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**Teachers' average  
working week  
46.5 hours!**

**Action Needed  
on Workload**

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**CURRICULUM  
FOR EXCELLENCE  
WORKING GROUP  
ON TACKLING  
BUREAUCRACY  
FOLLOW-UP REPORT**



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2015 - 2016

**EIS DIARY**

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# Important year for Scottish Education

Shortly before this SEJ went to press, the UK General Election delivered a largely unpredicted result that will have significant implications for Scottish education this year and in the years ahead. The return of a majority Conservative government at Westminster and the unprecedented gains by the SNP in Scotland have shifted the national political picture significantly.

The EIS will continue to work, together with the wider trade union movement, to highlight the requirement for proper investment in public services and the need to work towards a fairer and more inclusive country for all sections of society.

With the UK election now behind us, in Scotland we can now look ahead to the elections to the Scottish Parliament that will take place in May 2016. While the official campaign will not commence until next year, the reality is that the starter's pistol for this particular race was fired as soon as the General Election was over.

The EIS will engage constructively with all political parties in the run up to next year's election to promote the interests of Scottish education. As one of the largest areas of devolved responsibility for Holyrood, education will play a more central part in the debate in Scotland than was perhaps the case during the General Election Campaign.

The EIS AGM, to be held in Perth next week (4-6 June), will put down markers to Scotland's political parties regarding the issues they will have to address in their election campaigns and in their manifesto pledges.

As we highlight in our cover feature in this month's SEJ, the excessive

workload burden placed on teaching professionals is a key issue that remains to be addressed. The results of the recent EIS Fortnight Focus on Workload, where members recorded their own working hours using the EIS online Workload Calculator, have demonstrated that substantial numbers of additional hours of work are the norm for Scotland's teachers.

Evidence from the Fortnight Focus indicates that the administrative burden on teachers remains particularly severe. The high number of extra hours that teachers are putting in to complete administrative tasks, over and above their contractual commitments, demonstrates that the ongoing drive to cut bureaucracy and red-tape remains extremely important.

Updated advice for members has been issued on contractual commitments and school Working Time Agreements, reflecting the workload pressures that were identified during the Fortnight Focus. We will also continue to work in partnership with others, including the Scottish Government, local authorities and education bodies, to ensure that the recommendations of the CfE Tackling Bureaucracy group are delivered at school level. A follow-up report has just been published by the group and you can read more about this in our cover focus on pp8-9 of this SEJ.

The key message for all EIS members remains consistent – it's time to take a stand against this excessive burden. We must act now, and act together, to take control of our own workload.

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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.

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**ACT NOW!**  
**ACT TOGETHER**  
**TAKE CONTROL OF WORKLOAD**

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# Council News...

## Post-Election day at EIS Council

Council members gathered in Edinburgh on Friday 8 May, as the results from the previous day's General Election continued to roll in. While the final tally of seats was not known as the meeting started, the overall results, both in Scotland and across the entire UK, were becoming clear. The scale of the SNP victory in Scotland and the return of a majority Conservative government at UK level may have been a surprise to many, but Council carried on with the business of the day largely undaunted by the scale of political change that was taking place.

## Salaries Committee

Convener Tom Tracey updated Council on the developments relating to the 2015 pay claim, where progress had inevitably been slowed by the involvement of politicians in the General Election campaign.

Mr Tracey told Council that the last letter from COSLA had contained an offer of a 2.5% pay increase over 2 years with discussion on how that award might be distributed. In relation to other elements of the claim, COSLA indicated a willingness to consider the question of supply teacher pay and conditions before year two of the proposed deal, that it supported the issuing of SNCT statements on teacher workload, but noting that the issue of teacher numbers was now out of COSLA's hands following the Scottish Government's budgetary deal with the 32 individual local authorities.

Mr Tracey reiterated that the teachers' side of the SNCT was seeking further improvements in the offer, and that a revised offer was anticipated at the next meeting of the SNCT Joint Chairs which was scheduled for the week following Council. See the EIS website for further updates arising from the SNCT.

## Education Committee

Convener Susan Quinn reported to Council on developments on a range of matters including CfE, Early Years Education and CPD.

Ms Quinn said that the recent work of the CfE Management Board had been focused largely on the Senior Phase and ways forward relating to the new qualifications. Early consideration had been given to the use of N1-N4 as a confirmation of Broad General Education, and discussions would be taken forward with the SQA.

Susan highlighted on-going work in the area of Early Years Education, including an update on the progress of EIS-funded research and concerns the EIS had raised in relation to the first draft of the Siraj report on Early Years.

Ms Quinn also noted that discussion had taken place on how best to engage with the Scottish College for Educational Leadership (SCEL), and highlighted EIS concerns relating to the new Qualification for Headship such as how equality of access to the scheme could be ensured and questions over scheme funding.

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## Executive Report

Council reviewed and approved the Institute's annual accounts and the planned expenditure for 2015-16. President-Elect Pat Flanagan also updated Council on a number of matters relating to EIS Financial Services.

Pat Flanagan advised Council of the strong level of participation in the EIS Fortnight Focus on Workload (see related article on pp8-9 of this SEJ) and said that the information obtained would support the ongoing EIS campaign to reduce excessive teacher workload.

He also added his congratulations to Helen Connor on her election as STUC Vice-President for 2015/2016.

Mr Flanagan advised Council of a number of imminent changes within the EIS staffing structure, including the forthcoming retirements of Assistant Secretary Ken Wimbor, Organisation Dept Administrator Eileen Graham, Eileen Davidson and Sheila Harris of the Education & Equality Dept, and EIS HQ Caretaker Frank Tindall. Mr Flanagan and Council wished them all well in retirement.

## Equality Committee

Bill Ramsey, Equality Convener, updated Council regarding discussions on how best to take forward the EIS campaign on the impact of poverty on education, including the publication of an online survey for members which will also be available to delegates at the EIS AGM.

## Employment Relations Committee

Convener Mairi Raeburn told Council that an initial meeting had taken place with the GTCS following last year's AGM resolution on the public reporting of GTCS cases. Ms Raeburn added that, while discussions were at an early stage, there had been some constructive dialogue which would be developed further at future meetings.

## Named Person

Sonia Kordiak (Midlothian) successfully called for the EIS Salaries Committee to prepare advice for members on any contractual implications of the Named Person legislation which was included within the Children and Young People Act 2014.



Ms Kordiak said, "In schools across the country, people are saying different things about Named Person. Teachers are concerned about the demands likely to be made on them." Salaries Convener Tom Tracey (Inverclyde) seconded the Motion and assured Council that this would be a priority issue for the Salaries Committee.



# Lecturers Lobby Holyrood for more College Funding



Lecturers, students and supporters of further education from across Scotland gathered at Holyrood last month to call for increased funding for the country's colleges.

The lobby was organised by the Educational Institute of Scotland – Further Education Lecturers' Association (EIS-FELA)

The aim of the rally was to highlight to all MSPs the importance of the Further Education Sector to Scotland's economic future and to call for colleges to be better funded.

Commenting, EIS General Secretary Larry Flanagan said, "The further education sector has been one of the hardest-hit sectors of education during the period of enforced austerity.

"This has seen lecturing jobs cut, fewer courses, student places and support slashed. It is time for action to ensure that colleges are properly supported."

EIS-FELA President John Kelly added, "This EIS-FELA lobby is an important event highlighting the serious detrimental impact of austerity cuts on learning and teaching in Scotland's colleges.

"Lecturers, staff, students and supporters of quality Further Education provision have joined together at Holyrood to make the case for a better deal for colleges, lecturers and students."

The lobby was addressed by a number of prominent speakers including Larry Flanagan (EIS General Secretary), Tommy Castles (EIS President), John Kelly (EIS-FELA President), Gordon Maloney (NUS Scotland President), George Adam MSP, Iain Gray MSP Liam McArthur MSP, Mary Scanlon MSP and Patrick Harvie MSP. All MSPs were invited to the lobby.

At the end of the lobby, the EIS handed a letter to each of the political parties calling for more funding for colleges.



THE EIS-University Lecturers' Association (EIS-ULA) held its AGM at EIS headquarters in early March. 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 EIS-ULA President Nick McKerrell and was addressed by EIS President Tommy Castles, by EIS General Secretary Larry Flanagan and by guest speaker Helen Martin, Assistant General Secretary of the STUC, who delivered a presentation entitled 'Fair Work – What it means for Scotland.'

The AGM debated and passed a wide range of Motions on issues including: the establishment of an EIS-ULA campaigning fund to support the pursuit of agreed campaign priorities; a continuation of the campaign against zero-hours contracts and the commissioning of research to support the campaign; research on lecturer workload, work-life balance and the negative health impact of stress; continuing campaigning to call for full implementation of the Von Prondzynski review on Higher Education Governance; and a call for an independent pay review for the HE sector in response to declining real-terms pay. Full details on all AGM resolutions are available on the EIS-ULA section of the EIS website at: [www.eis.org.uk/ULA/ULA\\_Home.htm](http://www.eis.org.uk/ULA/ULA_Home.htm)

The AGM concluded following an address by one of the kindred delegates in attendance, Dave Anderson (University of Glasgow and UCU Scotland President), and then the formal vote of thanks to all who attended by EIS-ULA President Nick McKerrell.





## News Focus...



### EIS Member elected STUC Vice-President

Prominent EIS Member, Helen Connor, has been chosen as the new Vice-President of the Scottish Trades Union Congress (STUC).

Ms Connor, a transition teacher from North Lanarkshire, is a long-serving EIS activist at both local and national level and a former EIS President. Helen has been a prominent member of the national EIS Executive and Council for many years and is the current Vice-Convenor of the EIS Salaries Committee. She has also served on the General Council of the STUC for a number of years.

Commenting on Helen's election, General Secretary Larry Flanagan said, "It is with significant pride that the EIS welcomes Helen Connor's election as STUC Vice-President for 2015-16."

Helen is the first EIS member to be elected as an STUC Office Bearer since John Pollock was STUC President in 1982.

# Strong EIS Presence at STUC Congress

A sizeable EIS delegation comprising members from all education sectors made a significant contribution to the 118th Annual STUC Congress in Ayr last month. Several EIS speakers were influential in shaping the direction of STUC policy in a number of key areas.

