

**eis**

The Educational  
Institute of Scotland

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

The Scottish  
Educational  
Journal

October 2016  
Vol. 100  
Issue no. 05

A hand is shown from the top left, holding a white rectangular piece of paper. The paper is being held up as if to be placed into a trash bin. The trash bin is a black, cylindrical mesh container with a black base, and it is partially filled with crumpled white paper. The background is a white brick wall.

# Unit

Assessments

## EIS Industrial Action Leads to Scrapping of Unit Assessments

Industrial action suspended; wider  
Workload Campaign continues

Page 8

The logo for 'MAKE TIME FOR TEACHING' features a blue silhouette of a hand with fingers spread, positioned above the word 'TIME'. The word 'MAKE' is in green, 'TIME' is in blue, and 'FOR TEACHING' is in pink. The text is arranged in a stacked, blocky font.

MAKE  
TIME  
FOR TEACHING

ANNUAL FAMILY  
**WORLDWIDE  
 TRAVEL**  
 INSURANCE FOR **JUST  
 £94\***



- Comprehensive Worldwide Annual Family Policy
- Natural disasters e.g. volcanic eruption, tsunami, hurricane, fire, flood, earthquake etc
- Full Winter Sports Cover
- Increased protection when booking not made through a travel agent
- Enhanced delay benefit
- Enhanced missed departure cover

**HOME EMERGENCY COVER**

- Main Heating System
- Plumbing & Drainage
- Home Security
- Toilet Unit
- Domestic Power Supply
- Lost Keys
- Vermin Infestation



**MOTOR BREAKDOWN COVER**

FOR YOU & YOUR PARTNER

- Roadside Assistance and Recovery
- Home Assist
- Alternative Travel
- Emergency Overnight Accommodation
- Lost Keys
- Message Service
- Misfuel Assist
- Lack of Fuel
- Caravan & Campervan Cover



# Victory On NQ Assessments, but Workload Campaign Continues

EIS industrial action in the Secondary sector has delivered a significant victory, with agreement to scrap Unit Assessments from all National 5 and Higher courses. This will reduce the future burden of assessment for pupils and teachers, reduce unnecessary duplication and free up time for deeper learning and teaching in all curricular areas.

It is significant that agreement was reached so quickly, once EIS industrial action had commenced. While taking industrial action is always a difficult decision, and an option of last resort, the resulting quick agreement from the SQA and the Scottish Government to remove Unit Assessments demonstrates the strength that members have when working collectively through the EIS.

Following the agreement on the removal of Unit Assessments, EIS Council has taken the decision to suspend the specific industrial action relating to SQA assessment workload. However, while the withdrawal of cooperation with the SQA has now ceased, the broader EIS advice on controlling workload remains in place and active.

It is clear that workload remains a major issue in all sectors of education. The drive to reduce excessive unnecessary paperwork and bureaucracy, separate from that associated with SQA assessments, continues to be a priority for the EIS. All local authorities are committed to reduce bureaucracy as a result of the last pay and conditions agreement, but progress remains patchy both within and across local authorities.

Our workload focus on p8 of this SEJ offers guidance on the continuing measures that should be applied at establishment level to help reduce and control workload. This includes steps such as auditing and reviewing Working Time

Agreements against real-world demands, and adherence to the 35-hour contractual week. The EIS is also continuing to pursue progress in the de-cluttering of the curriculum and a clear set of “Do’s and Don’ts” from Education Scotland has also been published to make clear which areas teachers should concentrate on and which are superfluous. These are now being fed into Local Negotiating Committees to be pursued at school level.

With the success in the SQA-specific action, the Workload Campaign is now evolving but will continue until the wider workload challenges, which continue to blight the working lives of teachers, are addressed in all sectors.

