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The Scottish
Educational
Journal

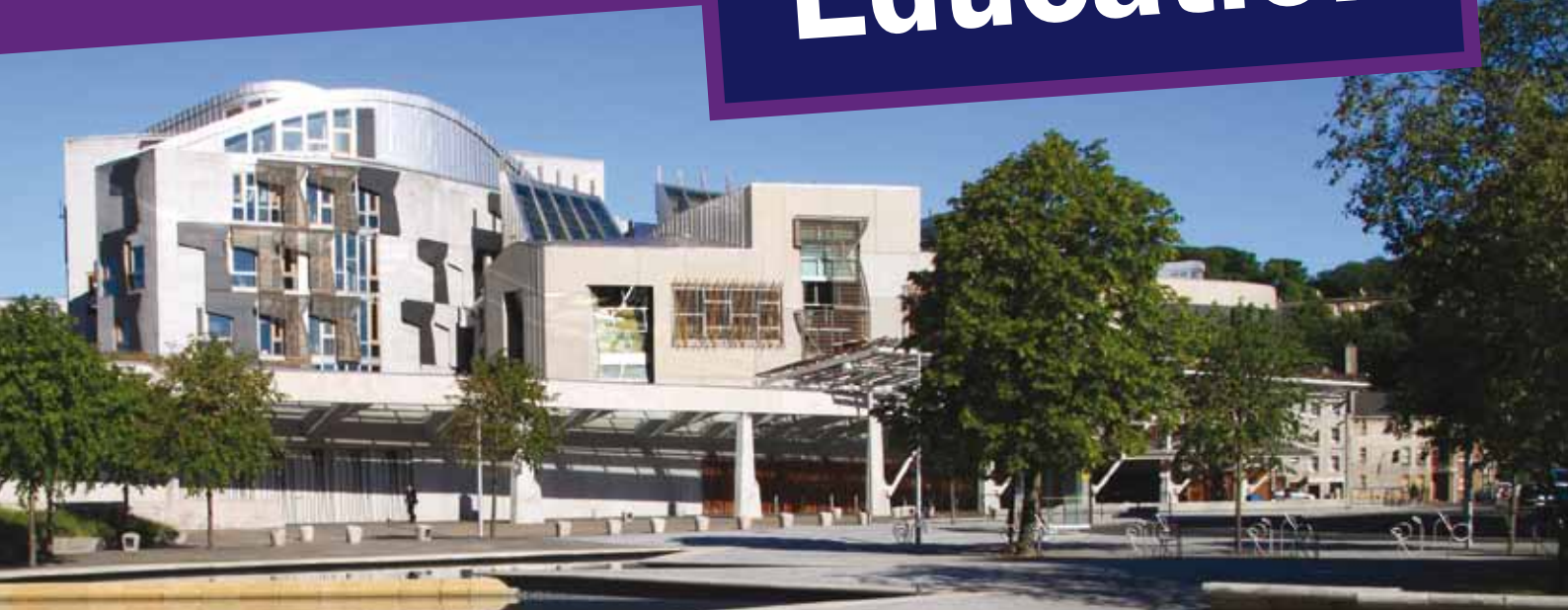
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SEJ



Special focus on the
Scottish Parliament
Elections

Standing Up for
**Scottish
Education**





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Education to the fore in Holyrood election

As we move towards the elections to the Scottish Parliament on the 5th of May, education has been high on the agenda for Scotland's political parties. Even as the debate moved to the new tax powers that will be available to the Scottish Government in future years, this quickly evolved into discussion on how these powers might be used to provide additional support for education.

This focus on education is very welcome. It is important that each of Scotland's political parties has recognised and acknowledged the need to enhance the support available to education. In a recent BBC Scotland debate on the shape of Scottish education, featuring MSPs from the four largest Holyrood parties, there was a clear consensus that more funding needs to be provided to schools, colleges and universities.

Of course, it is often very easy for politicians to talk up an issue during an election campaign, only to shift their focus post-election. The EIS, and all others interested in the future of Scottish education, must not allow this to happen.

Already, the EIS has launched its own Manifesto for Education for the Scottish Parliament elections. Entitled *Standing up for Scottish Education*, the manifesto highlights EIS policy and calls on all political parties to commit to delivering the finance and resources that Scottish education needs.

We concentrate on the Scottish Parliament elections in an eight page pull-out in the centre of this SEJ. In this special focus, we look at the key priorities outlined in the EIS Manifesto and hear from each of Scotland's five main political parties with their views on how best to support Scottish education, its learners and its teaching and support staff.

The SEJ is also working, together with the GTCS magazine *Teaching Scotland*, to run a special education hustings shortly before election day. This major event, to be held in Edinburgh on 21 April, will feature prominent speakers from Scotland's main political parties debating important educational issues and answering questions from teaching professionals. Free places will be available to teachers and lecturers, and the event will also be streamed live online. You can read more about this important event in our special pull-out in the centre of this edition of the SEJ.

As a non-affiliated trade union, the EIS will not be promoting or endorsing any individual political party during the election campaign. Our campaigning will focus solely on education issues and highlighting EIS policy on matters such as the funding of education, class sizes, workload, equality and social justice. The EIS will ask the questions, and encourage all political parties to offer their solutions for enhancing the support available to Scottish education. However, we believe it must always be a matter of individual choice for each member as to which party they ultimately decide to vote for.

Striking for Fair Pay

As this SEJ went to press, EIS-FELA members in colleges across Scotland were making preparations for their first day of strike action in support of the EIS pay claim and the campaign for fair pay in all colleges.

Lecturers feel disappointed and betrayed that the promised return to national bargaining, which itself has not even been fully delivered, has failed to deliver any progress towards pay equality in Scotland's colleges. Lecturers are determined to fight for fair pay, and will continue to receive the full support of the EIS nationally as this important campaign continues.

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





Council News...

New EIS President for 2016-17

Current EIS Vice-President **Margaret Smith** (Falkirk) has been confirmed as the next EIS President, following the completion of the nomination process. Ms Smith was elected unopposed, and will formally assume the role of President at the EIS AGM in June, succeeding current President **Pat Flanagan** (Aberdeenshire).

Ms Smith is a prominent EIS activist, and a long-time member of EIS Council.

She has served on numerous national Committees, and is the current Local Association Secretary for Falkirk. Her teaching background is in the primary sector and she has also undertaken a very active role, on behalf of the EIS, on early years matters in recent years.

At the time of publication, the election for EIS Vice-President is ongoing. The candidates are **Nicola Fisher** (Glasgow) and **Alison Thornton** (Edinburgh). Please see the EIS website for the result of the election for Vice-President.



Margaret Smith
EIS President Elect

Executive

President Elect Margaret Smith updated Council on a number of staffing matters, including the ongoing recruitment of temporary and permanent Area Officers to be based in the Dundee Area Office. Ms Smith also highlighted a number of changes to staffing at EIS HQ, including the start of the recruitment process for a new Head of Finance, Membership and Office Management. An upgrade of IT infrastructure is also due to take place later this year, said Ms Smith, following the approval of the requisite funding by the Finance Sub-Committee.

Ms Smith confirmed that the EIS and Cornmarket Insurance Services had

formally signed a Shareholder Agreement, and that the new insurance service had now been launched for EIS members. (See advertising feature on p12 and the advertisement on the back cover of this SEJ for more on this new service, including the offer of a free £15 gift card for the first 10,000 members who sign up to receive a quotation.)

Ms Smith also updated Council on the dispute in West Dunbartonshire Secondary schools, where members had held two one-day strikes in opposition to education cuts and management restructuring within the authority's Secondary schools. Later that day, the EIS Emergency Committee

suspended the programme of action to allow members to be balloted on a new set of proposals from the Council, following a series of discussions with EIS Representatives.

The Reps Recruitment focus was progressing well, said Ms Smith, and there had been a good take-up on the Reps' training programme.

Ms Smith also highlighted that the content of the EIS Manifesto for the Scottish Parliament elections had been approved, and would be circulated shortly. See special pull-out in the centre pages of this SEJ for more information.

Education



Susan Quinn, Education Convener, updated Council on the first meeting of the National Qualifications Review Group, and emphasised that the EIS is calling for the group to deliver a significant impact on the workload of Secondary members by the end of March, or the EIS will revert to its position regarding an industrial action ballot. The negotiating position the EIS has adopted is for unit assessments to become non-mandatory (for at least one year) resulting in less verification, and that a wider review of qualifications can then take place.

Equality



Bill Ramsay, Equality Convener, updated Council on plans for a survey of members on homophobia and transphobia, the launch of a joint EIS/CPAG (Child Poverty Action Group) film on the cost of the school day, the development of EIS advice on misogynistic attitudes (see focus on pp24 of this SEJ), and the production of booklets addressing myths about immigration.

Salaries



Tom Tracey, Salaries Convener, shared the detail of recent discussions at the Scottish Negotiating Committee for Teachers (SNCT), mainly in relation to Workforce Planning. Mr Tracey also provided an update on recent developments on pensions, including a summary of recent teacher retirement statistics.