General Secretary Larry Flanagan was first to take to the podium on behalf of the EIS on day two, seconding a Motion on the need for support for black and minority ethnic workers. "Racism is not a natural behaviour; it's a learned behaviour," Larry stressed. "We need to challenge bad environments."

The Motion highlighted dwindling resources to tackle inequality; lack of compliance with equality legislation by employers; rising Islamophobia; and the under-representation of BME workers within promoted posts as a consequence of discriminatory performance management systems." With a 50% drop in the number of tribunal cases brought on the grounds of race," Larry said, "we need to ensure that we're fighting for BME rights in the workplace."

Vice President - Elect Pat Flanagan successfully moved a composite Motion on public sector pay. The Motion called for a joint industrial action strategy between public sector unions and a public campaign to end the pay cap, as well as for a clear challenge to be made to all political parties in the run up to the General Election to end below inflation pay.

Pat debunked the myth that public sector pay restraint is a successful tactic in delivering economic recovery: "As well as

hitting the living standards of public sector workers and their families, that money is not in the pockets of public sector workers to spend on goods and services - a direct and negative impact on the economy." He contested the argument that capping the

**"we need to ensure that we're fighting for BME rights in the workplace."**

wages of public sector workers protects jobs, highlighting that in the past four years, there has been a 15% reduction in the number of workers employed by the public sector as a whole, local government having been the hardest hit with a fifth of its workforce having been shed. Meanwhile,

he added, last year "the 1,000 richest Britons increased their wealth by £70 billion" and "bonus culture is in recovery."

The first EIS delegate to take the platform on the final day of Congress was Nicola Dasgupta (East Ayrshire) who made poignant reference to Nelson Mandela within her speech on a composite Motion on poverty and education. Nicola made an impassioned call for targeted expenditure from the Government, including that for the purposes of research, to address specific issues of poverty; Initial Teacher Education and Professional Development for qualified teachers to ensure teachers understand the nature and impact of child poverty; and finally, the launch of a public campaign on the issues.



**“Action is needed now to provide all children with a chance to succeed.”**

Before urging delegates to support the Motion, Nicola said, “The barriers to accessing education that children living in poverty experience each and every day often include the stigma of not having the right items of school uniform... a schoolbag or basic equipment like pencils...not being able to access the internet or library in order to be able to complete their homework; it means not having enough money to go to the shops with their friends at lunchtime; it means not being able to participate in educational trips or fundraising events. And what all of this amounts to is isolation, embarrassment and humiliation.”

EIS President, Tommy Castles, successfully moved a Motion on additional support needs and local authority budget cuts urging STUC General Council to ensure that local authorities are fully compliant with the terms of the Additional Support for Learning Act (2004) in relation to information and service provision, advocacy and mediation. The Motion also called for the General Council to organise a campaign for improved services which match the aspirations of the Act. Tommy said, “We have seen a reduction in ASN provision over the last

**“The impact of hunger on the educational attainment of our young people cannot be underestimated.”**

few years. This provision should not be seen as an easy target when budgets are being cut...ASN provision is important if we are to be true to the desire of equality of opportunity for everyone to achieve their true potential.”

Supporting a Motion calling for greater support for LGBT young people in their progression from school to training, apprenticeships and further education, and to tackle homophobia and transphobia in the workplace, Pam Currie (EIS-FELA)

highlighted how the “scars of homophobic and transphobic bullying” are felt by many, and equally, within the school and the college sectors. She stressed that more

needed to be done to meet the needs of LGBT young people, particularly in light of the fact that “austerity cuts bite affecting college guidance services.”

EIS-ULA President, Nick McKerrell, seconded a Motion on university governance. It called on the STUC to lobby the Scottish Government to legislate for university chairs to be elected by all staff and students, and for boards to include reserved places for trade

union representatives as well as being fully representative of the student and wider communities that they serve. The Motion further called on the Scottish Government to ensure transparency and fair representation within remuneration committees. Against the social backdrop of rising poverty for many and rising salaries for a few Nick said, universities need to “redefine society and play a part in ending the inequities of our society.”

Edith Swinley (Fife) seconded a Motion on food poverty stating, “The impact of hunger on the educational attainment of our young people cannot be underestimated.” The Motion called for continued collective endeavour by the STUC and partner organisations in campaigning against the austerity agenda, and for support of foodbanks in the form of advice on trade union and employment rights. Children’s “inability to engage with learning has long-term consequences,” Edith said. “Action is needed now to provide all children with a chance to succeed.”

The final contribution from the EIS delegation was from Pam Currie again, this time seconding a Motion on LGBT asylum. The Motion sought to engage the STUC in awareness raising of the issues faced by LGBT asylum seekers, and in pressurising the Home Office and UK Borders Agency to end the inhumane, degrading treatment of and deportation of LGBT asylum seekers to countries with such homophobic laws as Uganda. In seconding, Pam highlighted the “absurdity of the demand being placed on people to prove their sexuality” in the course of making their cases to be granted asylum from persecution, torture and death.

Once again, all three EIS nominees, Helen Connor, Larry Flanagan and Ken Wimbor were successful in securing places on the STUC General Council for the forthcoming year.



**The EIS delegation at this year's STUC Conference**

# The Truth About Workload

**The EIS recently ran a Fortnight Focus on Workload, encouraging members to make use of the EIS online Workload Calculator to record their own working hours for a two-week period. Thousands of members across the country took part, providing firm evidence of the high levels of workload demand placed on teachers across the country.**

The survey results make for some worrying reading. Analysis of the figures from across the country demonstrate that teachers are working on average 46.5 hours per week, an extra 33% of weekly hours over and above the contractual limit of 35 hours per week. That's an extra one-third on top of the contractual commitment being worked as unpaid overtime.

Back in February 2000 the EIS evidence to the McCrone Committee of Inquiry cited 42 hours as being the average working of teachers, which led to the current 35 hour week contract but as is clear the situation is even worse now. The EIS campaign to reduce workload needs support from employers and politicians, but also needs members to take action on this issue.

The picture is similar for teachers in all sectors and at all grades, and for both teachers on Full-Time contracts and those on Part-Time contracts. No matter what the individual contractual commitment, the evidence gathered during the Fortnight Focus demonstrates that high levels of overtime working are the norm for teachers. The survey findings have been analysed and issued to school reps to assist with negotiations around this year's working time agreements and review of School Improvement plans.

In the Primary Sector, the average teacher spent 9.3 hours on preparation

and correction whereas the default contractual position only sets aside 7.5 hours, so clearly there is a need for more time to be allocated in this area through the WTA. Planning took, on average, 3.4 hours! Despite the advice of the Tackling Bureaucracy report it is clear in this evidence that a cottage industry still exists in relation to primary forward planning and action is clearly needed to reduce this workload burden. Assessment took up 1.3 hours and reporting 2.3 hours. These four areas alone, combined with teaching, burst through the contractual 35 hours and that doesn't include staff meetings, CPD, parental liaison, curricular development and a range of other duties.

In the Secondary Sector, preparation and correction took up 8.5 hours; planning time was slightly less than in primaries being on average 2.5 hours; but reflecting the workload burden around the new qualifications assessment took on average 2.7 hours and curricular development 1.5 hours - again breaking through the 35 hours without even considering the other duties reported in the survey and required by our contracts.

Commenting, EIS General Secretary Larry Flanagan said, "The EIS is grateful to all members who took the time to record their working hours during the Fortnight Focus on Workload. While we appreciate that there is a certain irony in asking already overburdened teachers to carry out an additional task in recording their own working pattern, this has been a very valuable exercise that has produced some very robust data. The EIS will now use these results to support discussions at both local and national level to tackle

excessive workload and, in particular, to reduce unnecessary bureaucracy in order to free up time for core learning and teaching activity.

This data provides school branches and school reps with hard evidence about the reality of time being spent on tasks. It should be used to support negotiations on school Working Time Agreements (WTAs) which lead to realistic time allocations being given to areas of work, which almost certainly means that school improvement plans will need to be trimmed to make them manageable."

The information will also feed into LNCT discussions relating to the delivery of initiatives to cut bureaucracy and lighten the workload demands placed on teachers. This will also support work at national level relating to delivering the recommendations of the governmental Tackling Bureaucracy group.

The EIS remains fully committed to taking the necessary steps to reduce the excessive workload demands placed on teachers.

**It's time to Act Now and Act Together to Take Control of our Workload.**



**ACT NOW!  
ACT TOGETHER  
TAKE CONTROL OF WORKLOAD**

**MAKE  
TIME  
FOR TEACHING**



# Cut School Bureaucracy Now!

The EIS has welcomed the publication of the Follow-Up Report of the Curriculum for Excellence Working Group on Tackling Bureaucracy.

The EIS was represented in the group that produced the Report.

Commenting, EIS General Secretary Larry Flanagan said, "The EIS has continued to play a very active role in the work of the Tackling Bureaucracy group and welcomes both the tone and the recommendations of the Follow-Up Report."

He continued, "In particular, the EIS welcomes the very clear statement that adopting a collegiate approach is key to tackling excessive bureaucracy at school level."

"Whilst the Follow-Up report recognises that some progress has been made since the Working Group made its original recommendations it also acknowledges that said progress has been patchy.

"From the EIS' own research we know that there is a demonstrable link between schools having spent time discussing

the report and improvements being achieved. It is essential therefore that this approach is adopted across the board.

"The exemplification of good practice from places where progress has been made will be helpful to colleagues

in other schools as they look towards updating School Improvement Plans and negotiating their Working Time Agreements."

Mr Flanagan added, "There are many challenges still to be overcome, relating to issues such as excessive forward planning, overly cumbersome assessment, unreliable and frustrating ICT planning and reporting systems, and over-reliance on audits as a form of improvement planning.

"However, the signs are that progress is possible and it is encouraging that all members of the group are recommitting to the principles of cutting excessive bureaucracy and lightening teachers' heavy workload burdens."



- Look out for copies of the follow-up Report in your school. Copies have been distributed to all schools by the Scottish Government. A digital version of the report is available for download from the EIS website: [www.eis.org.uk](http://www.eis.org.uk)

## Tackling Bureaucracy Follow Up Report

The Report's main conclusions indicate that progress has been made but more needs to be done.

