education college or a higher education institution.

The role of a Learning Rep is an enjoyable one – helping people get the most out of their CPD/Professional Learning, supporting them through the learning of their choice and playing a very important part in taking the EIS CPD agenda forward.

If you want to receive further information about the Learning Rep course then email or phone Lyn McClintock, CPD and Learning Rep Co-ordinator. The places for the course are limited – don't delay, get involved!
lmclintock@eis.org.uk 0141 353 3595

The contact details for EIS Learning Reps are on the EIS website **www.eis.org.uk**

EIS Learning Reps – Supporting You In Your CPD



Jim Moore, EIS West Dunbartonshire, talks about his role as an EIS Learning Rep.

I have been working as a Learning Rep in West Dunbartonshire for three years.

The role can be very challenging, but also extremely interesting. It involves helping staff throughout the authority with CPD and can be extremely varied. It may be sitting down with someone and chatting about where they are just now in terms of their career and where they would like to be in three years' time or it may be something more specific like helping a colleague to source a particular training opportunity, to enter their CPD onto the online recording system or to even put together and run different training events.

While working as a Learning Rep you often have to consider the different stakeholders involved in the CPD process from individual teacher to head of department, the school learning coordinator, the Headteacher and the personnel in charge of CPD at council headquarters. Depending on the training opportunity, some or most of those people may be involved in the initial set-up, the passing on of information and the training event itself.

The EIS LR has an extremely wide-ranging remit and there are so many things going on at one time. CPD is an ever growing part of that remit and it is clear that there are many factors involved in the CPD process.

To contact Jim for help with your CPD/Professional Learning email:
jmoore@eis-learnrep.org.uk

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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 2015 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	5,562,339	624,493	6,186,832	5,646,805
Professional Fund		351,472	351,472	83,377
Local Associations	737,224	16,119	753,343	830,263
	6,299,563	992,084	7,291,647	6,560,445

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 (£)	443,922
Total Expenditure (£)	25,988

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 £122,211 comprising £93,664 in salary and £28,547 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 & 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 2015 on pages 2 to 23 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 24, 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. 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 2015 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 (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

Daniel Hedley
Haines Watts, Chartered Accountants & Statutory Auditors
Q Court
3 Quality Street
Edinburgh EH4 5BP
Dated: 30 March 2016

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.]

STUC Congress 2016

119th Congress, Caird Hall, Dundee, 18 – 20 April

The EIS played a prominent role at this year's Scottish Trades Union Congress in Dundee's Caird Hall.



The EIS delegation to Congress included Andrea Bradley, Helen Connor, Ricky Cullen, Nicola Dasgupta, Colin Finlay, Larry Flanagan, Pat Flanagan, Ron Mejka, Susan Quinn, Bill Ramsay, Margaret Smith, Adam Sutcliffe and Louise Wilson.

Congress debated over 100 Motions (many of which were composited) on a wide range of topics; Trade Union and Employment Rights, Parliament and Democracy, the Economy, Public Service, Transport, Equality, Social Justice and Equalities and International Issues.

The backdrop for this Congress was the forthcoming Scottish Parliamentary Elections on 5 May and Congress was addressed by both Nicola Sturgeon (First Minister) and Kezia Dugdale (Scottish Labour Leader).

The EIS moved two of the major composites; Pensions (Pat Flanagan) and Support for Children of Asylum Seekers and Refugees (Colin Finlay). Our Motion on Class Sizes was moved by Susan Quinn and Susan also seconded the emergency Motion in support of the Janitors' dispute in Glasgow. EIS delegates contributed to debates on Prevent Strategy (Bill Ramsay), the anti-Trade Union Bill (Andrea Bradley), Violence in the Workplace (Adam Sutcliffe), Vulnerable Children and Young People (Margaret Smith) and Protecting Education

Funding (Ricky Cullen). Pam Currie (EIS-FELA) was an LGBT Workers Committee delegate and moved a Motion on Gendered Dress Codes.