## Review Raises Many Questions on Future of Education

The major consultation process, launched recently by the Scottish Government, on the Review of School Governance will have major implications for schools, teachers and pupils across Scotland. Some of the proposals – such as increasing the resources to schools to mitigate against the impact of poverty and tackle the attainment gap – are welcome. However, other aspects of this particularly wide-ranging review have prompted concerns across the Scottish education sector. The future role of local authorities and maintaining local democratic accountability within proposed regional structures are big question marks, as is the notion of more devolved responsibilities for senior managements teams who are already struggling with severe workload demands. The EIS is currently developing a formal response to the Review, and invites all members to share their views to feed into this process via [enquiries@eis.org.uk](mailto:enquiries@eis.org.uk)

# Contents

4. EIS Council News
6. News
8. EIS Industrial Action Leads to Welcome Reduction in Workload
10. Meet the President
12. Governance Review
14. Protecting National Pay and Conditions
17. EIS Contacts
18. Assessment in Scotland: In Search of Social Justice
20. Trade Union Congress
22. FE National Bargaining
23. Health and Safety
24. Support Diversity, Don't Prevent it
26. Remembering Srebrenica
28. EIS Organisers
29. Classifieds
30. Crossword

## THE EDITOR:

The SEJ Editor, 46 Moray Place,  
Edinburgh, EH3 6BH  
t: 0131 225 6244  
E: [sej@eis.org.uk](mailto:sej@eis.org.uk)

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.





# EIS Council News...

## Council Suspends SQA Industrial Action, Workload Control Measures Remain Active

The first meeting of EIS Council in the new session took place the day after agreement was reached at the Curriculum for Excellence Management Board to scrap Unit Assessments from all N5 and Higher Courses. The agreement, which was based on a proposal submitted by the EIS, will reduce the future burden of assessment on teachers and pupils in Scotland's secondary schools.

As a result of the agreement, EIS Council confirmed that the industrial action, specifically the withdrawal of cooperation with the SQA, was to be suspended with immediate effect. This will allow members to return to non-contractually binding duties such as the attendance of SQA training events and seminars.

Council was clear that, while the SQA action was being suspended as an act of good faith based on the agreement, it could be restarted in the future should the SQA fail to deliver on its promises. Council was also very clear that broader EIS advice on addressing excessive workload – such

as cognisance of the 35 hour contractual week and adherence to school Working Time Agreements – remains active as a means of supporting members in managing workload demands.

Mick Dolan (West Dunbartonshire) asked for confirmation that the previously agreed removal of random unit verification was permanent. General Secretary Larry Flanagan responded, "Random verification will not be introduced at N5 or N6 – it will not be coming back."

Alison Murphy (Edinburgh) asked if any further detail was available on how final exams would change to incorporate elements previously assessed through units. The General Secretary replied the EIS position was that those elements should migrate to an exam or coursework – with the preference being coursework. "Our view is that there is massive duplication between units and exams, so the amount that will actually require to migrate is relatively minor," said Mr Flanagan.

### Executive



**Vice-President Nicola Fisher** reported on the work of the Committee, and updated Council on recent membership recruitment and on a number of changes within the EIS staff.

Ms Fisher also updated Council on the work of the Strategy Sub-Committee regarding the Scottish Government's Governance Review. "This is something that the EIS will require to fully engage with, as it has massive implications for schools and teachers," said Ms Fisher. See article on p12 of this SEJ for more on the Governance Review.

On the subject of the Prevent Duty and the prospective training of EIS members, Ms Fisher said, "There are many serious concerns in relation to Prevent, and a lot of work is currently ongoing within the Equality Committee to produce a policy paper which will come to the next meeting of Council." See related article by Equality Convener Bill Ramsay on p24 of this SEJ on the subject of the Prevent Duty.

### Salaries

Convener Tom Tracey told Council that the Committee had considered a starter paper on the 2017 teachers' pay claim, including the pursuit of EIS policy on a restorative pay award. See feature on p14 of this SEJ for more information. Mr Tracey also updated Council on the imminent piloting of a national supply teaching booking system, and the progress of a recent AGM resolution regarding the provision of hard-copy pay slips to all teachers.



# Welcome Clarity on National Assessments



**Education Convener Susan told Council** that, following concerns raised by the EIS, further clarity had been provided on the introduction of National Standardised Assessments and how these would fit within the broader assessment toolkit to support teachers' professional judgement of pupil progress.

Ms Quinn told Council that the CfE Management board had agreed their next report will be published in December and it puts in writing the promises that the Scottish Government have made regarding the introduction of National Standardised Assessments.

Quoting from the documentation, she said "The National Standardised Assessments will take place in P1, P4, P7 and S3. They will be aligned to Curriculum

for Excellence (CfE) and will be online, adaptive and inclusive. They are designed to generate in real time a diagnostic report for teachers on each individual child to help inform future teaching and learning. The assessments will provide information on how a child is progressing in aspects of numeracy and literacy and, alongside a wide range of evidence from ongoing classroom assessment, will inform teacher professional judgement of children's progress towards the achievement of CfE levels."