The most significant progress in tackling bureaucracy is through taking a collegiate approach. Professional dialogue is essential to agreeing the actions that need to be taken to tackle unnecessary bureaucracy and judging their success. If Headteachers have not already done so, they should discuss with their staff how best to tackle bureaucracy and include agreed actions in School Improvement Plans.

Current School Improvement Plans and Working Time Agreements should reflect the actions in the Group's original report. Where this is not the case, the actions in this follow-up report should be incorporated in School Improvement Plans and Working Time Agreements for session 2015/16.

Effective use should be made of LNCTs (Local Negotiating Committees for Teachers) and other professional fora to agree priorities for tackling bureaucracy and evaluating the impact of the changes made.

# Guide to the EIS AGM 2015

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

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

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

The 2015 Annual General Meeting (AGM) of the EIS will be held in Perth Conference Hall, from Thursday 4 June to Saturday 6 June. Below are the key events that take place over the three days and the order of business for this year's conference.

# AGM

2015 | Perth  
4-6 June

## The Formal Opening Session

This session embodies the traditions of the Institute which was founded in 1847. The President, Tommy Castles from South Lanarkshire, 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 (Pat Flanagan, Aberdeenshire) and incoming Vice-President (Margaret Smith, Falkirk) will then be introduced to the meeting and make short speeches. The outgoing President, Tommy Castles and incoming President Vice-President Pat Flanagan 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.

## Further information on the EIS AGM,

including a full list of 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](http://www.eis.org.uk)

## 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. The principal subject headings for debate are as follows:

This year there are 70 Motions to be debated as follows:

**10 on Education matters;**  
**7 on Employment Relations matters;**  
**8 on Equality matters;**  
**21 on Salaries matters;**  
**24 on Organisation matters.**

See [www.eis.org.uk](http://www.eis.org.uk) for full information on the Motions to be debated at the AGM.

## Fringe and other events

The EIS holds a number of fringe events at the AGM, offering the opportunity for external organisations to speak to delegates in order to raise awareness of key issues. This year's AGM fringe events include presentations from The Glasgow Girls and EIS General Secretary Larry Flanagan.

# Additional £1m Investment In New Higher Textbooks

**The EIS welcomed the recent announcement of an additional £1M in funding to support secondary schools in the introduction of the new Higher qualifications.**

The EIS had previously written to the Cabinet Secretary for Education, Angela Constance, highlighting the need for additional resources and updated textbooks in schools to support the new qualifications.

Commenting, EIS General Secretary Larry Flanagan said, "The EIS welcomes this new £1M in funding which will support schools in the delivery of the new Higher courses.

"The introduction of CfE has inevitably brought some financial challenges for schools, so it is very welcome that

the Scottish Government has listened to teachers' concerns in making this additional investment which will allow school resources such as textbooks to be updated.

"This funding will be welcomed by pupils and parents as well as by teachers, as the purchase of these new resources can make a real difference to the young people preparing for the new qualifications."

Mr Flanagan added, "The EIS recently wrote to the Cabinet Secretary, highlighting the additional financial pressure placed on schools by the introduction of the new qualifications.

"School resource budgets have been increasingly squeezed in recent years and the introduction of the new qualifications

has made many textbooks obsolete.

"This new funding will assist school departments in updating their resources to ensure that pupils are working from materials which will complement the new Higher courses."



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# A View From the Top

EIS President **Tommy Castles** will complete his term in office at this year’s AGM in June. Here, Tommy looks back over some of the challenges of a busy year and recalls some of his travels to meet EIS members across Scotland, including a long and memorable trip to Scotland’s furthest outpost in Shetland.

It is hard to believe that my year as National President is almost over and what a year it has been! My role as President consisted of chairing Council and Executive. I also represented the Institute at meetings with the Cabinet Secretary, the SQA and Education Scotland. I spoke on behalf of the Institute in fringe meetings at Political Party conferences. I also had the opportunity to meet and share with other Teacher Trade Unions across the UK. As well as these more formal aspects of my role, I was determined to get out and about across Scotland to meet our members. These meetings helped me learn at first hand the issues which they are most concerned with, and see the work being done in all sectors.

It was a great privilege to visit schools and to see the work that goes on at the chalkface and to witness the dedication and professionalism of the staff within those establishments. While there are similarities, each school displays its own distinct character and ethos with both rural and urban facing up to their distinct challenges. Particular memories are the nurture unit set up in a Perthshire Primary which is helping a small group in P1 to develop the social skills they need to engage in the learning process.

**“establishments which collegiately discuss excessive workloads are the most successful at gaining a reduction”**

Then there are the schools in Brae and Whalsay in the Shetlands which cater for Early Years right through to Secondary where I could not be but impressed by the commitment of the staff and the enthusiasm of the pupils. Travelling to Whalsay had a particularly memorable half hour commute by ferry in what I was told were calm seas for this time of year! Graeme High in Falkirk were justly proud of the Graeme High School Cycle Academy which won the Local Association EIS sponsored Learning to Achieve Award in 2014 for Social Responsibility, Community Involvement and Citizenship.

I would like to thank all the members and management teams who took time to make me welcome on my visits to their establishments. Staff in the schools I visited and in the Local Association meetings I attended made clear to me the enthusiasm and commitment of our members to delivering the highest standards of education in Scotland. This is being delivered against the battle with workload caused by an overloaded CfE curriculum in Primary and the preparation and assessment involved in SQA exams in Secondary.

We are near the end of the first year of implementation of the report on

Tackling Bureaucracy and a judgement of its success will be a distinct and recognisable reduction of Bureaucracy. Evidence shows we have not reached this yet. All the signatories to the Tackling Bureaucracy Report, including Education Scotland and, through them, HMIE and the SQA, therefore have further roles

**“sometimes consequences are ignored when some educational decisions are being made”**

to play in workload reduction. This is a twofold process. Each signatory has to recognise their place as a driver of bureaucracy through initiatives they have set in place and to take steps to reduce that unnecessary workload.

It is also clear from the Institute’s own Health and Wellbeing Survey that those establishments which collegiately discuss excessive workloads are the most successful at gaining a reduction. We must continue to work to ensure that our members are seen as professionals whose contributions are valued in whole school, departmental and stage meetings. We must continue to help our members to have the confidence to raise issues in the knowledge they will be listened to. This means all schools need to have



in place a true collegiate structure which encourages open discussion. Education Scotland in their role as HMIE has a place in helping to ensure this.

My visits to schools have also reminded me that to achieve the highest level of education in every sector then schools need to be properly resourced. This includes everything from textbooks and workbooks to play equipment in the nursery to, for example, a 3D printer in an art department. Resources as we know are being cut in this age of austerity and this has consequences for the quality of education we provide.

I have learned that sometimes consequences are ignored when some educational decisions are being made. If you cut two and a half hours from a pupil's week the consequence is a

**“Both sectors are also campaigning vigorously to end zero hours contracts”**

reduction in the quality of education for those pupils. If you cut ASN provision, and this includes in Further Education, the consequence is reduction in the opportunity for children and young adults who need that provision to achieve their full potential. If you introduce a national

qualifications system and do not listen to the concerns of the practitioners then the consequences are burnt out staff and over stressed students and indeed parents. If you remove GTCS registered teachers from early years

the consequence is a weakening of the team who provide the educational service at a most important stage of a child's development.

In attending the Executive meetings of both The Further Education Lecturers Association and The University Lecturers Association I have been made aware

of the issues concerning these sectors. In FE this includes an end to budget cuts and restoration of National collective bargaining. In HE it includes governance arrangements for Universities which are open, inclusive and have both gender balance and Trade Union representation. Both sectors are also campaigning vigorously to end zero hours contracts.

It has been an exhilarating and enlightening journey since becoming President in June 2014 which has made me even more determined to address the issues facing members on a day to day basis as they strive to deliver the best educational outcomes for all learners in Scotland. It has been a privilege to meet so many people from every sector of Education who display such professionalism and dedication. I would like to finish by again thanking all my colleagues who made me so welcome in meetings over the last year.



**“It has been a privilege to meet so many people from every sector of Education who display such professionalism and dedication”**



# Difficult Questions in Important Year for Scottish Education



In what promises to be a hugely important twelve months for the future of Scotland – framed by the UK General Election early this month and the Scottish Parliament election in May 2016 – the SEJ looks at some of the implications for Scottish education.

With the political landscape having shifted significantly, next year's Holyrood election will follow on from a remarkable period in Scottish politics, including last year's Referendum on Scottish independence.

As the largest devolved responsibility at Holyrood, there is a clear recognition on the part of others that education is an issue where elections can be won and lost.

Already, the EIS has joined with fellow teaching unions from across the UK in writing to the new UK government calling for the protection of education funding (extract published opposite).

We know that education is a vital service which is essential not just to individual learners but to the country as a whole. Without well-educated and highly skilled workers to support recovery, the risks of a new economic

slowdown and a return to yet another recession remains very real.

For our part, the EIS will continue to promote the cause of Scottish Education and to call for proper investment in our schools, colleges and universities.

**“the EIS will continue to promote the cause of Scottish Education and to call for proper investment in our schools, colleges and universities”**

events, and the decisions taken, at the EIS AGM very closely. As the union of choice for Scotland's teaching professionals, it is the EIS that will be stating the priorities on

Our Annual General Meeting, to be held soon in Perth, will highlight EIS priorities for the year ahead. Scotland's political parties will be watching the

behalf of Scottish education, its learners and its teachers and lecturers. Our firm belief is that investment, not austerity, is the way to deliver a brighter future for education and for Scotland.

The EIS submission to the Scottish Government's consultation on its new Education Bill makes clear that there are many practical areas where improvements can be made e.g. regulating the pupil primary week, ring fencing education funding, establishing a minimum staffing standard to protect teacher numbers and safeguarding the role of nursery teachers.

The EIS will engage with all parties as we head towards the Holyrood elections, seeking support for these ideas and more (see website for full submission). Our campaigning will not be in support of any individual party, but will seek to place education issues and the interests of Scotland's learners and teaching professionals at the heart of the Scottish Parliament election campaign.