Two emergency Motions were also moved by the EIS. The first EIS emergency Motion on PFI/PPP and the Edinburgh schools' situation was moved by Helen Connor (STUC Vice-President) and was supported unanimously. The second emergency Motion, calling for support for the EIS West Dunbartonshire teachers, was moved by Larry Flanagan and was

fully supported by Congress. Representatives from West Dunbartonshire were welcomed by Congress and support and solidarity

“debates covered issues such as Europe, Trident, Zero Hours Contracts, free childcare, abortion rights and the impact of austerity cuts”

demonstrated clearly.

Other debates covered issues such as Europe, Trident, Zero Hours Contracts, free childcare, abortion rights and the impact of austerity cuts. The success of EIS-FELA's industrial action on pay was referenced by many speakers and was recognised as a major success of the year for, the EIS and the Scottish Trade Union movement.

Congress provided a platform for a number of campaigns through stands, fringe meetings and opportunity to present during proceedings. For example, the “Better than Zero” campaign and “Justice

For Sheku Bayoh” were both supported by Motions and had a powerful impact from their addresses to Congress.

The private session of Congress provided information on STUC finances and the positive news is that there will be an improvement in the STUC balance sheet due to an agreement with TUC on fee levels for affiliates. The change to this funding mechanism is cost neutral to affiliates.

The STUC awards recognise the contribution and achievements of Reps and this year the STUC Equality Award went to Scott Mowat. Scott is a member of Glasgow



EIS Local Association and an Equality Rep. He is also an active and leading member of the EIS LGBT Network.

Helen Connor, Larry Flanagan and Susan Quinn were successful in the election for places in Section B of the STUC General Council 2016 and 2017. In addition it should be noted that Helen Connor will serve as STUC President for 2016 to 2017. The last EIS member to serve as President was John Pollock in 1982.



STUC Unions into Schools Songs Festival



The third successful STUC Unions into Schools Songs Festival attracted 12 song entries from 8 schools: Hillpark Secondary/Young Co-operative (Glasgow); Dalkeith High (Dalkeith); Eyemouth High (Borders); Greenwood Academy (North Ayrshire); Hillhead High (Glasgow); Mary Russell School (Paisley); St Andrew's High (Coatbridge); and Wallace High (Stirling).

The Festival's Showcasing Event was held at Hillhead High School, Glasgow. The Hillhead High soul band entertained pupils and teachers from the participating schools with a live performance prior to the opening welcome by Larry Flanagan, EIS General Secretary.

Musician, Rab Noakes, Chaired the Event and Panel, which comprised:

- Eunice Olumide (Qyeen, Northern Xposure)
- Dave Hook (Stanley Odd)
- Kirk Richardson, (EIS Instrumental Music Teachers' Network)
- Sheena Macdonald, (Regional Organiser, Scotland and Northern Ireland, Musicians' Union.)

Thomas Kane and Molly Mac, Wallace High, performed "This is our Heart" live,

and Stella Rooney and Loujin-Al-ani of Hillhead High, performed live "When will I be Free?" Recordings of all other entries were played. The panel invited pupils to speak about their songs and followed this with constructive and complimentary feedback. Eyemouth pupils were unable to attend but were presented with their award at an STUC schools visit.

An impromptu live performance of "Going Greener" by the Mary Russell School was thoroughly enjoyed. The school caters for boys and girls aged 5 to 18 who have additional support needs, and the notion of social justice is embedded in the ethos of the school. PTA had participated in a project about the environment and in raising awareness of the dangers of global warming and pollution, pupils and their teacher wrote "Going Greener".

Positive media coverage was received, with a journalist in attendance who interviewed several of the participating schools.

Following the event, arrangements were made for the Mary Russell PTA pupils and teacher to re-record "Going Greener" at Greenwood Academy.

Pupils were presented with a glass award, and following the Event, participating schools received several recordings of all entries and event photographs.

The third STUC Unions into Schools Songs Festival was funded and supported by the STUC, Educational Institute of Scotland, Musicians' Union; UCU Scotland, SFEU; and SUL.

Full versions of the songs performed at the festival are available on the STUC website: www.stuc.org.uk

Special thanks to Hillhead High School (Willie Wight, Headteacher and John Meehan, Depute Headteacher) for their assistance and support in hosting the Showcasing Event.

Thanks also to Jen Hunter for support, and to Show Racism the Red Card for exhibiting.