Employment Relations



Mairi Raeburn, Employment Relations Convener, welcomed a significant benevolent fund donation, received recently from an EIS Local Association. She also indicated that 13 benevolent grants, totalling £22,700, had been authorised. On legal affairs, Ms Raeburn highlighted that over £250,000 in total had recently been secured by the EIS in settlements for six members.

Motions



Alison Murphy (Edinbrough) was successful in calling for the EIS to investigate and report on the secondary school management structures in all 32 Scottish local authorities.

Education Convener Susan Quinn (Glasgow), successfully moved that the EIS should review and amend policy and advice on what makes good local assessment policy, including guidance on the place and use of standardised tests.



Helen Connor (North Lanarkshire) successfully called for the EIS to continue to oppose any national standardised testing of 'cohorts' of pupils in key stages of their education or as a way of collecting data or as an attempt to raise attainment.

"We need to make perfectly clear our position on national testing – we oppose it. The idea that continually testing will raise attainment is ludicrous", said Ms Connor.

EIS on the Party Circuit

The EIS has been holding a series of fringe events at the various political party conferences that have been taking place across the country in the run up to the Scottish election. While the EIS is not affiliated to any political party, we continue to engage with all major Scottish political parties to promote the interests of Scottish education, its learners and its teaching professionals.

The theme of these events is "Standing up for Scottish Education" where speakers and delegates can explore some of the key issues and challenges that will dominate Scottish education in the months ahead – including funding for education, workload, tackling the attainment gap, moves to tackle excessive bureaucracy, early years provision, and the delivery of high-quality further and higher education across Scotland.



New National Officer

Jenny Kemp was recently appointed as the new EIS National Officer for Education and Equality. Jenny, who is based at EIS HQ in Edinburgh, previously worked as a director at the charity Zero Tolerance. Jenny can be contacted via: jkemp@eis.org.uk

EIS Page Scholarship 2016/2017

Application forms are now available for the 2016/2017 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

Walter Hines Page (US Ambassador in London during the First World War) gave great encouragement to the founding of the English-Speaking Union in 1918.

The Scholarship is awarded annually to a teacher/lecturer in a Scottish school/college and is intended to promote the exchange of educational ideas between

Britain and America. The successful Scholar travels to the USA to study a specific aspect of American education which interests her/him and which is relevant to her/his own professional responsibilities.

The value of the EIS Page Scholarship is £2,400 which gives the Scholar the opportunity to travel widely in the USA. Throughout the tour, the Scholar is the guest of the American Branches of the English-Speaking Union.

Besides being EIS members, applicants must also have taught for at least 5 years.

Requests for details and application forms should be addressed to the EIS Education Department at **46 Moray Place, Edinburgh, EH3 6BH** (e-mail: Imeechan@eis.org.uk).

The closing date for submission of applications to the Education Department is **29 April 2016**.

New Funding to Tackle Attainment Gap Must be Properly Targeted

The EIS has welcomed the recent announcement that an additional £80M will be made available to tackle the attainment gap that exists between pupils from more affluent and less affluent backgrounds. While welcoming the additional investment in the Attainment Scotland Fund the EIS has called for the funding to be properly targeted in light of the recurring challenge in recruiting qualified teachers in many parts of Scotland.

The most important resource that can be deployed to raise attainment and tackle inequality is additional teachers in the classroom. Other schemes around the world, on which the Attainment Scotland Fund is based, have largely been successful by increasing the number of teachers in schools to lower class sizes and allow each pupil an enhanced learning experience. Given the recurring recruitment challenges that exist in many parts of Scotland, the Scottish Government must take steps to ensure that this new funding can be utilised to attract additional qualified teachers into the classrooms where they are needed.

Commenting, EIS General Secretary Larry Flanagan said, "The EIS very much welcomes the additional investment of £80M in the Attainment Scotland Fund. It is absolutely right that we should continue to target the persistent poverty-related attainment gap that exists across Scotland, in order to ensure that every pupil has a fair chance to reach their potential. For too long, the greatest barrier to attainment for many young people has been the financial circumstances in which they grow up rather than their own ability to learn. However, as welcome as this new funding is, the Scottish Government must ensure that this money is targeted properly and used effectively."

West Dunbartonshire

Secondary teachers recently held two separate days of strike action in dispute over cuts to management posts. At the time of writing, the action has been suspended to allow members to be balloted on a new offer from the council.



OBSERVERS

The EIS Annual General Meeting will be held in the Caird Hall, Dundee on 9, 10 and 11 June 2016. Any member wishing to attend as an observer should contact the General Secretary no later than Friday 6 May 2016.

FEIS

The Statutory Meeting of Fellows of the Institute will be held in Committee Room 1 in the Caird Hall, Dundee at 1.55pm on Thursday 9 June 2016.



As part of the Heart Unions Campaign the EIS and STUC took to the streets of Edinburgh to raise awareness of the benefits of trade union membership.

 **UNIONS**



Gwen Mayor Trust

Honouring and Remembering

It is almost exactly twenty years since the tragedy when sixteen young children and their teacher were murdered in Dunblane primary school. As we remember that terrible occasion, we remember also the work of the Gwen Mayor Trust over the past two decades in promoting projects in primary schools across Scotland.

While the community of Dunblane has taken great pains to move on from the horror of the 13th of March 1996, the victims cannot and will not ever be forgotten. We will always remember the victims of the Dunblane tragedy and their families, and we should continue to honour their memory by facing the future in a positive and constructive way.

The teacher who was killed beside 16 of her primary one pupils that day was Gwen Mayor. In the days and weeks following the tragedy, there was demand from EIS members for a fitting memorial to Mrs Mayor and the pupils who had died.

Gwen Mayor was a passionate and dedicated educator, who was truly

committed to providing the very best for the pupils with whom she worked. It was this spirit which led to the idea of a charity in honour of the memory of Gwen Mayor and her pupils.

After a succession of financial pledges, both from EIS members as well as from other organisations across the country, the EIS, with the support of the Mayor family, established the Gwen Mayor Trust. The aim of the Trust was to provide financial support for the type of projects which were important to Gwen Mayor and her primary one pupils. Since its inception, the Gwen Mayor Trust has supported a vast range of arts, cultural, community and sports based projects in primary schools across Scotland.

Today, the positive work of the Gwen Mayor Trust continues. All nursery and primary schools across Scotland are eligible to apply for funding from the Trust. Over the past two decades over 200 school-based cultural, sporting and community projects have benefited from

assistance from the Gwen Mayor Trust and the total funding allocated is approaching £100,000.

Today, the work of the Gwen Mayor Trust continues to benefit primary school pupils all over the country. As the Trust allocates only interest accrued from the investment of the initial substantial contributions, the Trust continues to remain active despite a lower level of donation income in recent years. Therefore the Gwen Mayor Trust welcomes all financial contributions as a means to ensure that the positive work carried out by the Trust in memory of Gwen Mayor and her pupils can continue long into the future.

Here the SEJ looks back at some of the projects which have received funding from the Gwen Mayor Trust over the years. Each of these projects helped to benefit primary school pupils and their communities in areas across Scotland.

A look back at a few of the past projects supported by the Gwen Mayor Trust

Outdoor learning project

Drummore Primary School in Drumchapel successfully applied for £200 in funding to support an outdoor learning project for their pupils, with an emphasis on the environment and social inclusion. Teacher Audrey McLaren explained, "Many of our children come from socially disadvantaged backgrounds and for a variety of reasons have very limited experience of the outdoors. They all have Additional Support Needs. We are working to create a 'Garden for Growing' within the school grounds, and hope to involve the children in growing vegetables, herbs, wild flowers and to create a bog area that promotes biodiversity. To support our project, we would like to provide wellingtons for the children as many do not have these items. Ideally, we would like to purchase a bank of twenty pairs of wellies to ensure that the children have dry feet."

Awarded £200 from the Gwen Mayor Trust



Rainbow Room

The Gwen Mayor Trust supported the development of the new Nurture Room at Park View Primary School in Halfway.

The room, which is called The Rainbow Room, is used to promote the health and wellbeing of pupils in a variety of ways.

The 'home like' environment gives children an opportunity to relax and build positive relationships with each other.

Staff provide the children with time to talk about their feelings in a private and supportive context, and they are given lots of opportunities to learn and express their emotions through play.

Class teacher Claire Longmuir and Headteacher Maria Speirs planned the development of the Rainbow Room

together, and both feel that it hugely benefits children who, for a variety of reasons, require additional support in this area.

Mrs. Speirs said, "We already have a nurturing and inclusive ethos across the whole school, but it is lovely that we can now offer the children at Park View the opportunity to visit and use the Rainbow Room, as a designated area for developing their emotional resilience and overall wellbeing. The award by the Gwen Mayor Trust has enabled us to provide this wonderful resource and we are very grateful for their assistance."

Mrs Longmuir said, "The children love having the opportunity to play and learn together in the Rainbow Room. They are always eager to go to the Rainbow Room to socialise. We are already seeing the

benefits of experiences that they have had. The financial support from the Trust has been invaluable."

Awarded £550 from the Gwen Mayor Trust



African Partnership

Another of the projects funded by the trust came from St Mary's Leith Primary School. The school has been partnered with Kilema Primary School in Tanzania through Twende Pajoma Project.