# Protecting Education Funding

Following the result of the General Election and the return of the majority Conservative government at Westminster, the EIS joined with fellow teaching unions in a call to protect investment in education. Although education is a devolved matter, with overall levels of funding set by the Scottish Government, financial decisions taken at UK level have a clear impact on the Scottish block-grant and therefore the amount of support available for vital public services such as education. The EIS was happy, therefore, to accept an invitation from our sister union the NUT (National Union of Teachers) to co-sign an open letter to the UK government.

“Unless the new Conservative government at Westminster takes the right decisions on education funding, pupils and students across the UK are likely to be hit hard by significant cuts in education provision.

Schools and colleges are facing considerable additional costs this year, many due to decisions by the outgoing Coalition government, for which extra funding has not been provided. Higher National Insurance and pension contributions alone are likely to take away 5% of their budgets. Student numbers are rising sharply, yet staff face redundancy due to financial pressures. Without urgent action to protect and increase funding, students will see bigger class sizes, fewer teachers and lecturers and a reduced curriculum.

No part of the UK is exempt from this

## **“Decisions taken at Westminster will have an impact on block grant settlements to the devolved administrations”**

threat. Decisions taken at Westminster will have an impact on block grant settlements to the devolved administrations in Scotland, Northern Ireland and Wales and will consequently affect the funding available to

education in those countries as well as in England.

Despite its promise to “ring fence” education funding, the Coalition government cut its total spending on education in

real terms. Funding for some areas such as adult education, post 16 education and capital building projects has been hit particularly hard over the past five years.

In the run up to this election, all the political parties made commitments to ‘protect’ education funding over the next

five years. The first test of the Conservative Party’s intentions towards education will be whether it will act to fund additional costs and protect all education funding regardless of sector, age or location.

Spending on education is an essential investment in the future. Our first focus must be on the value of education, rather than its cost. Cutting spending on education will damage the prospects for economic growth as well as undermining educational standards.

Ensuring that schools and colleges have the resources to educate our people should be a priority for every political party, just as it is for our organisations. We urge the new government to ensure that education funding is prioritised and fully protected.”

- Extracted from the open letter to the new UK government, co-signed by the EIS along with ATL, INTO, NAHT, NUT, SSTA, UCAC, UCU, UTU and VOICE.

# Misogyny and Education

Last year's AGM passed a Motion calling on the EIS to highlight the issue of misogyny and how it can be challenged. Here **Alys Mumford** of the campaigning organisation Engender provides a view on the key issues to be overcome.

**W**E live in a society where we are taught that women are worth less than men. That male babies can be superheroes while female babies worry about the size of their thighs. The



message is reinforced everyday through gender stereotyping toys, assumptions about which subjects girls and boys should study, and language. And, of course, this carries through to adult life where 62% of unpaid carers are women and the gender pay gap stands at 13% for full time work and 32% for part time work. As the campaign from Close the Gap advises - parents should prepare their daughters for working life by giving them less pocket money than their brothers.

Discrimination against women breeds contempt, and this manifests itself in a whole range of ways - young girls are told that having their hair pulled is a sign that a boy likes them, and young women in universities are forced to endure sports chants about rape and domestic violence, such as in the high profile case of the hockey team at Stirling University. Educational institutions clearly have a huge role to play here both in perpetrating and challenging negative attitudes towards women, which is why it's so encouraging that the EIS committed last year to work to challenge misogyny.

Action on misogynistic attitudes among young people is clearly needed, with shocking stories and statistics emerging regularly. Misrepresentation and sexualisation of women in the

media and online, and the availability of increasingly brutal pornography means young people are exposed to degrading attitudes towards women daily. A recent study on attitudes among young people in Scotland by Zero Tolerance, a charity working to tackle the causes of men's violence against women, found that pornographic images were part of most participants' daily lives. All participants questioned felt pressure to conform to unrealistic and gender normative standards. In 2013, a report from the Scottish Government revealed that 27% of Scottish teens believe that when a girl says no she doesn't really mean it.

The dangers of this should be clear to us all - from young women feeling pressured into altering their appearance (56% of 14-18 year old women taking part in Zero Tolerance's study said that most or all girls their age remove all pubic hair), to being at risk of sexual violence

**“Educational institutions clearly have a huge role to play here both in perpetrating and challenging negative attitudes towards women”**

and assault. Of course, patriarchy oppresses us all, and young men also suffer from misogynistic attitudes. Young men reported feeling pressured to watch porn, to engage in sexual activity in order to appear more experienced, and to join in with sexualised 'banter'. For

young people who identify as lesbian, gay, bisexual, transgender or genderqueer, the situation becomes worse, with many reporting increased exposure to sexualised images, and little to no sex education which focused on anything other than opposite-sex relationships.

Changing technologies, while having huge advantages in terms of young people's independence, social lives and education, make misogyny easier to spread, and harder to police. Chat rooms offer anonymity to sexual predators, photo sharing apps increase the pressure on young women to share explicit photos of themselves and make it easy for boys and men to share those images, and social

media offers countless ways to harass, stalk or bully people online. And, of course, the internet provides access to mindboggling amounts of pornography - free and accessible simply by clicking a box saying you're old enough to view it.

Porn is where many young people receive their first sex education which goes beyond



a labelled diagram, and offers a view of relationships and sex far removed from reality. The question of whether porn is becoming more extreme, or if there is simply wider access to it is often discussed but really serves as a distraction. What matters is that there is now an unlimited stream of videos available to young people which shows that a 'normal' sexual relationship includes aggression, lack of consent, and complete dehumanisation and degradation of women.

Technology cannot create misogynistic behaviour, merely enable it. For every request for a naked Snapchat, there are a thousand messages telling young men that they have

a right to access women's bodies. For every porn site visited there is a huge industry relying on young people feeling pressured into watching. We need to challenge

the society which sends these messages – from celebrity culture which judges women's worth by their looks to lads' mags which say if you feel uncomfortable with sexist jokes then you're not a 'real man'.

We need alternative narratives to offer about what gender, sex and relationships might look like in order to challenge this thread of misogyny which runs through pop culture. This means we need sex education which looks beyond biology, reproduction and STDs and explores gender, relationships and consent. The updated Relationships, Sexual Health and Parenthood Education (RSHPE) guidelines are a welcome resource, offering notes on discussing same sex relationships and recognising the impact that gender stereotypes can have on relationships. With individual teachers able to opt out of aspects of RSHPE education, however, young people in Scotland are in a lottery to determine the quality and depth of

their support in learning about issues of sex, gender and misogyny. We also must work with faith schools to ensure all children receive a comprehensive education in sexual health and wellbeing. 20% of Scottish students attend a faith school and they must not be denied the opportunity to challenge the sexist gender normative messages constantly being thrown at them.

Educational institutions have a duty to challenge misogyny not just through the formal curriculum, but through questioning their everyday activities. Are young men and women treated equally? In all subjects and extracurricular activities? While it would be lovely to

believe that education institutions are bastions of equality, we all know that they do not exist in a vacuum, and misogynistic attitudes and values can creep in at any level. Are teachers and other

staff given regular training in equalities? Are staff and students challenged when they speak or act in a misogynistic way? Are young people taught to believe in themselves for their deeds and compassion, rather than for their looks and sexual prowess?

Challenging misogyny means challenging prevailing attitudes in society, it means challenging inequality and discrimination wherever we find it, and it means challenging our own ingrained prejudices. The EIS has taken a great first step towards this, but all educational institutions in Scotland bear a shared responsibility to ensure young women and men are protected from, and empowered to end, misogynistic attitudes in Scotland.

There are several excellent organisations offering support to educators who want to challenge misogynistic attitudes. Zero Tolerance offer resources and training for parents and early years workers to raise children

who are not limited by outdated or restrictive ideas of what is suitable for boys and for girls. The Rosey Project is run by Glasgow Rape Crisis and offers age appropriate workshops from Primary 6 upwards on a range of topics including gender, pornography and consent, as well as face to face, phone and email support to young women facing issues they find it difficult to speak about. Close the Gap's Be What You Want initiative provides materials for teachers who want to challenge stereotyping about education and careers.

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[www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)

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[www.roseyproject.co.uk](http://www.roseyproject.co.uk)

Close the Gap's Be What You Want initiative provides materials for teachers who want to challenge stereotyping about education and careers.

[www.bewhatyouwant.org.uk](http://www.bewhatyouwant.org.uk)



# CPD

Learning Reps

## How can I get help with Professional Update?

The EIS is supporting members in many different ways with their Professional Learning, PRD and Professional Update.

As well as the CPD pull-out in the February edition of the SEJ, EIS Learning Reps have been instrumental in organising high quality local Professional Update events. Professional Learning should be ongoing, it is not just something that you need to think about in your sign-off year. The Professional Learning you have undertaken will feature strongly in your annual PRD both in terms of what you have been doing and your future learning plan.

The EIS has worked in partnership with many local authorities to provide general information events around Professional Update over the last eighteen months. This now includes practical workshop based events which cover topics such as evidence required and self-evaluation. The workshops are being provided by GTCS, EIS at national level, local authority personnel and EIS local Learning Reps.

Participants who have attended the events indicate that this has clarified the whole process and they are no longer worried about how this will affect them. They have heard about what the process actually is and all the myths around

Professional Update have been clarified.

Workshop based events are planned for this session and shortly after the summer break – these will be promoted by email, member e-bulletin and in the events section of the EIS website: [www.eis.org.uk](http://www.eis.org.uk)

As well as covering topics such as evidence and self-evaluation some Learning Reps are organising IT based workshops where they can assist you in setting up a MyGTCS account, log your learning activity including demonstrating impact.

Professional Update is a new process and will take time to get used to – the EIS is doing everything possible to support members through this now and in the future.

Remember that you have unique access to support, advice and information from your local Learning Rep who will be more than happy to assist you in any way that they can. They have undertaken, and continue to undertake, substantial Professional Learning and understand how to balance this with teaching and personal commitments. To contact your local Learning Rep go to:

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

## Learning Rep Course

The EIS has Learning Reps working across Scotland giving guidance and support to colleagues on CPD/Professional Learning opportunities. The Learning Reps have been instrumental in raising the profile of CPD/Professional Learning by taking the lead in working in partnership with local authorities and colleges to promote quality opportunities.