STUC Unions into Schools contacts:
 Terry Anderson – tanderson@stuc.org.uk
 Pauline Walker – pwalker@stuc.org.uk

Let Your Imagination Set Sail with the Edinburgh International Book Festival's Baillie Gifford Schools Programme

EDINBURGH INTERNATIONAL BOOK FESTIVAL



This August, the Edinburgh International Book Festival has a wonderful cornucopia of writers, illustrators and performers from the UK and overseas, ready to inspire creativity and spark the imagination of school children across Scotland.

From 22–30 August, the Baillie Gifford Schools Programme offers pupils the chance to engage with some of the greatest minds writing for young people today. With talks on topics from Shakespeare to science; global adventuring to gaming; myths to morality; comics to Celts; and human rights to hip-hop, there is something to excite and enthuse children of every age.

For little ones, Morag Hood presents her Macmillan Prize-shortlisted picture book exploring a beautiful but unlikely friendship. Blue Peter Book Award-winner Guy Bass delivers a high-octane laugh-out-loud event with his prehistoric hero Spynosaur. And CBeebies wildlife presenter Jess French inspires the next generation of zoologists with her Minibeasts series.

Young readers can step back in time with Carnegie Medal-winner Tanya Landman as she reveals the gripping true story behind her latest historical thriller. And classes can celebrate ten years of fantastical shapeshifter Dax Jones with bestselling novelist and comedy writer Ali Sparkes.

Older students can open their eyes to the creative world of game designing with renowned games critic and narrative designer Cara Ellison. Plus multi award-winning novelists Keren David and Alex Wheatle MBE explore emotive tales about teens faced with tough life-changing decisions.

In a landmark event for secondary schools, pupils will also have the chance to explore the fraught history of LGBT writing and campaigning in Scotland, through a live performance of extracts from *Love Song to Lavender Menace*, a powerful new play by James Ley.

With nearly 60 events featuring world class writers and the chance for pupils to meet their favourite author and have their book signed after each event, the Book Festival's Baillie Gifford Schools Programme has the perfect ingredients to spark a lifelong love of reading.

Baillie Gifford Gala Day for primary schools

On Tuesday 30 August, the Book Festival transforms into a magical space just for primary schools. In addition to events featuring the likes of Philip Ardagh, Allan Burnett, Barry Hutchison and Vivian French, Baillie Gifford Gala Day will be celebrating Roald Dahl's 100th birthday with roaming theatre performers and musicians, themed craft activities, Dr Book's surgery and many more fun, free things to do in the Gardens.

Develop your skills

This year, the Book Festival's Career-long Professional Learning events for teachers and education professionals consider innovative ways to encourage reluctant readers; show how to stimulate with science; explore how to get creative in the classroom with illustration mentoring and creative writing; and debate the thorny issue of closing the attainment gap.

A beautiful setting with lots to enjoy

All of the events in the Baillie Gifford Schools Programme take place in accessible, purpose-built venues situated in leafy Charlotte Square Gardens, right in the heart of Edinburgh's west end. In addition to fantastic events and book signings, there are two big bookshops including one dedicated to children's books, cafés serving tasty food and drink, and a lovely green garden.

Visiting has never been easier

The Book Festival offers a Transport Fund to help schools attend. There is also 25% off all book orders made in advance of your visit, and every pupil who attends an event in the Baillie Gifford Schools Programme receives a £3 voucher to put towards the cost of a book in one of the Book Festival's bookshops.

Find out more

Tickets for the Baillie Gifford Schools Programme cost £3, with one free adult ticket for every ten pupils. Full programme listings and booking information can be found in the brochure. Download from www.edbookfest.co.uk or request a printed copy by emailing mailinglist@edbookfest.co.uk



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Standing Up for You



The Fair Work Convention, established as an independent Convention by the Scottish Government, published its 'Fair Work Framework' in April 2016. The Framework states that "There is evidence to suggest that union Equality and Learning Representatives are in a unique position to access and support disadvantaged workers. Equality Representatives have a positive impact on employer equality practice..."