Deputy Headteacher Mary Bainbridge explained, "Our Headteacher, Stephen Gilhooley went to visit Kilema, teaching and talking with the pupils and the whole community. He also managed to climb Mt Kilimanjaro while he was there! He took with him an i-pad for the school and now, as a result of our very enjoyable and successful 'African Night', we are able to send a mini projector to the school. The resources are extremely limited but the staff were very excited by the potential of the ICT."

The African Night was a huge success and included a Fairtrade stall selling African goods and opportunities for the younger children to do African Art. Continuing with the African theme the night also featured an African Drumming workshop and performance, bead jewellery making, African hair-braiding by one of the Ghanaian parents, and African food cooked by the staff. Mr Gilhooley also presented a slideshow of his visit to the school and his ascent of the mountain!

"Over 60 families came and we had a wonderful evening, raising £169.34 which has now increased to £269.34 thanks to your award."

Awarded £100 from the Gwen Mayor Trust

How you can contribute to the Gwen Mayor Trust

The decision to establish the Gwen Mayor Trust was taken following the demand from EIS members for a fitting memorial to the victims of the Dunblane tragedy. Financial contributions from individual members were combined with money raised at school fund raising events, and added together with donations from many other organisations across the country.

Following the formal establishment of the Gwen Mayor Trust as a charity, the initial grants were awarded in late 1998.

The Trust welcomes all financial contributions. Schools, parent organisations and others are encouraged to consider donating money raised in fundraising events to allow the Gwen Mayor Trust to continue its important work in supporting arts, cultural, sporting and community projects for primary school pupils across Scotland.

The bank details for donations to the Gwen Mayor Trust are as follows:

The Royal Bank Of Scotland
Castle Street Branch

Sort Code 831844

Account No 00118240

Name - Educational Institute of Scotland
- Gwen Mayor Trust

Get Active, Get Involved

Become an EIS Rep

In the previous edition of the SEJ, we highlighted ten reasons to become an EIS Rep. This month, we speak to four members who have taken the decision to get active in their union and become EIS Representatives. Here, they explain their own reasons for becoming a Rep and share their thoughts on the benefits it has brought them and their colleagues.



Jason Boyle

Growing up in Canada my father and grandfather both worked in the automotive industry. They were both heavily involved in the union and always stressed the importance of being part of a union and supporting it. So when the EIS Rep in my school retired a few years back I jumped at the chance to get involved.

There are a lot of positive things to being an EIS Rep but for me the most positive has to be playing a major role in helping to facilitate a collegiate atmosphere within the staff team.

It is important for any staff to have a go to person who can either answer questions or find out the answers. It is also helpful to have one point of contact that colleagues can come to for advice especially for less experienced members of staff. Lastly, there needs to be someone on staff to recruit new members and to stress the importance of being part of Scotland's largest teaching union. There is strength in numbers and you never know when you might need the help and support that the EIS can provide.



Paula McEwan

I joined the EIS as a student member sometime between 1988 and 1992 because they came to college to speak to us and were giving away a purple clipboard if we signed up! When I became a permanent member of a school staff in 1995 there was a Rep in the school that opened the envelopes and left paperwork on the staffroom table for anyone who was interested but didn't hold or attend school or local meetings. I've always believed that if you want to improve or change something you have to be part of it, so when discussions started around the 21st Century Agreement I began attending Local Association meetings, putting in my tuppence worth and reporting back to my school staff on what had been said and decided. It was a short time after that I became the named Representative for our school and I've been doing it ever since.

The most positive thing about being an EIS Rep is being able to negotiate positive change within a school, whether that is reaching consensus on the Working Time Agreement each year, suggesting and trialling ways to reduce workload across the school or working with colleagues in other schools to share and develop our ideas across other schools.

If you want to improve your working conditions, or reset your work/life balance, or fill in less paperwork of a day, then you have to get involved as an EIS Rep and be the instrument of that change, and if you can improve working conditions for others then even better. You might feel better after a moan in the staffroom but it won't change anything – you have to be in amongst it!



Andrew Harvey

I joined the union the first day I became a teacher, very much out of tradition. When I became a Rep it was because the people I worked with were quite isolated. It was amazing because I was able to network and get advice from other colleagues meaning that the original sense of isolation was broken down. By becoming an EIS Rep I felt a real sense of collective strength.

The access to knowledge I have as an EIS Rep is really powerful. The EIS has a tremendous pool of knowledge, resources and more experienced colleagues. Often when I go to negotiate with my boss, I find I have more knowledge and information than the people I am negotiating with.

Finally, the most satisfying thing about being an EIS Rep is the ability to support other colleagues, the ability to empower them and to encourage members to use their strength and their power to assert themselves in the workplace.



Megan McCrossan

My experience of being an EIS Rep has been really positive, I've found a real sense of community in the EIS and made lots of new friends. Being an EIS Rep has given me a real sense of empowerment within the Local Authority that I work in by becoming involved in different things. As an EIS Rep there is always someone at the other side of the phone or an email for advice should you need it.

I've also found through the EIS I've had lots of CPD and professional learning opportunities and that hasn't just benefitted me as I have also developed skills that I've been able to bring back into my classroom. This has positively impacted on teaching and learning meaning the children have benefitted too.

My experience of being an EIS Rep has been incredibly positive and I would encourage everyone to become involved and be a Rep.

Be an EIS Rep: Make a Difference

School and College Representatives are fundamental to the effectiveness of the union. They are the main link between EIS members at a local level and the EIS nationally. While we endeavour to keep our members up to date via emails and letters the EIS workplace Rep adds the personal touch to the EIS. It is well known that workplaces that have an elected EIS Rep have more leverage, issues are resolved more quickly and members are well informed.

In light of this the EIS has launched a Rep Recruitment Focus for 2016 with an extra push to recruit Reps in schools without an elected EIS Rep.

If you are interested in getting more involved in the EIS and your school does not have an EIS Rep please get in touch with an EIS Organiser:

Louise O'Hara - lohara@eis.org.uk
Annie McCrae - amccrae@eis.org.uk

Twitter [#BeAnEISRep](https://twitter.com/BeAnEISRep)



The EIS and Cornmarket announce the launch of



Insurance Services for EIS members

A new service
available
exclusively to
EIS members
and their
partners



Register for new
EIS service &
receive FREE £15
Love2Shop gift card
here www.eisinsure.co.uk

See advert on the outside
back cover for more
on this exclusive new
service for EIS members

For the last 25 years EIS has been providing its members with advice on financial and retirement planning through EIS Financial Services. We are delighted to announce the launch of EIS Insurance Services; a new service available exclusively to EIS members and their partners.

EIS Insurance Services is a new car and home insurance service provided by Cornmarket Insurance Services; who were recently voted Best British Insurance provider* in terms of both value for money and service.

For the past 40 years Cornmarket have been providing insurance services to teachers, nurses and members of a wide range of other public sector unions and affinity groups.

In addition to providing members with great value for money, the service also provides a personal touch Cornmarket are particularly proud of. The team at Cornmarket will talk to every single EIS

member who registers for this new service; at the time when their insurance is due.

We would strongly recommend that you register for this new service and avail of the many benefits it will provide when your car and home insurance is next due.

So how exactly does this new service work?

1. First of all you need to register for the service by providing EIS Insurance Services with your contact details; also advising when your insurance is due
2. Several weeks before your insurance is due, you will receive an email reminding you of the benefits of the service; and advising you that they will contact you shortly
3. A member of the EIS Insurance Service team will then call you before your insurance is due. The purpose of this call is to get the additional details they need to establish how much you could save on your insurance.

4. You can also advise the EIS Insurance Services team member of the best quote you have received so far, and what benefits are included with that quote.

5. EIS Insurance Services will offer cover with one of their insurers ensuring you get the benefits you require at a competitive market rate.

To celebrate this new member benefit, the first 10,000 EIS members who register for the service will receive a FREE Love2shop Gift card worth £15. You will be able to use this gift card in any one of 60 retailers nationwide including Marks and Spencers, Boots, HMV, Currys to name but a few.

To register for this new service, all you need to do is visit www.eisinsure.co.uk

Terms and conditions apply.

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*Auto Express Driver Power Survey 2015.



Standing Up for Scottish Education

Education and the Scottish Parliament Election - **Special** **SEJ Focus**

In this special 8-page pull-out guide, we focus on the Scottish Parliament election and ask what this will mean for Scottish Education.

We look at the EIS Manifesto, entitled *Standing Up for Scottish Education*, and highlight our key policies and priorities for protecting and supporting quality education provision.

Then, we speak to Scotland's five main political parties and ask them to outline

their policy commitments on how they will support Scottish education.

The SEJ is also working in partnership with the GTCS magazine, *Teaching Scotland*, to run a special education hustings featuring prominent speakers from each of the key political parties. You can read more about this, including information on how to register to attend or view online, on the back page of this special supplement.