With the introduction of Professional Update, which will affect everyone who is registered with GTCS, it is even more essential that we increase the number of Learning Reps to support colleagues through this process. CPD/Professional Learning is central to the

process and Learning Reps are trained to give information, advice and support to colleagues on what is most suitable to them as an individual.

It is anticipated that there will be an additional intake for the course starting in September 2015 with the introductory section of the course provided by Glasgow Kelvin College. This will be followed by the University of the West of Scotland section which will commence in February 2016 and complete in May 2016. Both sections of the course are online and must be completed successfully before any member can become a union learning representative. Places on the course will be limited.

Any member wishing to undertake the course has to be approved either by

their EIS Local Association if they work in schools or by their EIS Branch if they work in a further education college or higher education institution.

The Learning Rep role is an extremely positive and worthwhile one. They are at the forefront of the promotion of high quality CPD/Professional Learning and unique in the practical support they give colleagues.

If you are interested in training to become an EIS Learning Rep please contact Lyn McClintock, CPD and Learning Rep Co-ordinator:

[lmcclintock@eis.org.uk](mailto:lmcclintock@eis.org.uk)  
0141 353 3595



## New EIS Project

The EIS has been successful in obtaining funding from the Scottish Union Learning Fund over the last two years. This funding has enabled the union to offer training in Smartboard, Social Media and Dyslexia Awareness. The evaluation from participants who attended the training in dyslexia awareness has been very positive.

The EIS submitted a successful bid for funding for a two year project covering training in Smartboard, Social Media and Dyslexia Awareness.

The new project commenced on 1 April 2015 and will conclude at the end of March 2017. The training will be offered in Lowlands and Uplands and also, for the first time, in the Highlands and Islands. This funding is enabling the union to offer training which is not accessible anywhere else and of course is helpful to participants in terms of their CPD/Professional Learning, PRD and Professional Update.

The two year project will allow for basic and advanced training.

The EIS is extremely grateful for this funding and promotion of the training will commence shortly.

## Professional Update Sign Off 2014/15

Anyone whose registration year ends in 4 or 9 are due to sign off their Professional Update this year. GTCS are writing out to people whose sign off has not been received to date.

They are requesting that anyone who believes they have already completed the sign off or who are experiencing any difficulties to contact them.

The relevant pages on the GTCS website are constantly being updated and cover all aspects of Professional Update including specific information related to supply teachers; retired teachers and those about to retire; teachers working outwith the education system, working abroad or not currently working; associate or general status.

A four page pull-out on all aspects of Professional Update was included in the February edition of the SEJ and can be viewed on the EIS website at [www.eis.org.uk/news/sej\\_home.htm](http://www.eis.org.uk/news/sej_home.htm)

Further education lecturers registered with the GTCS are automatically deferred until the completion of the college Professional Update pilots. Anyone working within the college sector who is due to sign off and has any questions should email the GTCS

If anyone is genuinely unable to complete the Professional Update sign-off in the designated year they have an opportunity to request a deferral. This should initially be discussed with your employer. If you are unable to make a request for a deferral with your employer/line manager then you should contact the GTCS

**You can contact the GTCS about your Professional Update at:**

**[professionalupdate@gtcs.org.uk](mailto:professionalupdate@gtcs.org.uk)**

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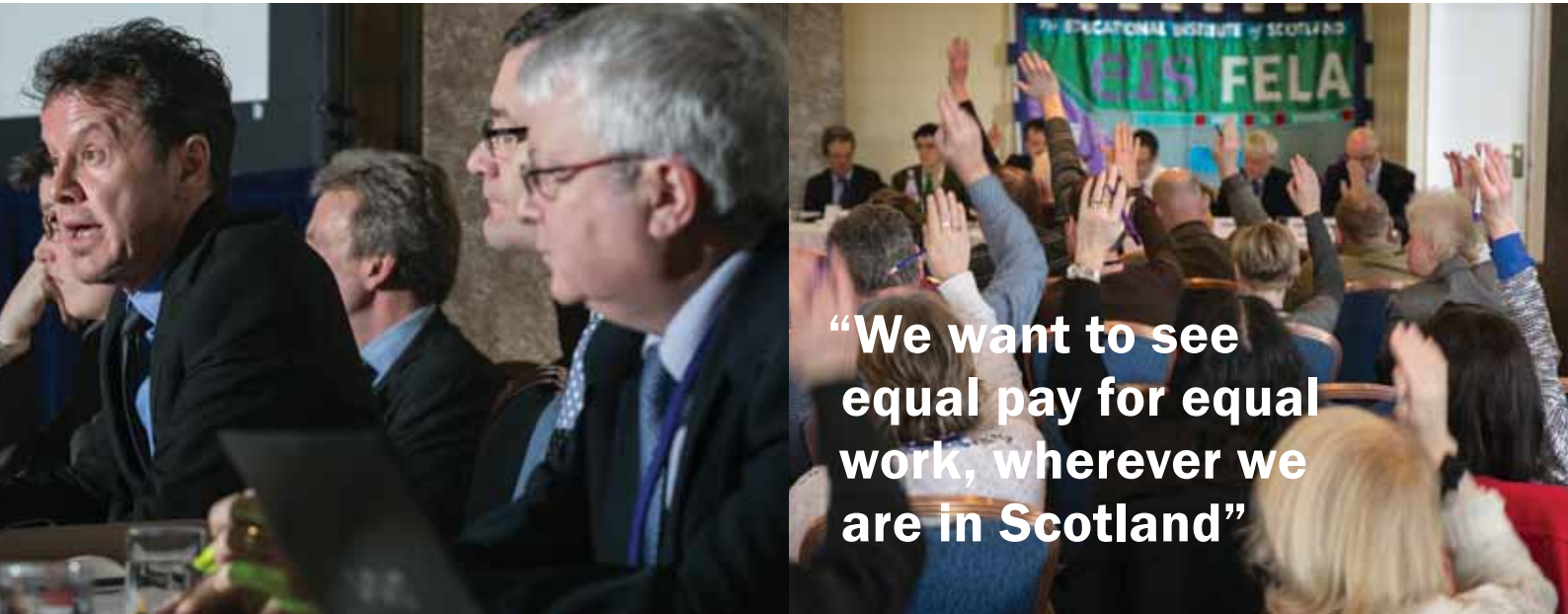
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## FE Funding to the Fore at FELA Conference

The SEJ looks back at the main issues arising from the Annual Conference of the 2015 EIS Further Education Lecturers' Association (EIS-FELA).



**This year's Annual Conference took place after several high profile events in the further education sector, that included a long strike at Ayrshire College to demand improved working conditions. Feelings were running high over the continued decreases to college budgets, slow progress at national bargaining, a Scottish Government underspend with no subsequent FE reinvestment, and the continued effects of college mergers. 'Rationalisation' has become a 2015 byword for a reduction in suitable FE working conditions.**

The well-attended meeting in Edinburgh featured over 80 delegates from 16 of the 26 colleges in Scotland, and opened with a warm welcome by EIS-FELA President, John Kelly of West College Scotland.

Donny Gluckstein, Salaries Convener, gave his report on National Bargaining, highlighting that there were good and bad aspects to developments. He discussed joint bargaining, the living wage and

the national Recognition and Procedure Agreement (nRPA). Donny referenced the hard work of the EIS negotiators including the drafting of an EIS national bargaining guide that picks up the best aspects of college working conditions.

“We want to see equal pay for equal work,” he said, “wherever we are in Scotland. There is no question of averaging – it's about lifting everything up.” The FELA Executive Committee is fighting for a decent salary, agreed RPAs, and a one per cent real pay rise for all FE teachers in Scotland.

Mr Gluckstein reported to the delegates that Scotland's Colleges have taken no position on the above, while the national RPA goes unsigned; this is further compounded by a lack of investment from the Scottish Government. “The money is there,” he emphasised, “There was a £163m underspend in

education last year, and £98m of college money is currently held in arms-length trusts.” The FELA claim would cost around £11 million.

He reported that efforts have not been helped by continuing declines in real pay, as well as a drop in student numbers. Mr Gluckstein called for a campaign to make

**“They act as if cuts are about making provisions in a different way rather than saving money”**

the management side table a decent offer, stating that the pay offer is tied up with the general battle to save further education in Scotland. He also called for special branch meetings, a national lobby at

Holyrood, a model petition for lecturers, press and politicians to sign, and for the national RPA to be signed.

The outgoing Salaries Convener concluded his report by calling for a Special Conference after summer 2015 if none of the above had been enacted



within the timeframe.

Ex-President, Penny Gower, continued the speeches with a report of the Standing Orders Committee, explaining that 55 Motions were considered from 11 FELA branches and the Executive Committee. In total 54 Motions were found to be competent, and then composited into 31 Motions for the Conference, which Ms Gower remarked was a “pretty good tally of democracy.”

EIS President, Tommy Castles, was next to address the conference, and used the time to reflect on the changes he has witnessed in the further education sector, including the reduction of engineering and vocational subjects in response to a changing economy and workforce. He stated that there is an issue in management where staff can make huge changes, but the time has come when “they have to be accountable, and they have to work with trade unions.”

Referencing the problems that individual bargaining has caused, Mr Castles congratulated FELA on the agreement of the national RPA at the NJNC, an important step towards national collective bargaining.

He described the savage cuts to FE, where colleges are looking to maintain last year’s money in real terms for the following year. “They act as if cuts are about making provisions in a different way, rather than saving money,” he said.

Mr Castles also talked about ‘rationalisation’, emphasising that “time will tell if these mergers are not all about cutting costs but improving service.” He also talked about the issues students are now facing in the age of austerity: “I’ve heard of students fainting in class because they’re so hungry, or dropping out as they can’t afford to live while attending the course.”

He concluded by commending FELA colleagues for “putting [their] heads above the parapet” when management are acting in unscrupulous ways.

EIS General Secretary, Larry Flanagan, talked about the political and social aspects of further education, including the heightened political discussion around last year’s Referendum. “In the EIS there was an emergent consensus to demand to live in a socially just and fair society... social justice is a clear aim for us all.

“There is a clear message that austerity needs to end, as well as the ugliness of racism in the performance of parties like UKIP.”