On the key issue of when and how the Assessments will be used, the documentation adds, "The National Standardised Assessments are intended to replace the variety of different assessments already in use across local authorities providing a more consistent picture at a national level. Teachers will have the flexibility to decide when the assessments are taken within P1, P4, P7 and S3 to assist with their overall picture of a child's learning journey. The assessments will be as short as possible and will be age and stage appropriate."

Ms Quinn said that teachers will decide

when these tests will be used and that this will not involve testing whole cohorts of pupils. "The high level of testing of our young people will stop and this will become a diagnostic tool that teachers will decide when to administer." Ms Quinn went on to add that it is clear from the documentation that the new Standardised Assessments are designed to replace existing versions used by many local authorities, and are not intended to be used in addition to them. This should result in the amount of Standardised Assessment falling in some local authority areas, she said.

Helen Connor (North Lanarkshire) said that there were "helpful elements" in the documentation from the Scottish Government but raised concerns about the testing of whole cohorts. "We need to have a publicity campaign and make clear to our members our position on Standardised Testing," Ms Quinn said, "We have issued advice to members through the usual routes and we have been clear that the EIS oppose the reintroduction of standardised testing of whole cohorts."

---

## Education

Convener Susan Quinn gave Council an overview of the discussions that took place at the recent CfE Management Board where the removal of Unit Assessments from both National 5 and Higher was agreed.

Mick Dolan (West Dunbartonshire) said that he was concerned that the lack of an external exam for National 4 was "creating 2 classes of pupils in secondary schools." Susan said his comments echoed conversation at the CfE Management Board and a range of pass options for pupils sitting National 4 will be considered and discussed at the next meeting.

Ms Quinn also updated Council on the launch of the new EIS Nursery booklet, Sustain the Ambition – The Contribution of GTCS Registered Teachers in Early Years, which was set to take place on the 10th of October.

## Equality

Convener Bill Ramsay confirmed that the Committee was working on a paper in relation to the Prevent Duty, and its

implications for education. Responding to a question from David Farmer (Fife), Mr Ramsay added that there is a varying picture across the country regarding Prevent training, but that the EIS was aware that some areas had now commenced this process. "The current legal position requires all employees to take part in this training if instructed to do so," said Mr Ramsay.

## Employment Relations

Vice Convener Alison Thornton explained, for the benefit of new members of Council, that the work of the Employment Relations Committee is not reported on in the same detail as the other committees due to the sensitive nature of their work. However, she updated Council on the number of legal cases and benevolent fund contributions considered by the Committee. She also informed Council the committee had agreed to increase the maximum grant value of the benevolent fund from £2100 to £2500.

## Motions

Sonia Kordiak (Midlothian) moved a Motion on the need for a clear and robust EIS policy response to the proposals within

the Scottish Government's Governance Review. See feature on pp12 of this SEJ for more information.

Amongst the other Motions approved by Council were two related to the plight of teachers in Turkey. Donny Gluckstein (EIS-FELA) called for the EIS to support the Education International (EI) campaign in protest against the sacking of 12000 Turkish teachers. "The Turkish Government has taken advantage of the recent coup and used it as an excuse to purge our equivalent, the Egiten Sen Union, by sacking 12000 teachers," said Mr Gluckstein.

General Secretary Larry Flanagan told Council that he had written a letter in support of the EI campaign, which was being sent to the President of Turkey calling for the actions against teachers to be rescinded.

In a related Motion, John Dennis (Dumfries & Galloway) successfully called for the EIS to donate £5000 through EI to support the Kurdish and Turkish teachers affected by the recent purge in Turkey.



## Drew Morrice Set to Retire

At the recent Council meeting it was announced that Assistant Secretary Drew Morrice intends to retire at the end of the year. Drew started his teaching career at Wishaw High School (now Clyde Valley High School) where he taught History and Modern Studies before moving on to become a Principal Teacher of Guidance.

It was from here that Drew took over as Strathclyde Regional Secretary and then North Lanarkshire Local Association

Secretary following the local government reorganisation.