P14: The EIS Manifesto: Standing Up for Scottish Education

P16: Scotland's political parties make their case for Education

P20: The SEJ / Teaching Scotland Education Hustings

Standing Up for Scottish Education

As we head towards the Holyrood election on the 5th of May, the EIS has published its own Manifesto, entitled **Standing up for Scottish Education**, to highlight our priorities for Scottish education during the next parliament. The EIS, of course, has no affiliation to any political party so will not promote the policies of any individual party or encourage its members to vote for one party over another. However, the EIS

manifesto does highlight our own policies and lays down a challenge, to all political parties, to commit to delivering a brighter future for Scottish education, its learners and its educators. Here, we highlight some of the key issues within the EIS Manifesto and, over the page, we invite each of Scotland's main political parties to outline their own policies for supporting Scottish education.

Putting Education First

May 5th is an opportunity to hold politicians to account as to how the Scottish Education System is valued and resourced. In our new manifesto for education the EIS sets out what we believe the priorities should be to ensure a positive future for Scottish Education, for Scotland's young people, and for learners of all ages.

We call on all political parties to recognise and respect the educational expertise that our members represent and to acknowledge our commitment to sound learning and to the best interests of pupils and students. Accordingly we ask that politicians listen, respect, and engage with the concerns and policy issues we raise.

Scottish Education is a high performing system with significant strengths. Although challenges remain we need to build on what we are doing well, not abandon the progress we have made, if we are to overcome the barriers that still face too many learners.



That will mean an increased commitment to resource Education effectively, to support learners and their families, and to deliver additional investment in Scotland's teachers and lecturers.

Education is too important to be left to politicians alone so we invite parents, teachers, and young people to join the debate by using the EIS manifesto to start the discussion, to ask questions, and to ensure that Education is centre stage in this key election.

Larry Flanagan, General Secretary

The EIS Priorities for Education

Close the attainment gap

Education in Scotland is seen as a societal good – it supports the concept of a “common weal”- a concern for community and for social justice.

Accordingly, the EIS believes that equality of opportunity, fairness to all and equity of access and provision must be essential aspects of Scottish Education.

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.

Clearly, action is required outside of schools to tackle the scourge of poverty in society but schools can and do make a difference, where they are supported. Resources and funding to reduce the attainment gap are essential.

Give children a sound start in Nurseries



Disadvantage sets in early. By the time children begin formal schooling a significant gap already exists, in terms of their learning, between children from poorer and more affluent backgrounds. 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.

CfE is predicated on a 3-18 curriculum. We believe that pre-school children should have guaranteed access to a teacher during all stages of their early learning.

Promote our Primaries



Primary teachers are multi-specialists, dealing with all aspects of a very broad curriculum. Curriculum for Excellence promised a decluttering of that curriculum to allow more space and time for teaching and learning but this is not the experience of our members. Tackling workload and bureaucracy is essential if teachers are to be “freed-up” to teach.

Recently there has been a major debate around the new National Improvement Framework and, within that, the role of standardised assessment. The EIS remains firmly opposed to national testing and will not accept the return of a target setting, league table approach which has been shown to entrench disadvantage. We firmly believe that all assessment must be linked to teaching and learning.

In particular we would argue that approaches such as testing whole cohorts at given times of the year is counter-productive and is more likely to entrench rather than close the attainment gap.

Support our Secondaries



Secondary schools have been swamped by workload and assessment pressures, generated primarily by the new SQA Qualification framework. The laudable aims of CfE reform – creating more time for

teaching; maintaining breadth across the senior phase including space for vocational education; and supporting deeper learning – have all been marginalised in the implementation process. Urgent action is required to ensure the early principles of CfE are realised, to guarantee all young people full access to qualifications.

Across S1-S3, the Broad General Education faces many of the same issues as Primary schools: “paper chasing”, excessive tracking and assessment, workload pressure and increasing class sizes. The introduction of the National Improvement Framework will have implications for assessment in the first 3 years of Secondary education. This risks imposing a national testing system at this important stage, contrary to the central ethos of Curriculum for Excellence.

Value Further and Higher Education



Scotland’s colleges are a vital part of the public education system and should be funded and supported accordingly. We welcome the principle of a return to national collective bargaining in the FE sector but there needs to be greater political commitment to realising this in practice.

We also welcome moves to widen access to Higher Education and believe this needs to be intensified. Access to Higher Education should not be restricted by socio-economic circumstance but should be a realisable aspiration for all.

Support Scotland’s Teachers

The health and wellbeing of those working within Scottish Education is essential for its success. Recruitment of the teachers and lecturers of tomorrow will depend on how potential recruits perceive the teachers and lecturers of today to be valued and supported. Already worrying signs are emerging around potential teacher shortages.

Stress caused by excessive workload, poor management and pupil indiscipline is the greatest risk that teachers face to good health.

EIS commissioned research in 2014 highlighted the dissatisfaction with the level of workload experienced by members. This research indicated that, on average, Scottish teachers work an average of 46.5 hours per week - an extra 33% above their contractual commitment.

Promote social justice



Scottish Education is predicated on promoting social justice and challenging inequalities – the GTCS standards for teaching explicitly state these aims in its statement of values.

We need to ensure that the way our schools and colleges operate reflects these worthy ambitions. In particular, at a time when the plight of refugees is prominent in public discourse we need to ensure that our Education system is prepared to welcome refugees and support refugee children.

Challenge the impact of austerity

The EIS primarily represents teachers and lecturers, but we recognise and value the roles of a broad range of other professionals and workers across the Education sector such as school librarians, classroom assistants and pre-5 workers. We believe that all funding for Education should be ring fenced by Scottish Government to protect it from the impact of austerity cuts.

Stand up for Scottish Education

Scotland has a strong and high performing education system. Whilst challenges clearly remain, politicians need to avoid creating a “narrative of failure” which does a disservice to the hard work of pupils and students and of their teachers and lecturers.

Stand up for Education – the party responses

The SEJ contacted the five main Scottish political parties, as currently represented at Holyrood, and invited their views on the priorities for Scottish education. Each party was given the same brief, and the same total word limit for their contribution. We asked each party to comment on four key areas identified by the EIS – supporting schools, class sizes, cutting workload, equality – and also offered an opportunity for each party to comment on any wider educational policy of their own choosing. While some editing has taken place to accommodate all text within the sections, and some sub-headings have been removed, each party's contribution is otherwise unedited and all policy statements and commitments have been reproduced in full and unaltered.

Supporting Schools



Scottish National Party

Responses by: Angela Constance MSP, SNP Cabinet Secretary for Education and Lifelong Learning

The SNP is proud of our record on education. Last year, young people achieved record Higher results and record numbers of them left school for a positive destination. The attainment gap is beginning to close, with more young people from deprived backgrounds gaining qualifications and more 18 year olds applying to university, with the fewest ever not in education, training or employment after school. And we have invested £1.3 billion to replace or rebuild 607 schools, giving children, teachers and staff high quality environments in which to learn and work.

In government we have invested almost £5 billion annually in school education with average expenditure per pupil higher in Scotland than in England. We are also providing additional funding from central government of over £3 billion in 2016-17 on key priorities. We will explore how to deliver more resource more directly to schools, giving head teachers and teachers greater opportunity to work within a national policy framework to create solutions for their school communities.



Scottish Labour

Responses by: Iain Gray MSP, Scottish Labour Spokesperson for Opportunity

Scottish Labour is concerned about the impact that SNP cuts are having on education in Scotland. The EIS has shown that access to GTC qualified teachers in nurseries has fallen by 29% since 2005. Cuts to councils are impacting this and on a number of areas

in education including giving time for teacher CPD, increasing support staff numbers and investing in the Instrumental Music Service. In Scotland today there are over 4,000 fewer teachers and spending has gone down by £561 per primary school pupil since the SNP came to power. Despite protecting police budgets, the SNP have refused to do the same for the education budget. Scottish Labour doesn't think that's right. We would use the powers coming to the Scottish Parliament to guarantee real terms protection for schools, colleges, universities and student support by putting a penny on the Scottish rate of Income Tax.



Scottish Conservatives

Responses by: Mary Scanlon MSP, Scottish Conservative Education Spokeswoman

Scottish Conservatives recognise and celebrate the many achievements of Scotland's schools, including the very dedicated commitment from teachers. However, we want to see some changes that would allow school leadership to flourish to the full. We remain of the view that we should supplement the current school system with schools run outside of Local Authority control, where there is demand. But we also believe that there is still huge scope for progress which does not require any major legislative reform. It is time to focus on the outcome, not the process: giving schools and school leaders the room to breathe and the freedom to express their individual values.

The fact is that schools work best when they have a clear sense of mission and ethos, with strong leaders at every level: from the head teacher's office to the classroom. We need to focus on delivering this ideal. Many school leaders report frustration with the system and the lack of autonomy they have. We need a culture shift so that there is a clear presumption that power should lie at the level of the school. If there are state schools which wish to be autonomous when it comes to controlling budgets and recruitment policies, or want to exercise greater freedom over the day to day management of the school, they should be permitted to do so.



Scottish Liberal Democrats

Responses by: Liam McArthur MSP, Scottish Liberal Democrat Spokesperson for Energy, Young People and Education

Scottish Liberal Democrats have proposed a penny for education - an increase of 1p on income tax to raise £475 million a year for a transformational investment in Scottish education.

This will reverse the cuts to education, establish a pupil premium which will give extra support in every classroom and expand quality early education.