Although the EIS remained politically unbiased during the Referendum, Mr Flanagan noted that there were a number of areas where the EIS felt devolution of powers would benefit Scotland. This, in turn, was a new opportunity to press home the kind of working environments we need.

Mr Flanagan also talked about the good progress made in the return to National Bargaining. There has been a concern of attempts by Principals to claw back conditions from the NJNC, and it is essential for colleges to sign off the national RPA. The General Secretary has raised concerns about college funding cuts with Angela Constance, MSP, and emphasised that EIS expects the Scottish Government to press colleges to sign the national RPA and progress National Bargaining.

He also emphasised the need to remain a lay member driven organisation and provide the right kind of support: “We don’t want to run EIS like an insurance service – FELA is a vibrant and thriving part of EIS.”

## Guest Speakers



Pinar Aksu



Amal Azuddin

The afternoon featured guest speakers Pinar Aksu and Amal Azuddin, who gave moving speeches about their current work in community activism, and how they became involved with the ‘Glasgow Girls’; a group of teenagers who brought the plight of asylum seekers into the Scottish mainstream.

Reflecting on their poignant visit to Auschwitz with the EIS, the speakers revealed they became passionate about human rights after starting a campaign to free their Roma Gypsy classmate from a detention / deportation centre. Pinar also described her personal experience of seeking asylum from Turkey and twice being detained.

## Motions:

The members of the Standing Committee for 2015-2016 were also elected, with nominations for Stephen Henson (Glasgow Clyde College), Alison Stephen (Forth Valley College), and Denise Munro (West College Scotland), Mark Gillan (West College Scotland), Alan Holligan (Edinburgh) and Maureen Watson (Edinburgh).

Before the day moved on to considering Motions, the FELA conference debated an ‘Emergency Motion’ on a campaign to harmonise pay, terms, and conditions in Glasgow colleges, to eradicate the numerous types of working conditions for staff. It was carried unanimously.

The majority of subsequent Motions centred on the separation of pay and conditions, planned FE campaigns,

national bargaining, job evaluation schemes, attendance of EIS-FELA events and conferences, regionalisation, bullying, and funding cuts and their effects on student learning.

**Full details of the conference can be found on the EIS - FELA section of the EIS website.**

St Eunan's Primary school

# 'Education for Every Child, Everywhere'

**Primary 7 pupils from St Eunan's primary, Clydebank, have been praised for their powerful and inspirational campaign 'Education for Every Child, Everywhere'. The children are finalists in the Literacy across Learning category of the Education Scotland Awards and have received high acclaim from Amnesty International and the OECD (Organisation for Economic and Co-operative Development) amongst others, for the high level of political literacy exhibited.**



Amal Azzudin, Glasgow Girl, speaking to the children in class (joined by S6 modern studies students)

Supported by Amal Azzudin and Roza Salih of the Glasgow Girls, the children launched their campaign after learning that 58 million primary aged children do not receive their right to an education. Through research they found that poverty, war and gender inequality were key barriers to universal education and felt so passionately that they embarked on an awareness raising tour. They delivered emotive speeches to primary schools in and around their local area, their local high school, Glasgow and Glasgow Caledonian Universities and last but by no means least; the Scottish Parliament.

Amal Azzudin, who, 10 years ago, campaigned against the dawn raids in nearby

Knightswood, said "It's really inspiring and empowering to hear their speeches. It was great to see how strong and passionate their beliefs were. I remember that was myself and I felt so passionate about our campaign. It's just amazing; I can see myself in them."

As a Rights Respecting School,

**"My confidence has grown so much through the campaign. I have always been shy and I have a quiet voice but getting the opportunity to write a speech and deliver it to real audiences made me realise I have a talent"**

St Eunan's teach and actively promote children's rights. "The children's campaign was part of a whole school Interdisciplinary Learning topic on the Right to an Education. It was planned with a view to achieving depth, relevance, breadth, challenge and enjoyment as well as providing a meaningful context within which to develop a high level of

literacy skills and nurture the four capacities" said Primary 7 teacher, Claire Dunphy.

Headteacher, Anne Docherty, stated, "It has been wonderful to see children engage in learning with such high levels of motivation.

They have developed skills in work, life and learning and the success experienced has greatly increased each child's level of confidence."

"Partnership working has greatly enhanced the project and helped to make it so successful" Lisa Broom, acting PT explains. "St Peter the Apostle, our local

High school, has been an invaluable partner. 6th year English students supported the children to write powerful speeches and 2nd year art and design students worked alongside our pupils in creating placards for the campaign."

St Peter the Apostle Principle Teacher of English, Gary Adam, recalls how impressed both he and his 6th year pupils were at the high level of literacy demonstrated by the pupils during a visit to the primary school. "The sophistication of the persuasive techniques the pupils were incorporating into their speech writing was very impressive. The S6 students were taken aback by the level of writing they encountered."

P7 pupil, Sam Kennedy, aged 11 said "My confidence has grown so much through the campaign. I have always been shy and I have a quiet voice but getting the opportunity to write a speech and deliver it to real audiences made me realise I have a talent. My class mates started asking me to help them to make their speeches more powerful and that made me have even more confidence in myself."

Kimberley McKenna, aged 11 felt that the campaign has helped her to develop a variety of important skills "I can't believe that I can now stand up in front of a large audience and deliver a speech. I have the

confidence to use my voice powerfully to engage the audience.” Molly Furie, aged 11 said “Through this campaign, I have developed my reading skills. I now have the skills to be able to analyse and evaluate texts of a high level. I have enjoyed the opportunity to read about real world issues and learn about the world around me.”

Classmate, Emily Robertson said “Now I feel more prepared for the work I will do in high school because I can use ICT to gather information and because I have worked with so many different people I feel confident to meet new people at High School.”

Chloe Tosh, aged 11 explained how her literacy skills have improved “I used to use easier texts than the rest of the class but when we started reading Malala Yousafzai and Martin Luther King’s speeches and newspaper articles about Child Soldiers and other issues, I was motivated to try harder because it was a real and important issue we were learning about. Now I can analyse more challenging texts and I have written a speech. I am very proud of how much I have achieved.”

“The Glasgow Girls involvement engaged and motivated the children. They were inspired by the girls’ story and realised that it is possible to make a positive change in the world” Claire explained. “The high profile of Malala Yousafzai, who had recently won the Nobel Peace Prize, also became a huge inspiration for the children.”

Lisa explained that “The children now see campaigning to bring about positive change as something that they expect to

do more of in the future. One boy in my class said ‘Miss, you know when I’m older, I’m going to make a petition and write a speech to help the campaigns that I’ll be involved in.’ The fact that children in the class now see campaigning as something that they see themselves being involved in in the future and that they believe they can

make a difference is very rewarding.”

In March, the children delivered their presentation to undergraduate teaching students at Glasgow University. Doctor Alan Britton said, “This is the

best example of Global Citizenship and Political Literacy that I have seen.”

The success of the work carried out by the Primary 7 pupils led them to be invited

## “This is the best example of Global Citizenship and Political Literacy that I have seen”



At the Parliament delivering their presentation and asking MSPs to sign their petition

to present at an Education Scotland Health and Wellbeing event and to a delegation of OECD members looking at Literacy across learning in Scottish schools. Amnesty International judges of the young campaigner of the year award said they were “blown away by the incredible

work the children had carried out to raise awareness of the right to an education.”

The impact of the project is evidenced by feedback from parents who have noticed a difference in their children’s level of engagement and interest in their learning. David Hughes explained that the campaign has helped his daughter, Elaina gain more confidence and experience speaking in front of her peers and larger audiences. “She feels passionate about this relevant issue and it has captured her heart and mind. She wants to be able to make a difference to children who are less fortunate.”

Margaret Robertson explained how engaged her daughter Emily is in the campaign. “She has continuously been researching while at home and encouraging family and friends to sign the online petition. She has also grown more confident at public speaking to small and large groups. I am very proud of all she has achieved.”

In April, the children delivered their campaign and petition to the Cross Party Human Rights Group at the Scottish Parliament. This fantastic opportunity allowed them to take their message to the

heart of decision making in Scotland and ask that the politicians carry their petition, which appeals to world leaders to help poorer countries achieve universal primary education, forward. They received a warm response from all who attended and were assured that their powerful message would be shared with the wider Parliament.

Most recently the children raised awareness and gathered support for their campaign at the top of Buchanan Street. They shared their message with the public and delivered their powerful speeches.

Anne Docherty concluded “Due to the success this campaign has had in bringing a Curriculum for Excellence to life, we are confident that the four capacities have been fully addressed and that our children are indeed successful learners, confident individuals, effective contributors and responsible citizens.



Launch of campaign, with Amal Azzudin and Roza Salih of the Glasgow Girls and Terry Lanagan, Director of Education for West Dunbartonshire Council



# Around the World in Stories with the Baillie Gifford Schools Programme

EDINBURGH  
INTERNATIONAL  
BOOK  
FESTIVAL



## Young people can journey around the world in stories this summer at the Edinburgh International Book Festival.

The Baillie Gifford Schools Programme, which is packed with events for pupils of all ages and runs from 24 August to 1 September, will see authors and illustrators from across the globe explore the many ways in which stories can be told, re-told, adapted and translated across cultures and time.

Bringing stories from other lands will be Finnish novelist Salla Simukka with her gripping teen thriller *As Red As Blood*. Leonie Norrington will offer an exhilarating account of life in Australia's Outback, while Mio Shapley will perform wonderful musical tales from Japan.

Revealing some amazing tricks for translating stories will be Juana Adcock and Georgi Gill, while award-winning author Keith Gray joins playwright Carl Miller to discuss the art of adapting a novel for the stage.

Stories can be told in many forms and pupils can find out more from the likes

of graphic novel creators Metaphrog who transform fairy tales into comics and poet Luke Wright who brings ballads to life with his amazing live performance poetry.

Illustrator in Residence Debi Gliori will show senior pupils how our significant life experiences can be used as a source of creative inspiration, while guest selector Gill Arbuthnott will help primary pupils see what really goes on inside our bodies – with some easy experiments that everyone can take part in.