Drew became Assistant Secretary for the Employment Relations Department in October 2003. He has a forensic knowledge of SNCT Agreements, where he serves as the teachers' side secretary, and his insight and experience will be sorely missed. Having worked for the EIS for over 13 years Drew has provided invaluable support to members who require legal advice related to their employment.

- Full feature in the next edition of the SEJ

## STUC St Andrew's Day Anti-Racism March and Rally - 26 November 2016, Glasgow

The STUC Annual St Andrew's Day Anti-Racism march and rally will take place on Saturday 26 November 2016 in Glasgow.

This year, the Anti-Racism March will assemble at 10.30am at Glasgow Green, marching off at 11.00am through the streets of Glasgow to the Glasgow Film Theatre, Rose Street, where there will be a rally with speakers from 12 noon. The theme of the March is 'No Racism: Protecting Rights, Defending Communities'.

Last year the EIS turnout at this important event was substantially increased compared with previous years, and in 2016, we hope to have the EIS similarly well represented at the march and rally, to show that we reject racism, to demonstrate our solidarity with refugees and asylum seekers, and to defend communities from hate and discrimination wherever it occurs.

For more information about the march and rally, please contact Ashley in the Equality Department ([agray@eis.org.uk](mailto:agray@eis.org.uk)).



## Into Teaching Seminar

On Saturday the 1st of October the EIS held an event at EIS headquarters especially for teachers in the early stage of their teaching career. Ellen Doherty the Director of Education and Professional Learning at GTCS started the event with an introduction to the GTCS, GTCS standards and Professional Update. Jayne Rowe an EIS Learning Representative gave an overview of the ways in which EIS Learning Reps support the professional learning of EIS members. The final speaker of the day was Area Officer Stuart Brown who provided an outline of Teachers and the Law including teacher terms and conditions, health and safety, staying safe on social media and advice on how to access EIS support in times of difficulty.

Those who attended the event were PGDE students and teachers who have qualified in the last 4 years. The event was a real success with participants attending from across Scotland and all participants expressing a strong interest in attending future events provided by the EIS. Building on the feedback received from participants we will be organising future events specifically for those at the beginning of their teaching career.

Comments from participants:

**"I can't wait for another EIS conference..."**

**"Great opportunity to meet colleagues..."**

**"Great event, very useful and relevant for new teachers"**



# 'Get it Right for Girls' Launch Event

A launch event for the 'Get it Right for Girls' report was held recently at the Glasgow Women's Library. It was attended by people from across the education system – teachers, senior pupils, staff of leading sectoral organisations, staff of various equality and children's rights NGOs, a national parenting organisation, two MPs, one MSP (who co-Chairs the Cross-Party Group on Violence against Women), and two Glasgow City Councillors. There were EIS members from six Local Associations present.

The event explored the extent of misogynistic attitudes among children and young people; examined the societal context for those attitudes; and made links to the range of serious and dangerous consequences including violence against women and girls, occupational segregation, unequal pay and under-representation in public life.

## The speakers at the event were:

Chair - **Margaret Smith**, EIS President

**Caroline Yates**, Vice-Convener, EIS Equality Committee - Background to the report

**Emma Ritch**, Executive Director, Engender - Misogynistic attitudes in context: the big picture

**Laura Tomson**, Co-Director, Zero Tolerance - Misogynistic attitudes and violence against women and girls



As well as presentations from guest speakers, delegates also had time for a question and answer session with the panel, and for discussions at their tables of how the report could be used in their settings.

## Dumfries & Galloway Council Axe the Equivalent of 62 Full-Time Classroom Support Staff

The EIS has voiced serious concerns over the recent decision by Dumfries & Galloway (D&G) Council to axe the equivalent of 62 Full-Time classroom support staff from the authority's schools. The cuts have led to deep job cuts for Classroom Assistants and Support for Learning Assistants – many of them part-time workers and most of them women – while having a detrimental impact on the learning and teaching environment in the authority's schools.

Commenting on the cuts, EIS D&G Local Association Secretary John Dennis said, "These deep cuts to classroom support staff have cost many dedicated workers their jobs and are having a damaging impact in schools throughout Dumfries and Galloway. The loss of these staff has removed a valuable source of support for pupils and increased the workload of teachers.

"These cuts run contrary to the national drive to raise attainment and cut the poverty-related attainment gap that persists in our schools. Support staff, teachers and parents are united in their anger at these profoundly damaging cuts, and the EIS will continue to work, along

with support staff unions, to fight any further proposed reductions to school staff numbers."