It is heartening to see Equality Reps' important role being recognised by the Convention. The desire to realise equality for all in the workplace, and in wider society, should be at the core of trade union endeavour. Given the range of equality issues being addressed by the Union at present, including misogynistic attitudes among children and young people, the under-representation of BME people in the teaching profession, homophobia and transphobia in education, and the impact of poverty on education, the need for an active network of EIS Equality Reps, who can raise these issues at establishment and local authority level, has never been greater.

Becoming an Equality Rep offers

members an opportunity to attend TUC accredited training, and develop a better understanding of the protections offered by the Equality Act 2010, which covers those who share 'protected characteristics' on the grounds of race, sex, disability, pregnancy and maternity, religion and belief, age, sexual orientation, marriage and civil partnership and gender reassignment. The training also gives Reps a chance to discuss current practice and share ideas and experiences with colleagues from across Scotland, which they find very valuable.

After completing the training, Equality Reps keep up to date with equality related matters, support colleagues with equality-related concerns, liaise with other Reps on these matters, influence and monitor equality policies and practices locally, and generally promote equality in the workplace, in partnership with employers.

EIS Equality Committee Convener, Bill

"Becoming an Equality Rep offers members an opportunity to attend TUC accredited training"

Ramsay is certain of the crucial role that EIS Equality Reps have in taking forward the equality agenda within the Union and within the teaching profession more widely, stating that "The work of an Equality Rep is core to trade union activity. It has the

potential to impact upon almost every aspect of the working life of a teacher as an employee of course, but also as someone who imparts knowledge and encourages self-awareness among the pupils she/he teaches."

Sonia Sotomayor, the first Hispanic US Supreme Court judge said, "Until we get equality in education, we won't have an equal society." If you agree with her, why not consider becoming an EIS Equality Rep? To find out more, please contact National Officer Jenny Kemp. jkemp@eis.org.uk

Stand Up to Racism

Jenny Kemp, National Officer (Education and Equality)

The EIS was proud to be represented in good numbers at the 'Stand Up to Racism and Fascism' national demonstration held in Glasgow on 19th March. The core messages of the Stand Up to Racism campaign, which the EIS fully supports, are that refugees are welcome in Scotland; that we reject Islamophobia, anti-Semitism and the scapegoating of migrants; and that we welcome and encourage diversity.

EIS General Secretary Larry Flanagan addressed the rally, focusing on the need for refugee children to access education. He stated that Unicef believe that there are 2,500,000 registered refugee children across the globe and affirmed that those children have a right to access quality

education. He spoke about the powerful experience of witnessing refugee children in Berlin accessing education, 1 in 5 of whom are suffering from post-traumatic stress. Being in school, despite the challenges of large classes and scarce resources, offered safety, hope and reassurance to those children, and a chance to build a future different from the past they were escaping. The rally also

"the EIS is developing resources for teachers to use in discussing and challenging the myths of immigration"

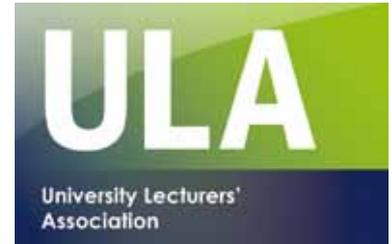
heard speeches from the STUC, from the Scottish Government, and from a wide range of anti-racism activists and organisations. We know that refugee and migrant children

can experience racism and prejudice in school, which is why the EIS, working with Show Racism The Red Card, is developing resources for teachers to use in discussing and challenging the myths of immigration, which will be available in the new session.

In the meantime, teachers may wish to use the existing EIS guidance on Challenging Racism, on Islamophobia and on Asylum Seekers and Refugees (all available from www.eis.org.uk/Equalityresources) and the wide range of resources provided by Show Racism the Red Card, including their newest film, 'Immigration: What's the Story?', available on their Youtube channel.

There are other actions EIS members can take in the fight against racism. Equality Reps can support local anti-racism initiatives and encourage the inclusion of robust anti-racist approaches in local equality strategies and School Improvement Plans. Members can also support World Refugee Day on 20th June: we would encourage members to explore ways of showing their solidarity with refugees on that day. Together, we can stand up to racism and make education a safe, hopeful and positive experience for all and create a culture of equality and respect in the classroom and in the workplace.