With nearly 70 events featuring world class authors such as Patrick Ness, Sophie McKenzie, David Almond and Catherine Rayner, the Baillie Gifford Schools Programme offers something to keep every pupil informed and entertained. Each event is followed by a book signing where your pupils can meet the author and get a book signed.

### Baillie Gifford Gala Day for primary schools

Tuesday 1 September sees the Book Festival site reserved exclusively for primary schools. In addition to events featuring the likes of Jonathan Meres, Barry Hutchison, Vivian French and Nick

Sharratt, there will be roaming circus performers, stories from Mio Shapley and Fergus McNicol with their kamishibai bicycle theatre, Dr Book's surgery and many more fun, free things to do in the Gardens.

### Develop your skills

For teachers and education professionals the Book Festival's Continuing Professional Development programme looks at the benefits of bilingualism, gets creative with translation, considers innovative ways to encourage reluctant readers and delves into the empowering world of picture books and comics.

### 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 the 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 in which to relax.

### Free book voucher for all pupils

Every pupil who attends an event in the Baillie Gifford Schools Programme will receive a £3 voucher to put towards the cost of a book in the Book Festival's bookshops.

### Find out more

Tickets for the Baillie Gifford Schools Programme cost £3 each with one free adult ticket for every ten pupils. The full programme listings and booking information can be found in the brochure which you can download from [www.edbookfest.co.uk](http://www.edbookfest.co.uk) or request a printed copy by emailing [mailinglist@edbookfest.co.uk](mailto:mailinglist@edbookfest.co.uk)

Time to register

# Scottish Learning Festival 2015

- raising achievement and attainment for all

Registration for the largest, free education event in Scotland, the Scottish Learning Festival, is now open at [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

Returning to Glasgow's SECC on 23 and 24 September SLF will host inspiration speeches, interactive discussions and an exciting exhibition.

The theme of this year's event focuses on raising achievement and attainment for all by maximising educational outcomes through:

- Local partnerships and collaboration – to share approaches that lead to better outcomes
- Self-evaluation – to ensure creative and innovative approaches to sustained improvement
- Work-related learning – to improve transitions into sustainable productive employment

Delegates will be able to meet with colleagues and industry experts at the event which promises to be bigger and better than ever with a number of new additions to the programme bolstering its position as Scotland's leading education event.

As well as the opportunity to network with peers, visitors will be able to participate in lively conversations and debates, take part in a number of professional learning seminars, and visit the extensive exhibition.

## What's new in 2015

To celebrate the Year of Food and Drink the exhibition will feature a Food for Thought Showcase where schools from across Scotland will demonstrate how they have developed and improved learning and teaching around food education. The Healthier Scotland Cooking Bus will also be at SLF to provide cooking demonstrations.

Another exciting new feature in the exhibition will be the Developing the Young Workforce showcase where partner organisations, employers, training providers and others will bring Developing the Young Workforce to life.



## What's on

Across the two days there's lots on offer at SLF 2015, from professional learning seminars, discussions and keynote addresses alongside the largest education exhibition in Scotland.

We are delighted that the Cabinet Secretary for Education and Lifelong Learning, Angela Constance MSP will deliver the opening keynote address. This will be followed by 3 other keynotes from speakers including:

- **Prof Mel Ainscow**, Professor of Education and Co-Director of the Centre for Equity in Education, University of Manchester
- **Dr Bill Maxwell**, Chief Executive, Education Scotland
- **Chris van der Kuyl**, Entrepreneur and Chairman 4J Studios

To allow for more debate and discussion, the programme will once again feature three professional discussions. Discussions will focus on;

- How Good is Our School?
- Developing the Young Workforce
- Closing the gap

One of the most popular features of SLF is the programme of professional learning seminars that covers a range of topics and will be presented by practitioners, young people, key national figures and education authority staff from across Scotland.

The full conference programme is available on the SLF website, [www.scottishlearningfestival.org.uk](http://www.scottishlearningfestival.org.uk)

The exhibition provides a unique experience for visitors where they can find out about innovative practice, new resources and proven strategies to enhance teaching and learning. Bringing education to life, the exhibition will feature more than 100 suppliers covering all levels of education from well-established companies to a host of companies exhibiting for the first time.

The exhibition will also play host to a number of features, including the:

- **Education Scotland stand** – where Education Scotland staff will be on hand to have a chat and talk about the work of the organisation
- **Exhibitor Seminars** – a dedicated theatre exclusively for exhibitors talking about the benefits of their products and service to help practitioners
- **Local Authority Village** – come and meet the authorities to see and hear the new ideas that they are using in education today
- **Cultural Village** – find out more about the learning resources available to help young people develop an understanding of Scotland's culture.

To find out more about what's on offer at the exhibition please visit, [www.slffexhibition.com](http://www.slffexhibition.com)



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## EIS Financial Services

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email: [enquiries@eisfs.co.uk](mailto:enquiries@eisfs.co.uk) - [www.eisfs.co.uk](http://www.eisfs.co.uk)

## Celebrating Diversity in Dumfries and Galloway



ON Saturday 25th April an exciting programme of music, theatre, film and visual arts aimed at celebrating diversity in Dumfries and Galloway was presented at the Electric Theatre Workshop and the Stove in the centre of Dumfries. The event was organised by Dumfries and District Trade Union Council and was supported by the EIS locally and nationally.

Dumfries TUC is concerned about the

life in Scotland.

We commissioned a short film (on youtube, Dumfries TUC - Yes to Diversity, No to Racism). We encouraged schools to become involved by organising a poster competition and providing teachers with selected materials from Show Racism the Red Card School pack. Many of the posters were displayed at the Electric Theatre Workshop. We also brought the poster exhibition Rock against Racism to the Stove in Dumfries.

On the day a rolling programme of acts meant that people could dip in and out of the programme. Some items were preceded by an explanation or film clip and ended with an opportunity to ask questions.

Live music was provided by Banner, a Birmingham based theatre group who have a wide repertoire of songs about migrant and refugee experience in Britain and by the Razorbills a local indie folk band who brought their own flavour to the programme.

growth of extreme right wing views that use immigrants as scapegoats for the economic problems in the country and encourage racist attitudes. We wanted to show that migrant workers and refugees can make a very positive contribution to

Birmingham based theatre group who have a wide repertoire of songs about migrant and refugee experience in Britain and by the Razorbills a local indie folk band who brought their own flavour to the programme.



An extract from their own play “Blood Orange” was performed by members of the Electric Theatre Workshop. It was written in response to the racist SDL protest in Dumfries in 2013 and the Dumfries TUC demonstration against it.

Amal Azzudin (one of the Glasgow Girls) and Pinar Aksu (a former detainee at Yarl’s Wood immigration removal centre) gave us a powerful account of how refugees are treated in Britain. Both young women and Margaret Woods from Unite Against Fascism described their ongoing campaign against the detention of asylum seekers at Dungavel. They encouraged people to support the demonstration at Dungavel on 30th May.

Mary Carberry who dropped in at 3 different times described the mixed programme as “informative, entertaining, sometimes shocking and moving, often funny and always inspiring.”

**Jetta Baillie**, Dumfries & Galloway EIS

# Staffing Changes at EIS HQ

Over the next few months, EIS HQ at Moray Place will see significant changes with the departure of five long-serving employees due to retirement.



**Frank Tindall**, the Caretaker at EIS HQ, joined the staff in 1998 and has provided many years of invaluable service supporting the work of the EIS. Frank's many diverse responsibilities included ensuring that the Moray Place HQ was properly maintained and that needs of members and staff were well catered for.

**Eileen Graham**: in addition to her role as Organisation Department Administrator, Eileen has also served as the PA to both current General Secretary Larry Flanagan and former General Secretary Ronnie Smith. Eileen joined the staff in 2001 from the charitable sector and has played a key role in the smooth running of the EIS ever since.

**Sheila Harris** from the Education and Equality Department joined the staff in 1978. She then left the EIS in 1981 returning in 1988. Sheila has been an EIS employee for 30 years. She has supported the work of both the Equality Committee and the Benevolent Fund work of the Employment Relations Committee during her time with the EIS.

**Eileen Davidson** from the Education & Equality Department joined the staff in 1969 and, following a break to start a family, returned in 1991. Eileen has given the EIS a total of over 35 years of service, during which she has provided invaluable support to the work of the Education Committee.

**Ken Wimbor**, Assistant Secretary, will retire at the end of July, following 25 years as a member of EIS HQ staff. Prior to this, Ken was a teacher and EIS activist in Fife. Ken's current remit includes oversight of the Organisation / Further & Higher Education department, which includes responsibility for the organisation of Executive and Council meetings and Annual General Meetings.

## Letter

# Above zero but still left out in the cold

I've been an EIS member since 2011 when I started working as an ESOL Lecturer at an FE College in Glasgow. Reading the latest few SEJs and digesting the election campaign with lots of talk about ending zero hours contracts, I couldn't help feeling that the debate on contracts is focused too narrowly on zero hours contracts at the expense or equally insecure temporary part-time contracts of low hours that are used extensively in the FE sector and elsewhere. While I admit that zero-hours contracts are worse, in my view these temporary part-time contracts are an equally insidious means of eroding worker's rights, and I feel they need highlighting.

Myself, along with a large number of my fellow FE Lecturers at my college, are employed on temporary part-time contracts with either totally ad-hoc hours or with low guaranteed hours. Far from being temporary these contracts are the norm and on starting at college I was advised that I could expect to be on a 'temporary' contract for at least

6 years before being offered anything permanent - with the accompanying certainty, job security and improved terms and conditions. Even when a permanent contract is offered it will typically be for very low hours.

I have also seen this in practice with one of my colleagues in particular; a capable, dedicated and experienced teacher; having to fight tooth and nail, with the help of EIS, for any permanent status with the college. Again, what she did receive was on very low hours.

The result of these contracts is a lack of job security, uncertainty over the hours, and therefore income one will be receiving from week to week or month to month and large, unquantifiable hours of unpaid work done by those of us on these contracts. Like zero hours contracts, any time spent on preparing lessons, doing course admin, attending meetings or travelling from teaching venue to venue outside of contracting teaching hours is unpaid. I estimate that as much as a third of my working week (in which I most certainly

DO work) is unpaid and unrecognised.