The EIS is concerned about the lack of consultation with trade unions regarding these cuts and there has been little or no regard for the impact on staff and pupils in Dumfries & Galloway's schools. At a time when raising attainment, tackling the impact of poverty, and reducing excessive teacher workload are key national priorities, these cuts in Dumfries & Galloway will only serve to make an already difficult situation even worse for pupils and teachers in the authority's schools.



D&G Local Association Secretary John Dennis

## EIS-ULA Members to Commence Industrial Action Over Pay

Members in the Higher Education sector were set to begin industrial action, short of strike action, from the 13th of October in a dispute over pay.

EIS-ULA members gave their strong backing in a recent national ballot, with two-thirds of ballots cast in favour of the move to industrial action. Following the ballot result, the EIS Emergency Committee agreed a programme of industrial action short of strike action as requested by the EIS-ULA Executive Committee.

Further information on the scope of the action is being set out in a letter to members, and further information is being placed on the EIS website [www.eis.org.uk](http://www.eis.org.uk)

This Action applies to all HEIs except the University of the Highlands & Islands (UHI), Royal Conservatoire of Scotland (RCS) and Scotland's Rural College (SRUC), where different bargaining arrangements are in place. Separately, the EIS has authorised a statutory ballot should the current pay dispute at the SRUC not been resolved.

# EIS Industrial Action Leads To Welcome Reduction in NQ Workload

Following a high-profile programme of industrial action – short of strike – by EIS members in Secondary schools across Scotland, a significant victory was achieved in the campaign to cut SQA-related workload for teachers and pupils. The EIS, which represents more Secondary teachers in Scotland than all other unions combined, took a strong lead on industrial action in relation to SQA-related workload.



**T**HE EIS has welcomed the announcement that mandatory unit assessments are to be removed from National 5 and Higher courses. EIS members in the Secondary sector engaged in a programme of industrial action in late June in relation to the excessive assessment burden placed on pupils and teachers by the Scottish Qualifications Authority.

Commenting, EIS General Secretary Larry Flanagan said, “The announcement that mandatory unit assessments at N5 and Higher are to be scrapped will be welcomed by teachers, pupils and parents. This is a proposal which the EIS put to the Scottish Government as a way forward and clearly we welcome the agreement which has now been reached within the Qualification Review Group. Since the introduction of new National qualifications, pupils and teachers have been placed under an excessive and unnecessary assessment burden during the senior phase of Secondary, leading finally to EIS industrial action. The agreement to remove mandatory unit assessments as a requirement from all N5 and Higher courses is a victory both for common sense and for that campaign of action, carried out by EIS members in Secondary schools across Scotland.”

Mr Flanagan added, “The EIS recognises the work undertaken by the Scottish Government, since the appointment of John Swinney as Cabinet Secretary for Education, to respond to the EIS campaign on teacher workload and the excessive

assessment burden on pupils. A number of other issues remain to be resolved and the EIS will continue to engage constructively with the Scottish Government, the SQA and other stakeholders to ensure that these are addressed and that the planned changes can be delivered as quickly and as seamlessly as possible.”

He concluded, “We will also continue to pursue firm action on other means of reducing excessive workload and cutting unnecessary bureaucracy in all sectors of education.”

## NQ Changes – a closer look

The EIS led proposal to remove unit assessments from both Higher and National 5 Qualifications was approved recently by the CfE Management Board. This is a significant victory for EIS members in terms of the industrial action which has been undertaken to achieve this objective.

Units will be removed from National 5 units from next session and then from Higher the following year. The EIS would have preferred for both sets of changes to have happened next session, but have at least reached agreement that the suspension of random unit verification will continue to apply to Higher courses.

Students, in future, will either be entered for a graded course award (based on a final examination plus coursework, where applicable) or for individual units – but not both. A course award will carry the full tariff scores.

As a result of the gains made, EIS

Council has, at its September meeting, confirmed that the industrial action currently being undertaken is suspended, specifically the advice on not providing cover for colleagues absent on SQA business and on the withdrawal of cooperation with SQA is suspended. Members should note, however, that the general advice on controlling workload, including the auditing of WTAs, and the specific advice around employing holistic marking approaches to Unit assessment, remain as EIS advice on reducing workload.