Councils are to be hammered by £500 million in cuts by the SNP. Half of what councils do is education. This will lead to cuts to classroom assistants, breakfast clubs and libraries, alongside increased charges for school meals, school transport and music tuition. We will not stand back and watch this destruction when the Scottish Parliament has the powers to prevent it.

We need urgent investment in education to give children the best start in life and allow everyone to achieve their potential. A penny for education will get Scotland fit for the future.



Scottish Greens

Responses by: Isla O'Reilly, MSP candidate for Highlands and Islands and Scottish Greens Education spokesperson

From early years to university, Scottish Greens believe education is a fundamental right. We promote lifelong learning with a broad based curriculum that enables learners to become well developed citizens. We want our schools, colleges and universities to be places that foster curiosity, creativity and growth, where educators are supported to put learning before grades. With an innovative curriculum, greater financial support and increased teaching capacity, we can nurture the skills needed for Scotland's society and economy.

Education should prepare the next generation in practical ways for the challenges they will face throughout their lives. Literacy and numeracy must sit alongside interpersonal skills, creative skills, confidence, physical education and good mental health. We will support a curriculum that gives students experience in global citizenship, environmental awareness, and their rights and responsibilities as Scottish citizens. All schools should provide robust 'relationship, sexual health and parenthood' education on principles of equality, covering consent, signs of abuse and reflecting the full spectrum of gender and sexuality. And the curriculum should reflect modern industries, such as computer programming, bioscience, the creative industries and technology innovation.

Class Sizes



Scottish Labour

There are more than 4,000 fewer teachers than when the SNP came to power, class sizes are getting bigger and the pupil to teacher ratio in schools has worsened. Pupils and schools need more than warm words from the Government, they need more teachers and that's why Scottish Labour argued against further cuts that were contained in the budget. After eight years in power and a majority in parliament there are no excuses for the SNP on education.

It would be dishonest to say that this situation could be reversed overnight. However, Scottish Labour's plans to use the powers coming to the Scottish Parliament and increase the Scottish Rate of Income Tax would allow us to make a start. This plan would allow us to stop the cuts and protect the education budget in real terms.



Scottish Conservatives

The fall in teacher numbers by over 4,000 since 2007 is of concern, with direct knock-on effects on pupil/teacher ratios. Scottish Conservatives want the best teachers to come to Scotland through various different routes. We should look to support the best graduates who are interested in getting into teaching via the postgraduate route, especially in STEM subjects. We also support the introduction of a TeachFirst scheme that would place some of the brightest graduates into our most challenging schools. We also believe we need

to pursue greater GTCs flexibility on this issue, including the ability to recruit fully accredited teachers from outside Scotland should this need arise.



Scottish Liberal Democrats

The SNP promised in 2007 "smaller class sizes, starting with a reduction in the first three years of primary to 18 or less". The latest figures show that eight years later this has been delivered for only one in ten pupils. The number of pupils in classes of 26 or more has increased by 41% in the last year alone. SNP Ministers want to micro-manage what happens in schools across Scotland, backed by the threat of huge fines. Their rigid approach to teacher numbers and teaching hours is only likely to make matters worse. The £500 million of cuts to council budgets will also lead to the loss of vital support staff such as classroom assistants.

Our penny for education policy would deliver hundreds of millions of pounds for schools. Instead of a one-size-fits-all, top-down approach, we would work constructively with local councils to help deliver high-quality education.



Scottish Greens

We will tackle teachers' unsustainable workload by pushing for an additional 4,000 full-time equivalent school teachers to be hired over the course of the coming Parliament. Teachers at breaking point cannot provide quality learning environments for young people. 4,000 extra teachers would ease pressure and give smaller class sizes, allowing for more individual support – giving all students a better opportunity to learn.



Scottish National Party

Teachers are key to Scottish education's record of success and the SNP is fully committed to maintaining teacher numbers and pupil teacher ratios as a central part of our priority to improve attainment. In a time of constrained financial resources, we have still managed to reduce the average class size for children in P1 and keep class sizes low.

We have already raised probationer teacher

employment to record levels and want more newly qualified teachers to secure full time, permanent jobs. We are investing in the next generation of teachers, providing £2 million more this year to train 260 more teachers, bringing the total to just under 4,000. Re-elect an SNP government and this investment will continue, particularly to address shortages in key subjects and encourage a more diverse workforce. We set up and will continue supporting the Scottish College for Educational Leadership so headteachers can develop their skills and expertise and study for the headship qualification.

Cutting Workload



Scottish Conservatives

We are very aware of the increasing frustrations about the heavy burden of paperwork in our schools. Some of this is a reflection of low teacher recruitment, which we would address in several different ways described in the previous answer. However, some paperwork is a direct consequence of policy choices by this Scottish Government. We believe the named person policy in particular is both unnecessary and unworkable and have heard from teachers concerned about the additional workload this will carry. Scottish Conservatives believe the policy should be scrapped.



Scottish Liberal Democrats

It takes years to train teachers yet government ministers like to think they know best. It has heaped pressure onto teachers, damaged morale and distorted services.

Scottish Liberal Democrats have committed to rolling back the top-down target culture that suffocates schools. Teachers must be set free and empowered to use their skills and judgement.

Scottish Liberal Democrats have always been the strongest supporters of localism. For example, we were the only major party opposed to the reintroduction of national testing. In government, we would scrap the return of this Thatcherite policy which will only increase workloads and stress levels for teachers and pupils alike.

National testing will do nothing to help

continues...

teachers already stretched by new qualifications, increased class sizes and faced with swingeing education cuts next year.

Our penny for education would also deliver extra staff and resources in schools, reducing teachers' workload and improving outcomes.



Scottish Greens

We will work to give the best teachers to the young people who need the most support by calling for Support for Learning to be a promoted post. This would help tackle inequality of outcomes for pupils with additional support needs. It would also help restore a career structure, enabling progression for the most skilled teachers who wish to remain in the classroom.

Greens will resist plans for a return to standardised national testing in schools. More testing contradicts the basis of Curriculum for Excellence, will increase bureaucracy for teachers, means a return to harmful league tables and is not the answer to closing the attainment gap.



Scottish National Party

We want to give teachers time to teach and children time to learn. We have established an Assessment and Qualifications Group to drive forward activity to minimise workload, particularly around verification and assessment, and consider a staffing standard. The introduction of a standardised assessment, bespoke to our curriculum needs, as part of the National Improvement Framework should also reduce workload - teachers will only need to use one assessment tool to provide data that informs their professional judgement in supporting children to learn.



Scottish Labour

Every teacher accepts the occasional late night as part of the job but teachers in Scotland are working an additional 11 hours a week on top of their contracted hours, this is above and beyond the occasional late night.

Scottish Labour supported the introduction of Curriculum of Excellence, just as teachers did. However it has not been properly resourced and has created additional burdens on teachers. This

should concern us all because the single biggest impact on standards and cutting the attainment gap is to support teachers and the workforce. Scotland will not be able to close the attainment gap with exhausted and overworked teachers. Teachers need sufficient time for preparation and professional development. The SNP have cut the education budget and this has a direct impact on teachers' workload. Scottish Labour would stop the cuts, invest in education and start supporting teachers and the workforce in schools again.

Equality, Equity and Fairness



Scottish Liberal Democrats

A recent report from the OECD confirmed our education system is slipping down the international rankings and the attainment gap is widening. That is why the Scottish Liberal Democrats will invest £170 million a year in a pupil premium.

Paid directly to schools to raise attainment, it will be worth £1,400 for every pupil who needs extra support at primary school and £900 for secondary school pupils.

A primary like Aboyne could get £43,000 more. A secondary like Oban could get another £170,000.

Unlike the SNP's limited attainment fund, the pupil premium will deliver extra resources and support for every child from a disadvantaged background, in every classroom. Schools could choose to spend it on more teachers for one-to-one help, homework clubs or extra equipment.

When we introduced this in England, the attainment gap closed 5% in just three years.

It helps gives every child the best chance in life.



Scottish Greens

The Scottish Government's Attainment Scotland Fund provides extra funds to schools with the highest concentrations of pupils from deprived areas. But thousands of pupils experiencing poverty miss out - child poverty is not exclusive to areas of deprivation and, in any case, 36% of pupils from the most deprived areas go to schools without additional funding. Green MSPs will work with other parties to close this gap with a pupil premium that targets pupils in need who do not qualify for the Attainment Scotland Fund.

Scottish Greens will show leadership on inclusive education policies for all pupils and families from primary age, regardless of race, disability, sex or gender identity, including a strong stance on bullying. We will also push to strengthen links between education and other children's services and child poverty strategies.

Scottish Greens support a statutory guarantee of minimum education hours for every Scottish child. Local authority budgets are under immense pressure, but with a guarantee of 27.5 hours a week of education during secondary and 25 hours during Primary we will help avoid cuts that ultimately harm children's education.



Scottish National Party

The SNP is determined to deliver a world class education system built around twin aims of excellence and equity. We want to make substantial progress in the next Parliament towards closing the attainment gap if re-elected. That is why we doubled funding to £160 million over the next 3 years for the Scottish Attainment Challenge - this Fund is already putting additional resource into over 300 schools around Scotland. Our priority is to raise literacy and numeracy standards and improve children's health and wellbeing.