It goes without saying that these conditions greatly enhance the stress and decrease the morale of lecturers. Moreover I believe they are ultimately bad for the quality of teaching and learning in the sector. Colleges lose, and have lost, great ESOL lecturers to private institutions who are willing to offer guaranteed hours and permanent contracts while FE lecturers are forced to take on more and more contact hours to earn a living - with the unavoidable result being under-prepared lessons delivered by fatigued and stressed lecturers.

Please EIS do something to highlight and campaign on these unfair and damaging contracts.

Yours etc (Name and address supplied)

Editors reply - The growing casualisation of teaching contracts is a real concern across all sectors of education. The EIS will continue to campaign against the use of such contracts wherever they arise and whatever form they take.



Picture for illustrative purposes only



# WIN a Tablet

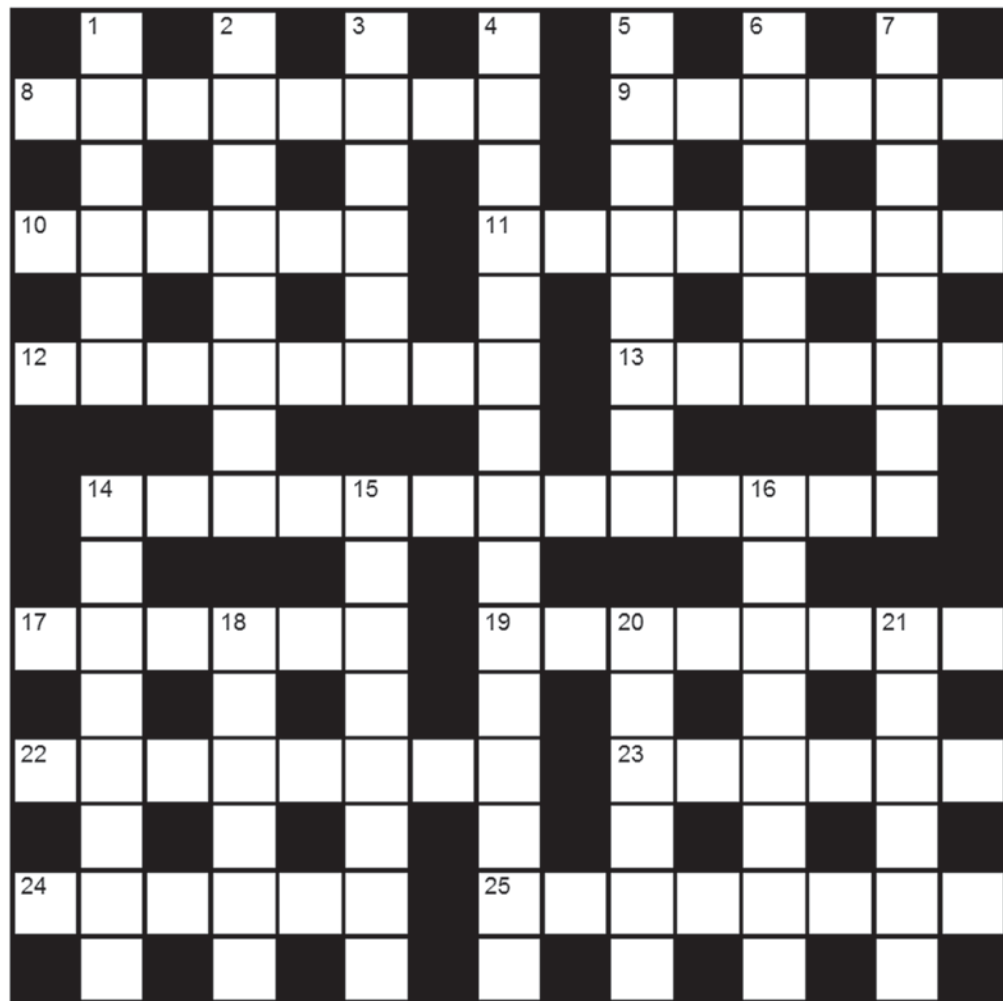
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Name \_\_\_\_\_

Address \_\_\_\_\_

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Send your completed entry to  
**SEJ, 46 Moray Place, Edinburgh  
EH3 6BH by 26 June 2015**

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

- 8 Relating to a large area of water and a group of islands (8)
- 9 Criticised for residing in Moray town..... (6)
- 10 .....where three kings make fish soup? (6)
- 11 Gnat worn out on the Spey (8)
- 12 Getting lift from flow of air using chocolate bar and unit of force (8)
- 13 Potential serial killer (6)
- 14 A reed that doesn't forget? (8,5)
- 17 Male deer that is found in Moray town (6)
- 19 Perhaps Alec gave a split in the ranks (8)
- 22 Not a wine deposit but a major blood vessel (4,4)
- 23 Conditionally put ones shoulder to the wheel (6)
- 24 Hallux, sounds like a heavy pull! (3,3)
- 25 Carries out terms of a will but will switch on electric chair if charged particle added (8)

## down

- 1 Start to angrily condemn cowardly underhand stupidity entirely (6)
- 2 Coccyx in common parlance, albeit no confusion (4,4)
- 3 Organ of child with sound joint (6)
- 4 Cremating oak keg discovered in Moray (15)
- 5 Inconspicuous chef facing due south (8)
- 6 Connected to 3 down, from ancient city tree develops (6)
- 7 Forms of algae in the main (8)
- 14 Church unity from mince cue (8)
- 15 Laughed like a horse, neigh lad! (8)
- 16 Jolson on victory day lost his soul to an air sac (8)
- 18 Snakes in a skirt perhaps (6)
- 20 Film director the EIS nervously had as a member (6)
- 21 Ship loses energy, eight pints to you (6)

### Crossword 85 answers:

**Across:** 1 Shipping, 5 Advise, 10 Recto, 11 News-stand, 12 Velveteen, 13 Aroma, 14 Raisin, 15 Amiable, 18 Eyesore, 20 Deform, 22 Umbra, 24 Day-school, 25 Imaginary, 26 In-law, 27 Entree, 28 Identity.

**Down:** 1 Strove, 2 Inculcate, 3 Professionalise, 4 Nankeen, 6 Dissatisfaction, 7 Imago, 8 Endgames, 9 Rwanda, 16 Bernoulli, 17 Nebulise, 19 Endear, 20 Dry-eyed, 21 Slowly, 23 Beast.



# BE PREPARED

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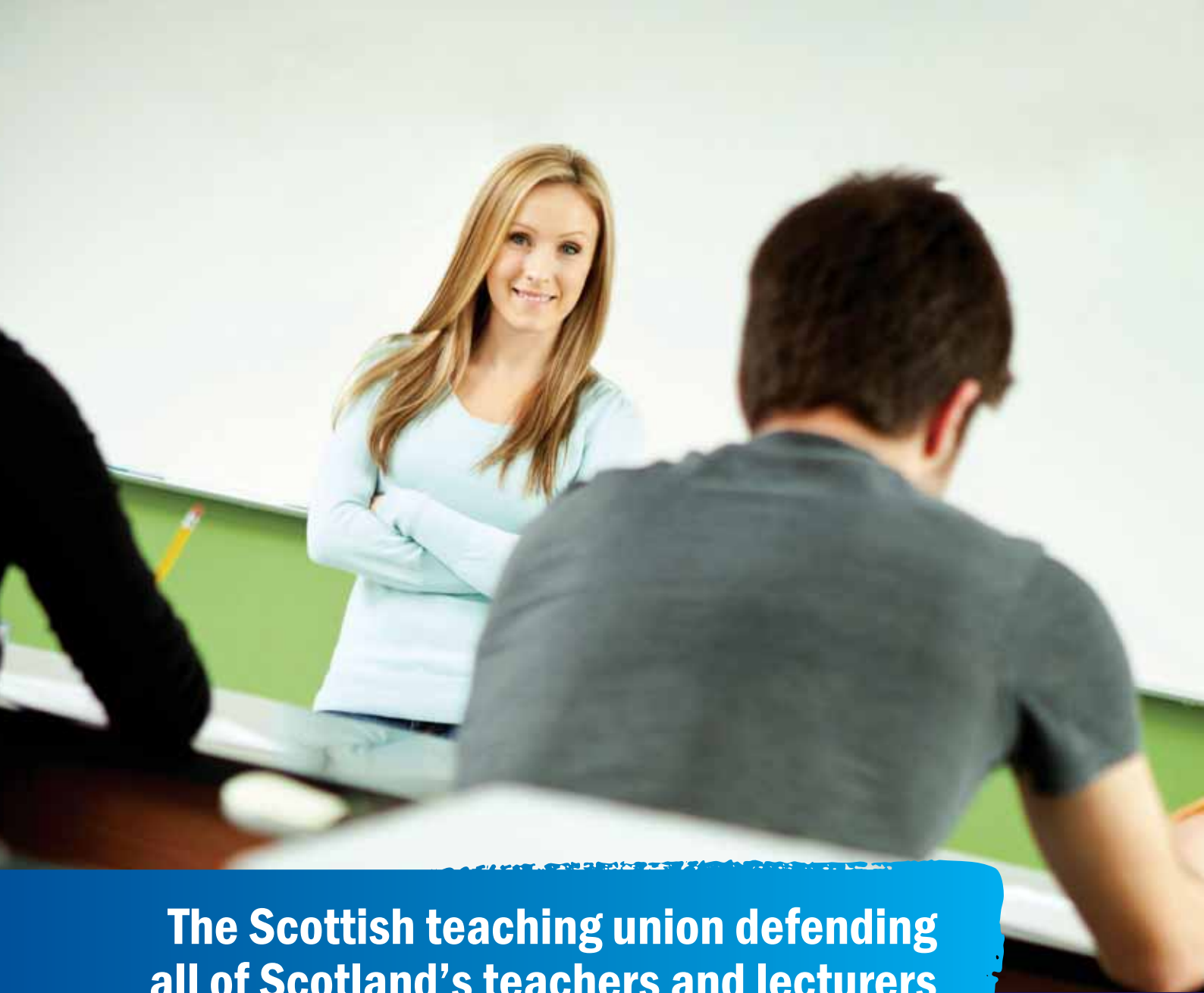
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