The EIS website has been updated with further detail on the ongoing discussions around National 4, multi-level classes, and transition from BGE to Senior Phase.

The EIS is clear that whilst Unit assessments have been a major driver of excessive workload, other significant pressures remain to be tackled under the broader workload campaign. The lesson from the industrial action is that by acting together members can achieve positive changes – this is as true at a school level as it is nationally ■

**The EIS will continue to build on this success and wish to thank all members who took part in this campaign**





## Campaign continues

Whilst it is welcome that the EIS has secured an agreement on the removal of unit assessments at National 5 and 6, the view of EIS Council was clear that the campaign to reduce workload in the course of this year remains in place and that all of the advice which has been issued, with the exception of no internal cover for SQA events and the general withdrawal of cooperation with SQA, remains in place.

The purpose of this advice is to enact the gains made last year through the suspension of random unit verification and the creation of unit thresholds and, further, to make WTA's fit for purpose as a tool to control excessive workload.

Specifically, members and branches are advised to continue to:

- **Audit and review WTAs against the actual demands made on teachers' time, applying the terms of the 35 hour week contract**
- **Apply holistic assessment approaches to National 5 and 6 unit assessments, as random verification remains suspended**
- **Seek the removal of over-elaborate internal verification processes**
- **Challenge any new workload demands arising from SQA changes or work streams not in the school's improvement plan**

At the most recent SNCT a report was submitted showing that in 22 LNCTs some progress had been made in enacting the national agreement on controlling workload, specifically reviewing local authority demands on schools and auditing the use of school WTAs. The report revealed a communications issue, however, as not all the agreed changes had been communicated effectively to schools nor even published on LNCT websites.

In the light of the recent declared intention by the Cabinet Secretary for Education to address teacher concerns on workload, the EIS pressed for and secured agreement at the SNCT for an endorsement of the list of "do's and don'ts" recently published by Education Scotland; it was further agreed that these should be raised at LNCT level to ensure practical implementation at a school level.

A combination of circumstances has created a window of opportunity to press home our workload reduction demands. Members are urged to maintain momentum around the campaign and to continue to challenge excessive workload ■

EIS HQ is working on fresh campaign publicity to be issued post October break, focussing on the Deputy First Minister's list of "do's and don'ts", and embracing all sectors in the workload campaign as clearly the SQA burden is simply one driver of the excessive workload demands faced by all teachers.



# View from the Top

The SEJ spoke to new EIS President Margaret Smith, and asked for her views on the big issues facing EIS members and Scottish education in the coming year.



## **Congratulations on your election as EIS President. Can you tell us a little about your teaching career and your history as an EIS activist?**

I attended Callendar Park College Falkirk, graduated with a DipCE in 1977 and continued there for a further year to gain my Associateship in Early Education. I have taught in various schools and nursery classes across the Central Region, Stirling and Falkirk. I have been a Nursery teacher for almost all my career.

As a probationer teacher, I was approached by the EIS Rep and the Headteacher to take on the Rep's role because the Rep was leaving to have her first child. This was at the time of one day strike action and also targeted strike action and as the school was in Michael Forsyth's constituency we were therefore called out on the targeted strikes.

I became active locally in Falkirk when I moved to a Nursery school in the area. There were changes almost every year for Nursery teachers and I thought that as an EIS member I should be doing something more to help than to let others fight our cause. I became a member of our Local Executive Committee, LNCT member, twice LA President, and eventually a National Council member. I have served on Employment Relations Committee and Education Committee before becoming a National Executive Member.

## **What do you see as the key priorities and challenges for the EIS in the year ahead?**

Keeping teachers' professional judgement as central to assessments, in the light of the development of National Standardised Assessments. We must avoid league tables of results of these tests and above all teaching to the tests.

The Governance Review and its impact on schools, especially on the workload of our Headteacher members. Keeping our workload under control by having robust Working Time Agreements in all schools – and adhering to them to avoid burnout and achieving a decent work/life balance.

The negotiations around our salaries – a restorative pay award to bring our salaries to a level which would encourage graduates to think more about becoming a teacher and to retain teachers once in the profession.

## **You have considerable knowledge and experience within Early Years education, a sector which is recognised as essential yet has suffered more than most in terms of staff cuts in recent years. What do you see as the future for nursery education in Scotland?**

The Curriculum for Excellence was designed to be a seamless progression from 3-18. It requires the government to acknowledge the importance of a key stage in a child's development and learning

and the difference a GTCS teacher makes to the team working in our nursery schools and classes across the country. Statutory provision, I see as the way ahead for our children – this requires considerable funding but is necessary if we wish to address the attainment gap.