Privatising Higher Education?



Important new research raises key questions regarding the growth in for-profit provision in Scottish Higher Education

A new piece of independent research – commissioned by the EIS-ULA and carried out by an academic at the University of Glasgow – has highlighted a number of important issues related to the growth of for-profit provision within the Scottish Higher Education sector.

The research addressed a number of key questions, exploring the presence and coverage of for-profit education providers in the Scottish Higher Education sector, the impact on academic staff and HEIs and the emerging trends within Scotland on the use of for-profit education providers in the HE sector.

The research project was conducted by Mark Murphy of the Robert Owen Centre for Educational Change and his research findings focus on the main area of for-profit provision in Scottish HE – International Study Centres or ISCs. While such centres have their own specific characteristics, they also represent the changing nature of provision in the Scottish HE sector, and their steady rise is worthy of detailed examination.

The growth of for-profit provision in Scottish Higher Education, specifically in the form of international study centres, constitutes a significant development that raises a significant set of questions. These questions relate to issues such as:

- Values and ethics of Scottish Higher Education
- How we understand issues of quality and academic standards
- The role of international student recruitment as a strategic imperative
- The future of contracted out services in HE
- The funding of HE, and implications for staff and students

The study's findings indicate that while the growth of for-profit HE in Scotland has



limits, its presence in the sector should be taken seriously – in the sense that it provides opportunities for alternative models of provision while also offering a potential threat to traditional academic values and work practices. The results also suggest that academic staff in Scottish Higher Education are not convinced of the merits of for-profit forms of HE, indicating a strong level of resistance to such partnership models. Concerns expressed around academic preparedness, quality of outcome and experience and, not least, value systems, should be taken seriously by institutions which are seeking efficiency gains in the current prolonged period of austerity.

The study identifies that the core areas of growth in the for-profit sector in Scottish Higher Education are pathway programmes between businesses and universities. A number of educational businesses, including Kaplan, Navitas, INTO and Study Group have developed partnerships with Scottish universities via the delivery of International Study Centres (ISCs).

The research report argues that the for-profit sector is growing, in the sense that student numbers on such programmes are on an upward trajectory. This growth, however, is within the limits

of such partnership programmes - fewer inroads have been made into traditional HE provision in Scotland.

It is clear that for-profit provision, in the form of ISCs, delivers on a key strategic imperative of Scottish HEIs – that of international student recruitment. This imperative is reflected in the unique and exclusive partnership arrangements between HEIs and for-profit providers.

However, the current research suggests that concerns remain about the quality

of provision in some cases and also the capacity of students who come through these programmes to manage their academic work effectively.

Overall, the growth of the sector in Scotland differs considerably from the experience in some

other countries which have witnessed a proliferation of private universities. There is no indication as yet that anything similar could happen here in Scotland. What is evident is the growth of for-profit provision at the margins of Higher Education as opposed to its centre. Whether or not such growth constitutes a major threat to the values of Scottish HE remain to be seen.

For further information on the research on for-profit provision in Scottish Higher Education, visit www.eis.org.uk



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SQA

Dear Editor

I am an ordinary teacher in a secondary school and an EIS member. I am writing to convey my despair at the lack of action from my Union and failure of those in power in education to protect pupils from the worst excesses of the SQA imposition of pointless assessment and bureaucracy throughout the senior school. We secondary classroom teachers have been waiting patiently but lately with increasing anxiety that, yet again, despite an indicative ballot of 96% in favour of industrial action, we are not being listened to and our pupils are being denied the education they deserve.

We have spoken to anyone and everyone who have told us they are listening. We have assumed that eventually our pleas would get through to the decision-makers. After all, we're not in England where the profession is being completely undermined. Here in Scotland, the media is still quaintly reporting on the Curriculum for Excellence being all about giving teachers freedom to teach and trusting their professional judgement.

My heart sinks as there is absolutely no mention of the day-to-day reality of the unintended consequences of ill-thought-out reforms and the SQA's unwillingness to take any responsibility whatsoever for its mistakes. No one is daring to tell the truth: that the SQA has become the worst kind of quango, accountable to no one, least of all the young people it exists to serve and the teachers who try to guide these learners through the maze of qualifications. Politicians seem entirely fooled by the glossy packaging put out by those whose careers have been built on pushing through reforms whether or not the new qualifications are better than what we had before or even educationally sound.