We will continue to provide universal free school meals for all P1 to P3 children and work with local authorities to introduce a national clothing grant. Doubling early learning and childcare for all 3 and 4 year olds and disadvantaged 2 year olds to 30 hours per week, with every nursery in a deprived area getting an extra teacher by 2018, will mean a better start for children with more starting school ready to learn and succeed.



Scottish Labour

Many children from less affluent backgrounds start primary one fourteen months behind their peers. The gap between the richest and the poorest students persists. Funding education has to be a national priority - an investment not just in our children but in the future of our country, our economy and our future prosperity. That is why we would create a Fair Start Fund to help close the attainment gap. Our Fair Start Fund would see primary schools receive £1,000 and nurseries £300 for every pupil from a deprived background. The money would go direct to schools for staff teams to spend, closing the gap between the richest and the rest. We would pay for this through the reintroduction of the 50p rate for additional rate tax payers, those earning over £150,000.

We are considering policies for our manifesto to respond to the important EIS report - Face up to Child Poverty.



Scottish Conservatives

The attainment gap between children from poorer and richer backgrounds remains the main challenge in our educational system. Narrowing this gap should be the overarching aim of all political parties and the Scottish Conservatives have for years been making suggestions that we believe would go some way to improving this situation.

If we want to tackle the attainment gap, we need to be looking at appropriate support right from the beginning of a child's life. Scottish Conservatives support more flexible childcare, extended to more vulnerable one and two year olds. At school, in addition to a presumption of school control, we need to focus on attracting the best teachers to improve numeracy and literacy rates, with an ambitious target for the next two Parliaments. While we welcome the Government's attainment fund, we believe it should go directly to schools with the money following the pupil, with more support for ASN and care leavers.

We also believe that the evidence on free university tuition speaks for itself - Scotland is the worst in the UK at both application and admission rates for students from the poorest backgrounds. We would introduce a modest graduate contribution, payable when earning a good salary, that would not only allow us to fund universities properly, but also restore the SNP's college and bursary cuts by the end of the next Parliament.

Wider Educational Issues



Scottish Greens

Green MSPs will support funding parity between those studying full-time at college and those studying at university, including scrapping education maintenance allowances for FE students and extending both bursaries and loans to college students.

In recent years a number of FE courses have been cut and opportunities for part-time study reduced. Scottish Greens will call for greater investment in FE and for the re-introduction of part-time and access courses that are vital to allow those from the most deprived backgrounds to access education.

Scottish Greens support measures that will allow Scotland's universities to oppose the marketisation of Higher Education and to distance themselves from mechanisms

such as the Research Excellence Framework, Teaching Excellence Framework and other artificially competitive funding mechanisms, enabling them to concentrate on research and teaching.

Greens will continue to place pressure on the UK government to reintroduce the post-study work visa - a scheme which allows international students to stay in Scotland after their studies. We believe that someone who has chosen to study with us should be given the opportunity to stay in Scotland and contribute to their chosen field.



Scottish National Party

We want every young person to have an equal chance to go to university. We will maintain the Educational Maintenance Allowance so more young people from low income backgrounds can stay on at school. We will reform the learner journey between 16 and 25 making it easier for young people to get the qualifications and skills they need to succeed in life. We will introduce a Professional Baccalaureate to recognise the achievement of vocational and other qualifications, particularly in STEM related subjects. And we will review student support so those students who need financial support the most get it, no matter where they study.

The SNP's mission is to ensure every child gets every chance to succeed at school and in life. The OECD's recent review highlighted the positive developments and strengths in our education system. As we move to the next phase of delivering Curriculum for Excellence, we must use this watershed moment to build on those strengths, not least by continuing to invest in the quality, professionalism and commitment of the teaching workforce who are vital to ensuring we succeed in achieving our mission.



Scottish Labour

Looked after children are more likely to go to jail than university.

Under Scottish Labour plans, every looked after child in Scotland that wants to go onto higher education will get full grant support, worth £6000 a year.

We will pay for these plans by making different choices from the SNP and by asking those very top earners to pay a bit more tax. A tax rise on the richest not because we are against aspiration but because we are for it - for every child in Scotland having a world class education.

The most important economic policy any government can pursue is investing in education. Budgets for schools are being slashed, teaching posts lost and the opportunities children enjoy reduced. Faced

with the choice between using the powers of the Scottish Parliament and cuts to our children's future, Scottish Labour chooses to use the powers and stop the cuts.



Scottish Conservatives

Scottish Conservatives believe the Scottish Government needs to be far bolder in measuring Scotland's education system. Only by measuring properly can we assess whether schools are meeting the gold standard we want. Firstly, we think the Government should commit to entering Scotland into all the main international comparison tests and design Scotland's national testing with these in mind. Secondly, we need to improve evaluative research on what works, for example, by offering government match-funding to third sector educational charities. Thirdly, we need to re-establish an independent inspectorate so that those who set policy are separate from those evaluating its effectiveness.



Scottish Liberal Democrats

There are many examples of world class teaching and learning experiences, from early learning through to further and higher education. But more needs to be done to address failings.

The best way to improve a child's life chances is through investment before the age of three. Our penny for education would fund an expansion of early years learning, alongside increased quality and flexibility.

We won't ignore what is going on in Scotland's colleges. Under the SNP the number of college places has dropped by 152,000 since 2007. Each was an opportunity for someone to learn and gain the skills they need to get on in life. The financial support that was available to help those from poorer backgrounds attend college has also been disproportionately cut. We will use the penny for education to repair the cuts to colleges.

For universities, we will protect their autonomy and maintain free tuition.

5th May Use Your Vote

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This event will provide the opportunity for you to discuss the challenges dominating Scottish education and how best to tackle these issues. You will also have the chance to ask each of the parties about their vision for Scottish education.

Spaces are free, but limited. To reserve your place go to www.education-hustings.eventbrite.co.uk. For those not able to attend in person, the event will be streamed live via the EIS website: www.eis.org.uk/hustings. You will also be provided with the opportunity to ask the representatives questions.

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Larry Flanagan, EIS General Secretary

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

EIS Leadership Development Day

The EIS has been successful in obtaining funding from a pilot Scottish Union Learning Leadership Development Fund. This funding has been made available to assist unions in developing leadership within the union itself.

The EIS held a Leadership Development Day on Saturday 6 February 2016 in the new Training Centre facility within EIS HQ in Edinburgh. This event brought together EIS staff and members to hear keynote presentations on leadership and to take part in workshops around key leadership themes.

"It was useful to find out about the differences around Scotland on how LA and schools work. I feel that more training at all levels is important so as the succession is happening and skills gaps don't appear; Wider range of strategies for engaging members obtained from discussion to take back to LA; Sharing ideas around how to get members more pro-active in the union at each level both nationally and locally; Fantastic discussion with lots of different ideas, Organisation of group allowed me to feel my opinion was valued." These are just some of the comments from participants on the day.

The event was opened by EIS General Secretary Larry Flanagan, who welcomed staff and members who had travelled from across Scotland to attend. He said that the purpose of the day was to develop leadership capacity at all levels within the EIS and that the event would also provide a professional learning opportunity for those attending.

The keynote presenters were Gillian Hamilton, Chief Executive of the Scottish College for Educational Leadership;

Professor Henry Maitles, University of the West of Scotland and Helen Martin, STUC Assistant Secretary. The keynotes all gave their perspective on leadership and how this can be developed. Gillian talked about her own personal leadership journey; Henry advised of his own union involvement and research into leadership; Helen talked about empowerment and referred to the fact that union activists can be identified simply by asking members if they wish to be actively involved in the union and ensuring that they receive all the support they require.

There were four workshops on Building Capacity and Success Planning; Barriers to Participation in the Union by Under-Represented Groups; Future Strategies and Skills to Develop Strategies and Communication Skills. This was a unique situation where, for the first time, staff and EIS members met in these workshops and discussed crucial topics for the union. It was also unique in that in each workshop session the groups had to formulate formal proposals from their discussions. These formal proposals will now be considered by the appropriate EIS committees.

The evaluation was extremely positive and demonstrates how much participants got out of attending, having the opportunity to

discuss important topics which are relevant to the future development of the union and see the proposals from their discussions go forward for further consideration.

Some of the comments from participants around the impact of having taken part in the Development Day included; "I have a clearer idea of how the EIS functions and how I can make a useful contribution; I honestly feel "empowered" and motivated to become more pro-active in the EIS. I also feel as an EIS Rep in my school, I will be going back and encouraging Branch members to become more pro-active too; I will be looking to promote more interest in EIS issues and will be looking to promote the value of being an activist – especially new and young teachers; Reinvigorated by keynote speakers."

Our sincere thanks go to all of the keynote presenters who gave inspiration to participants for the workshop discussions. Thanks also to the workshop facilitators who led the groups and ensured that the necessary information came forward to put the proposals together.

The EIS will now provide a report and presentation at a Scottish Union Learning Leadership meeting in March which will also be attended by some of the learners from the Leadership Development Day.