I would hope that all teachers working at early level be given the opportunity to gain a Post-Graduate qualification in Early Years Teaching.

## **Some elements of the new National Improvement Framework have been both welcomed and criticised by teachers. Tackling the attainment gap is a worthwhile aim, but is the Scottish Government right that national Standardised Assessments are key to achieving this?**

The simple answer to this is NO. National Standardised Assessment is only one tool in the toolbox. The attainment gap is a much wider issue that schools alone cannot overcome, society in general must also play their part.

## **While workload is an issue in all sectors, EIS members in the Secondary sector have recently taken industrial action on the particularly thorny issue of SQA-related workload. Teachers, parents and pupils agree that NQ assessment is excessive, so how can the EIS ensure that the Scottish Government and the SQA deliver change?**



The recent EIS industrial action was well supported by members in Secondary schools, and quickly led to an agreement on the removal of Unit Assessments from N5 and Higher. We will continue to raise our members' concerns with the Scottish Government and SQA at our regular meetings, to ensure that the promises that have been made are kept. Education bodies need to start really listening to the profession and acting on our concerns – the stress of excessive assessment does not bring out the best in our pupils or members.

**College lecturer members of the EIS Further Education Lecturers' Association recently delivered a major victory in their national pay dispute. How can the EIS build on this momentum to ensure that the Scottish FE sector, its staff and students receive better support and fairer funding in the future?**

Education is a route out of poverty and FE plays, and has always played, a major role in re-engaging people in learning. This sector requires a major boost in funding to give students access to courses at their local colleges. Staff in FE won a major victory in their pay dispute, following a very effective EIS-FELA campaign which involved a great deal of hard-work at branch level and above. However, it is a concern that elements of the deal now seem to be under threat (see article on PP22 of this SEJ).

**Members of the EIS University Lecturers' Association (EIS-ULA) have been balloted on potential industrial action on pay.**

**What steps can the EIS take to ensure a fair deal for Scotland's HE lecturers?**

This ballot has now closed, and EIS-ULA members have backed action short of strike action in pursuit of a reasonable pay offer. The EIS-ULA Executive sought the approval of the EIS Emergency Committee for an escalatory programme of industrial action, and this approval has now been given. The EIS main body will continue to support EIS-ULA members in their campaign for a fair pay settlement.

**In a year from now, when looking back on your term, what would you hope to have achieved during your time as President – both from a personal and an EIS perspective?**

**Personally**

- To have visited as many Local Associations as possible meeting and talking to members and activists
- To keep my waistline under control
- Continue to be an ambassador of the EIS to promote the principles of sound learning for pupils and students and fair pay and working conditions for teachers and lecturers.

**EIS**

- A restorative pay award for all teachers and lecturers
- Faith in the profession restored – leave us to get on with our job without further changes
- Assessments kept to a minimum for all pupils
- A fallback award given for non achievement at Higher to Nat5
- Nursery teachers to be valued in what they as graduates bring to their classes and schools.



# Governance Review Must Enhance Support for Schools, Promote Local Democracy

The Scottish Government recently announced a wide-ranging review of governance in Scottish education, including proposals to create regional structures for the delivery of education and plans to devolve more power to school level. The EIS is currently developing a formal response to the proposals, which will be fed in to the Scottish Government consultation. Here, the SEJ takes a look at some of the key issues and the questions raised by the Review.

The EIS has called for the Scottish Government's Review of School Governance to deliver increased and more effective support for schools and an enhanced learning and teaching environment for pupils and teachers.

The EIS comments came following the Deputy First Minister John Swinney's Parliamentary statement outlining details of the Scottish Government's consultation process.

Announcing the review to Holyrood, Mr Swinney ruled out introducing privately-run academies, selection or grammar schools in Scotland, saying that such a system was "divisive".

In his statement to the Scottish Parliament, Mr Swinney said: "Our guiding principle for the way our schools are run is simple. Decisions should be taken at school level. That will be our presumption and we will place it at the heart of this review."

He added "This is a vision of empowerment and devolution. We will empower our teachers to make the best decisions for our young people. We will place them at the heart of a system that makes decisions about children's learning within the schools themselves, supported by parents and the local community."