As the curriculum changes reached their 3rd (or is it 4th year?), my colleagues and I hoped we had seen the worst: we knew change was bound to be difficult, even messy, but hoped that the days of scrambling through teaching unpiloted untested courses, forced to use poor quality material riddled with errors, were perhaps beginning to resolve themselves into some kind of shape. We were wrong: this year has been even worse. For the

first time in my years of teaching English to bright S4 pupils, I had to face the painful realisation that there was no way we could find time and energy to read "Macbeth"; we had internal assessments to slog through and exams the pupils were anxious about because, well, that's all that really matters these days isn't it? So, instead of Shakespeare, we did so-called listening assessments (which do not actually test listening skills) and "reading" assessments which ask them pointless and baffling questions about who might read this text. Their eyes glazed over. I wonder if some of them will ever get the chance to study Shakespeare ever again.

Our pupils are being cheated out of their birthright to a real education. They do not know what is wrong: many are coming to the conclusion that it is themselves. The alarming rise in "mental health issues" in our schools is no coincidence.

It is not too late to turn this around. The N5 qualification, aside from the interminable assessment, is a reasonable course which articulates quite well with Higher. The new Higher also seems to be reasonably well pitched but burdened by useless assessment. The new Advanced Higher, in English certainly, is demonstrably a better course. It's not as if we are asking the SQA to scrap everything that has been done and start again. The SQA could simply listen to teachers and drop all the unnecessary internal assessments. The SQA could take responsibility again for the thousands of pupils who used to come out of S4 with a Standard Grade 3 - something to show for their time in school - who now are desperately struggling with N5 which is too hard and so end up with N4, a qualification which means nothing to prospective employers.

It is not too late, but it is nearly too late. Please listen to teachers who care passionately, who

face young people day after day, and are used to jolly along grumpy teenagers. This is different. This is not about teacher workload. This is about finding a balance between assessment for learning and assessment because insecure bureaucrats cannot see the value of anything without obsessively measuring it over and over again.

If the SQA will not listen to reasonable negotiation then the sooner an industrial action ballot is in the hands of members, the better.

Naomi Westwood

Fort William

Editor's note - The EIS took the decision to delay a move to a statutory ballot to await the outcome of the Ministerial group's review. Now that this process is complete without a satisfactory outcome, the EIS has decided to move to industrial action. The ballot is now open and members are urged to vote Yes for industrial action.

Child Rant

Why is it when I'm happy, playing out or in,
I'm told it's time to go to bed? It really is a sin.
I'm not the least bit tired you see, I toss and turn about,
I try to get to sleep but know I'd rather still be out!
Then when I'm snugly duvet-wrapped
all lost in slumber deep
I'm shouted, tugged and prodded to get up.
I want to sleep!
I just don't get the sense of it,
it's clear for goodness sake,
when you're tired you go to sleep
when you've had enough you wake!
The world of school is just as daft
and I don't understand
how teachers get to teach us kids
when they clearly need a hand
to answer questions left and right every single day
they don't seem to realise we'd really rather play.
It's questions, questions, questions we have to answer all.
They've forgotten what they learned at school
and it drives us up the wall!
It seems to me they're all the same,
it's just as well we're there
to help them struggle through each day
and save them from despair.