Tackling Bureaucracy Events 2016

The EIS and Education Scotland have held two Tackling Bureaucracy Events to give support to colleagues on this important topic.

The first event was held in Aberdeen in January with over 90 participants attending. The event featured keynotes from Larry Flanagan, EIS General Secretary, and Claire Harvey, Education Officer, Education Scotland. Participants were then able to attend either two primary based workshops or two secondary based workshops. The topics of the two primary workshops were "Profiling/Reporting" and "Forward Planning." The two secondary workshops were "Improvement Planning and Reporting – Avoiding Repetition" and "Broad Principles and Specific Action."

Around 90 participants attended a

similar event in Glasgow in February with the same keynote speakers and the primary workshops being "One School's Approach to Reporting and Planning" and "Working with Staff to Reduce the Burden of Paperwork." The secondary workshops were "Tackling Bureaucracy, Workload and Stress in Hillhead High School: So Far, So Good" and "Working Time Agreement – a Tool for Tackling Bureaucracy and Workload."

Both events received a very positive evaluation and some of the comments from participants included: "Very helpful and reassuring. The opportunity to hear what other establishments do and across authorities was really helpful. Having a HT presenting is very reassuring; Brilliant workshop - great ideas for good practice, taking forward a new mindset;

Encouraging, practical ideas/suggestions given in a realistic, refreshing and reassuring way; Excellent in promoting confidence in understanding issues relating to Tackling Bureaucracy possible solutions/sharing experience practice."

Our sincere thanks go to the keynote speakers, workshop presenters and EIS Learning Reps who acted as note takers for the workshops. Our thanks also go to the participants who were willing to give up their Saturday morning to attend the events.

Another Tackling Bureaucracy event is being organised which will be held in Stirling on Saturday 27 August 2016. We are asking participants to sign up now to ensure their place.

Please email Ashley@eis.org.uk as soon as possible to register.

Health and Wellbeing Event Report

This successful event organised by the EIS and the City of Edinburgh Council (CEC) on a Friday afternoon at Holyrood RC High School, Edinburgh was aimed at the Health and Wellbeing (HWB) of teachers.

Over 60 participants attended 2 workshops where all attendees got their first choice of workshop. There were representatives from training partners, CEC, the EIS, Music instructors, Special education and private schools present. Most participants were employed by CEC but there were a fair number from East, Mid and West Lothian and the Borders.

Considerable forward planning, including review of feedback from two previous Edinburgh HWB events, ensured that attendees were provided with a rich mix of six supportive workshops including;

1. Using Your Voice

This workshop explored some of the causes of voice problems, and provided participants with information and some simple strategies to help you keep your voice healthy.

2. With A Little Help from My Friends – A Conversation about Mental Fitness

This was a question and answer session, much guided by the audience, which focused on Jim's personal experience of and recovery to mental fitness.

3. Sweet Dreams, Sleep Tight

This workshop looked at why we are poor sleepers and how we can improve the quality of our sleep.

4. Right Management Workplace Wellness

This session was to raise awareness of the services offered by the Employee Assistance Programme (EAP) provider: online EAP, Manager Support service, telephone information and advice, counselling. The session was aimed at Edinburgh teachers.

5. Introduction to Mindfulness Workshop

This workshop was designed to introduce the practice of mindfulness for personal health and wellbeing.

6. Managing Stress and Developing Resilience

This workshop considered the impact of stress and strategies to managing stress including research on positive emotional wellbeing and resilience

The opportunity was taken to publicise other courses available and to draw attention to the EIS Edinburgh Local Association website (www.eis.org.uk/edinburgh) where resources, courses and links are available. Information on the "See me" campaign was distributed and several of the workshop leaders passed on information on "next steps" or provided hand-outs.

There was praise and appreciation for all of the workshops and for all of the providers. Below is a small selection of comments

- "Very insightful and useful..."
- "Talking to others...helped me to identify stress factors in myself."
- "Interesting theory, practical ideas and discussion."
- "Excellent...worthwhile...helpful."
- "Very good, warm, friendly workshop tutor."
- "Excellent information and well presented."
- "Definitely things that can be taken away from this session."
- "I now feel I have a better understanding of where my stress comes from and how to respond."
- "Made me think! Will need to make some changes."
- "Helps understanding of how to be supportive."
- "Great information. Gave me a lot to think about for myself and family too."

For further information on the Edinburgh HWB event please contact James Pringle jpringle@eis-learnrep.org.uk

Bill Harris & James Pringle, Edinburgh Union Learning Reps.

EIS Determined to

GET IT RIGHT FOR GIRLS



While there can be no doubt that there has been significant progress made in the journey towards gender equality within our society, much ground remains to be covered before we reach the desired destination.

The EIS conducted group discussions in 2015 on the extent of misogynistic attitudes amongst children and young people, and found that misogynistic attitudes towards women and girls are evident in a variety of forms within educational establishments, from overt sexual bullying to casual sexist comments, which some seek to trivialise as humour.

This included:

- Casual though often vindictive use of derogatory language – ‘slut’ and ‘skank’ being widely used against girls or women staff, and ‘feminazi’ used to silence women and girls speaking from a feminist perspective
- Dismissive, contemptuous attitudes of some boys towards female pupils and staff
- Mockery and derision when women and girls adopt non-stereotypical gender roles.

Later this year we will issue new member guidance on this topic, the ‘Get it Right for Girls’ Report. This guidance will highlight the possible dangers of allowing misogynistic attitudes to prevail and suggest approaches, as identified by focus group participants, which EIS members might find useful in addressing the problem.

Misogyny - a dislike for, contempt of or belief in the inferiority of women- begins to take root in the early years of a child’s

development, much of which is influenced by the home environment. Thereafter such attitudes, if unchallenged at home, or at school and college and beyond, can become firmly embedded.

The effect of such a culture of misogyny and sexist stereotyping on children and young people, both female and male, can be significant in hindering personal and social development in the short term, as well as having longer term damaging consequences for individuals and for society as a whole.

Both boys and girls, and both men and women, can be the perpetrators of misogynistic behaviour, albeit by females to a lesser extent. Overall, women and girls are more likely to be the targets of such sexist behaviour.

EIS research findings suggest that educational establishments require more support to develop more consistent, coherent approaches to the promotion of gender equality and towards tackling the problem of the sexual harassment and bullying of young women and girls, and of boys and young men who are gay or who are judged by others to be failing to conform to gender norms. The EIS is keen to make a contribution to ensuring that in every one of Scotland’s educational establishments, there is an ethos which is wholly gender inclusive.

The new guidance, which will be distributed to all establishments and be available to download from the EIS website, is intended to support EIS members in addressing the issue at establishment level for the benefit of all learners, both female and male. It seeks to highlight the possible dangers of allowing misogynistic attitudes to prevail and to suggest some approaches

which EIS members currently find useful in addressing the problem.

Recommended Actions for EIS Members

- Look out for the new guidance in your establishment and use this as the basis of discussion on the issue of misogynistic attitudes among young people at EIS branch level
- Raise any emerging issues with the school management team
- Seek review of current establishment policy and practice where required in light of the advice
- Consult with the local EIS Equality Rep and/or the Local Association or Branch Secretary in the event that additional advice/support is needed
- Request access where necessary to relevant CLPL opportunities
- Share any examples of strongly gender inclusive practice with the EIS Equality Department
- Continue to monitor policies in terms of their effectiveness in eradicating gender discrimination and promoting equality.

This new document sits alongside a wide range of work underway to promote gender equality within educational establishments. For example, this year we provided every secondary school library in Scotland with a copy of the STUC’s Inspiring Women book, shared women members’ views on why ‘a woman’s place is in her union’ through our social media on International Women’s Day, and supported a wide range of partner organisations’ projects to tackle gender-based violence and promote women’s equality.



Commenting on the report, Mary Matheson, Convener of the EIS Gender Issues Working Group, said:

“In 2016, misogyny is a thriving form of communication. Adverts, song lyrics and belittling comments from influential public figures all play their part in promoting the increasingly casual use of misogynistic language across society. Whether used knowingly or as a means of identifying with the ‘in crowd’, the attitude it promotes among the perpetrators and the impact it has on the victims can be both long lasting and serious.

Our work with cross-sector focus groups, Engender and Zero Tolerance has informed ‘Get it Right for Girls’, which shares our findings and offers advice on how we, as educators, can play a part in addressing this important issue.

Misogyny has no place in our schools or in the lives of our young people so let’s ‘Get it Right for Girls’ in the certain knowledge that by doing so, we also get it right for boys and for society.”