Greta Yorke, East Ayrshire

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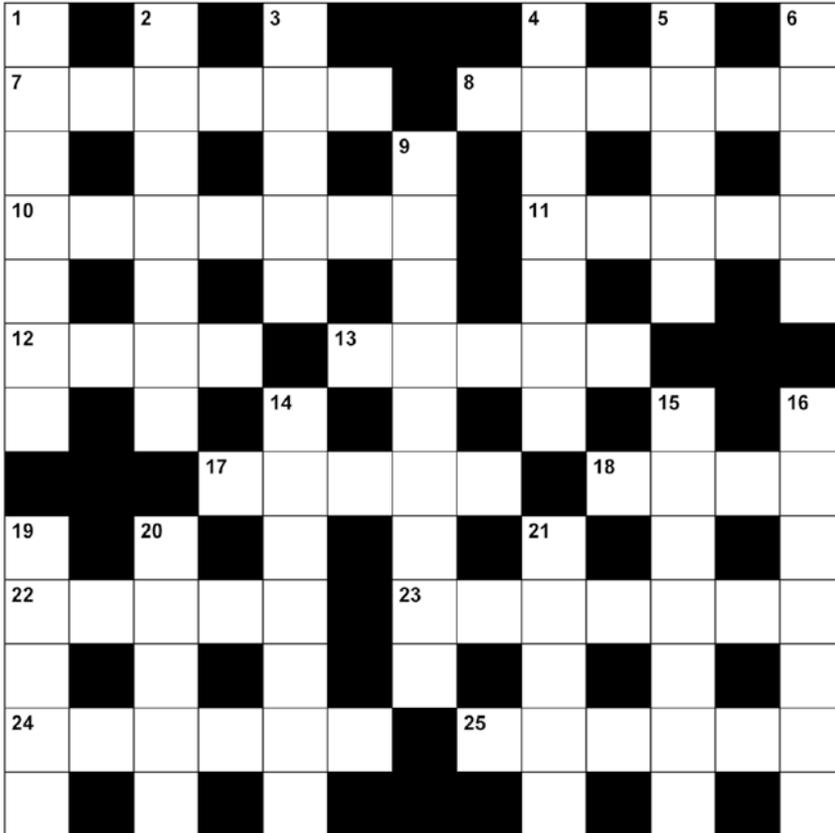
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part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



across

7. Speed up as thanes move around (6)
8. Dormant as quiet fish go backwards (6)
10. Weapon injured a girl (7)
11. Shuffled notes about a military attack (5)
12. Roman garment confused animal (4)
13. Start to exist before a trap (5)
17. Colour reversed near local match (5)
18. Soft mineral that's a little chalky, initially (4)
22. Alternatively a little celestial path (5)
23. Chained broken mammal (7)
24. Plant feline found round about you and me (6)
25. Crazy dam burst before upper limit (6)

down

1. City that is fashionable in the past (7)
2. Receptacle residue found on a container (7)
3. Take it easy with regard to being careless (5)
4. Country created from nothing in east, roughly (7)
5. Don't eat anything without energy - an extravagant meal (5)
6. Notices a container inside a ship (5)
9. Donkey girl left in bed brought people together (9)
14. Imaginary creature, money and a Sumerian city (7)
15. Fish possessed a weed (7)
16. Reject odd pay lacking consistency (7)
19. Negative Swiss shell (5)
20. A rugby player towards the rear (5)
21. In front of a leader (5)

Crossword 90 Answers

G	E	R	S	H	W	I	N	O	P	A	L
I	A	A	C					I	L		
D	E	C	A	L	E	N	R	I	Q	U	E
E	H	L	M					U	W		
		E	I	A	T	H	L	E	T	E	
B	A	L	D	W	I	N	A	T	L		
A			E					W	Y		
C	D	L	B	I	T	T	E	R	N		
C	H	A	R	L	I	E		H	S		
A	R		A	O	C	G					
R	O	W	L	I	N	G		R	O	U	G
A	I		L	L	N	D		R			
T	A	N	G		P	E	N	E	L	O	P





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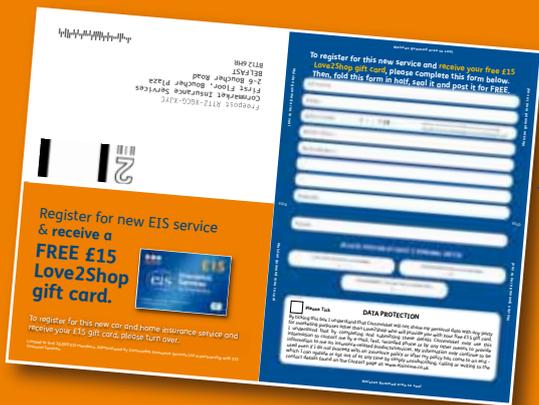
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