FOR MORE INFORMATION ABOUT THE GET IT RIGHT FOR GIRLS REPORT AND OUR WORK TO PROMOTE GENDER EQUALITY AND CHALLENGE MISOGYNISTIC ATTITUDES, PLEASE CONTACT THE EQUALITY DEPARTMENT AT EIS HQ VIA ASHLEY@EIS.ORG.UK



EIS Equality Reps

EIS Equality Reps can offer advice on a range of equality issues, including those related to gender.

for contact details of your Equality Rep:

www.eis.org.uk/Equality_Reps/equal_rep_contacts.htm



Zero Tolerance

Zero Tolerance is a Scottish charity working to end men’s violence against women by promoting gender equality and by challenging attitudes which normalise violence and abuse.

www.zerotolerance.org.uk



Engender

Engender is a Scottish feminist organisation campaigning for equal opportunities for men and women, equal access to power and resources, and equal safety and security from harm.

www.engender.org.uk



Scottish Women’s Aid

Scottish Women’s Aid is the lead organisation in Scotland working towards the prevention of domestic abuse. We play a vital role campaigning and lobbying for effective responses to domestic abuse.

www.scottishwomensaid.org.uk



White Ribbon Scotland

White Ribbon Scotland is a campaign to involve men in tackling violence against women. It is a joint initiative by a coalition of individuals and groups of men around Scotland.

www.whiteribbonscotland.org.uk



FE Lecturers Strike For Fair Pay After Overwhelming Ballot Result

As this edition of the SEJ went to press, Further Education college lecturers across Scotland were set to embark on a programme of sustained strike action, following an overwhelming result in a statutory industrial action ballot organised by the EIS.

Lecturers in colleges across Scotland were scheduled to commence strike action on Thursday 17 March in support of the EIS Further Education Lecturers' Association campaign for fair pay in all colleges as set out in the 2015-16 pay claim.

The EIS ran a statutory ballot of its members in colleges across Scotland over a three week period. The voting period ended in early March, and the final results were that 87.6% of those voting backed strike action, on a 61% turnout.

In a separate development, individual strike ballots at three Glasgow colleges that have refused to sign up for the national bargaining process, also returned overwhelming results in favour of strike action. Lecturers at City of Glasgow College

voted 99% in favour of a strike, on a 68% turnout. At Glasgow Clyde, lecturers voted 92% in favour, on a 68% turnout. And, at Glasgow Kelvin, lecturers voted 95% in favour, on a 61% turnout. While the individual disputes at each college are separate and distinct from the national dispute, the planned programmes of action are scheduled to follow the same timetable in each case.

Commenting following the ballot results, EIS General Secretary Larry Flanagan said, "These are overwhelming ballot results, which clearly demonstrate the depth of frustration that lecturers are feeling over the lack of progress towards equal pay. Lecturers were promised a return to national bargaining, and clear steps to deliver equal pay in all colleges across the country. In reality neither of these promises have been delivered and lecturers feel angry and betrayed. These feelings have been reinforced by colleges abandoning the negotiations and imposing a pay uplift, while other colleges have refused

to take part in negotiations at all. These emphatic votes for strike action are the result of broken promises that were made to lecturers."

EIS-FELA President John Kelly added, "Scotland's lecturers have sent a very clear message to college management and to the Scottish Government that they are not prepared to accept broken promises on national bargaining and equal pay. The lack of any meaningful offer on fair pay from college management, coupled with the facts of imposing the pay offer and that many colleges have not even taken part in this supposed 'national' bargaining process, demonstrate the chasm that exists between what lecturers were promised and the current position. We are not going to take it any more, with the result that our members will commence industrial action and will continue to strike until the promises that were made to us are delivered by colleges and the Scottish Government."



Dispute Timeline

- October 2014:** EIS Pay Claim for 2015-16 lodged at the NJNC
- March 2015:** Employers Pay Offer to EIS of 0%
- May 2015:** EIS lodges dispute over a failure to agree
- May 2015:** Employers Offer 1% unconsolidated
- August 2015:** EIS rejects Employers' Offer
- October 2015:** Employers Offer 1%/£300 consolidated, which EIS rejects
- December 2015:** EIS notifies Employers of its indicative ballot in which 92% of lecturers supported strike action in pursuit of the pay claim
- February 2016:** Employers notify EIS by email that they will impose the 2015-16 pay offer made in October 2015
- March 2016:** EIS-FELA members vote overwhelmingly for strike action in statutory ballot. Strike action scheduled to begin.

Lecturers at the following colleges (i.e. those that have signed the NRPA) were balloted in the national strike ballot:

Ayrshire
Borders
Dumfries & Galloway
Dundee & Angus
Edinburgh
Fife
Forth Valley
Inverness
Lews Castle
Moray
NESCol
New College Lanarkshire
Perth
South Lanarkshire
West College Scotland
West Lothian

Scheduled programme of industrial action (may be subject to change):

- Thursday 17 March 2016
- Tuesday 22 March 2016 and Wednesday 23 March 2016
- Tuesday 19 April and Thursday 21 April 2016
- Tuesday 26 April and Wednesday 27 April and Thursday 28 April 2016
- Tuesday 3 May and Wednesday 4 May and Thursday 5 May 2016
- Tuesday 10 May and Wednesday 11 May and Thursday 12 May 2016
- Tuesday 17 May and Wednesday 18 May and Thursday 19 May 2016
- Tuesday 24 May and Wednesday 25 May and Thursday 26 May 2016
- Tuesday 31 May and Wednesday 1 June and Thursday 2 June 2016
- Tuesday 7 June and Wednesday 8 June and Thursday 9 June 2016
- Tuesday 14 June and Wednesday 15 June and Thursday 16 June 2016
- Tuesday 21 June and Wednesday 22 June and Thursday 23 June 2016

Lecturers at the following colleges were balloted, in individual local disputes, over their college's failure to sign up to the NRPA:

City of Glasgow
Glasgow Clyde
Glasgow Kelvin

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*Purchase between 23rd March – 30th April
Winners will be drawn by 6 May

www.countdowncard.com/eis





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CROSSWORD 90

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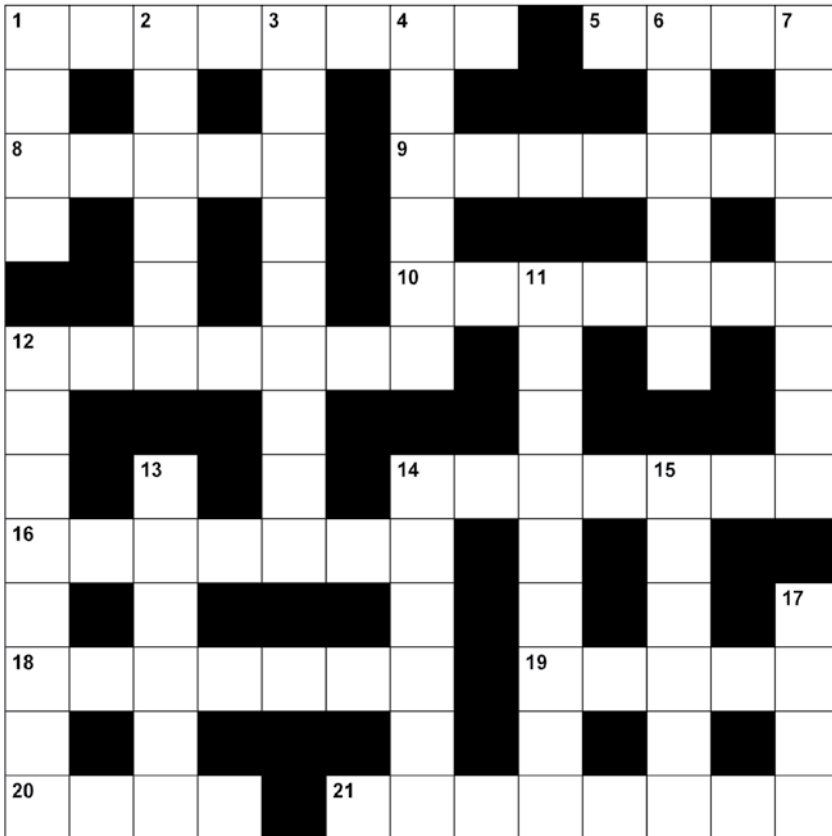
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part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



across

- 1 - George ___ : US composer and pianist (8)
- 5 - Semi-transparent gemstone (4)
- 8 - Design prepared on paper and transferred to glass or porcelain (5)
- 9 - ___ Iglesias: Spanish singer-songwriter (7)
- 10 - Eg Cathy Freeman or Usain Bolt (7)
- 12 - Alec ___ : US actor in The Cooler (7)
- 14 - Bird of the heron family (7)
- 16 - ___ Chaplin: comic actor of the silent era (7)
- 18 - J. K. ___ : Harry Potter author (7)
- 19 - Moulin ___ : film directed by Baz Luhrmann (5)
- 20 - Regal ___ : popular aquarium fish (4)
- 21 - ___ Cruz: Spanish actress in Volver (8)

down

- 1 - André ___ : French author (4)
- 2 - ___ Weisz: English actress in The Mummy (6)
- 3 - Geri ___ : one of the Spice Girls (9)
- 4 - The ___ Cometh: play by Eugene O'Neill (6)
- 6 - Nelson ___ : Brazilian Formula One driver (6)
- 7 - Desmond ___ : actor who played Q in James Bond films (8)
- 11 - Nathaniel ___ : US author of The Scarlet Letter (9)
- 12 - Card game (8)
- 13 - Charles ___ : English naturalist (6)
- 14 - Breed of small to medium-sized dog (6)
- 15 - Former monetary unit of Portugal (6)
- 17 - Richard ___ : US actor in Pretty Woman (4)

Crossword 89 Answers





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