Responding following the announcement, EIS General Secretary Larry Flanagan said, "The Scottish Government has made clear that it does not intend to take schools out of local authority control nor does it intend to mimic the disasters of UK policy in terms

of Academies or Free Schools. That is to be welcomed.

"In Scotland, there remains a widely shared continuing commitment to the core ethos of our highly inclusive system of Comprehensive Education.

"At a time when the UK government seems determined to embed division - largely based around socio-economic factors - within its school system, it is important that we take a different approach here in Scotland."

The EIS believes that there is scope for greater support being provided to schools without compromising local democratic accountability.

The focus of any governance review should be on how teaching and learning can be supported more effectively, rather than evolving into a turf war between the Scottish Government and local authorities.

It is important, also, that schools themselves are democratic places where teachers have a voice in how education is delivered.

The EIS is also very clear that teachers' pay and conditions must remain as nationally negotiated issues and would combat robustly any moves to attack the current arrangements.

At its recent meeting, the EIS Strategy Committee gave initial consideration to the Governance Review and agreed a process for formulating an official response. This will include seeking input from others - such as the Education, Equality, Employment Relations and Salaries Committees - within the EIS, to

ensure that all aspects of the Review are covered in depth. Once all information has been gathered, the Strategy Committee will take forward the EIS submission, which will then be approved by EIS Executive and Council, before submission to the Scottish Government.

## What is in the Review?

### What is meant by governance of education in Scotland?

The Scottish Government is reviewing the organising system of early learning and childcare and school education. Like many education systems across the world, Scottish education is multi-level with the Scottish Government, local government, national agencies and other bodies playing different roles to govern, lead and support the delivery of education.

### In Scottish education:

The Scottish Government develops national policy and sets the overall direction of education policy. Scottish Ministers have a duty to secure improvement in school education provision and to use their powers to raise the standards of such provision. The Scottish Government provides funding to local authorities within the Local Government Settlement for the provision of early learning and childcare and school education.

Local authorities, as the education authority, have a duty to provide adequate and efficient school education including



Early Years provision in their area. They also have a duty of improvement as an education authority and on behalf of their schools. Local authorities set education budgets for their areas, including school-level budgets.

Local authorities have direct responsibility for the provision and quality of early learning and childcare and schools, the employment of educational staff, the provision and financing of most educational services and the implementation of Scottish Government policies in education.

**What is the scope of the Review?**

The role and functions of the following bodies and organisations are within the scope of the review:

- All publicly-funded schools, including Gaelic medium and denominational schools
- All publicly-funded early learning and childcare provision, including local authority provision and that being delivered by private providers and the third sector
- All special publicly-funded provision for children and young people, including for those with additional support needs
- local authorities
- Education Scotland
- Scottish Government
- Care Inspectorate

- Scottish Social Services Council
- Scottish Qualifications Authority
- General Teaching Council for Scotland
- Scottish College for Educational Leadership
- Universities providing Initial Teacher Education.

**What is the early EIS view on the Review?**

EIS Council discussed the scope of the Review at its September meeting, and the Strategy Committee has started work on processing an official response which will include input from other EIS Committees.

Speaking at the recent EIS Council meeting, Sonia Kordiak (Midlothian), said “It is very important that Review of Governance is publicised as widely as possible to our members. These proposals would affect us all in schools, so it is essential that we address them.”

She added, “What will be the consequences of educational regions for local authorities and schools? Local educational policies are determined based on local needs, so we need to question how this will sit within a regional structure.”

Tom Tracey (Inverclyde and Salaries Convener) added, “It is important that we agree a firm position on these proposals as soon as possible”.

Bill Ramsay (South Lanarkshire and Equality Convener) said, “I am very worried by these proposals – particularly in relation to the position and retention of the

SNCT as the forum for agreeing pay and conditions. For me, the SNCT is the red-line issue. We need to make clear that our Conditions of Service are not up for grabs.”

Helen Connor (North Lanarkshire and Strategy Convener) added, “The Strategy Committee is very clear on the timeline for responding to this Review and of the need to act quickly. I will not believe any assurances over any aspect of this review until we see them in writing. Our conditions of service are not for sale under any circumstances.”

John Kelly (EIS-FELA President) said, “We’ve already seen all this kind of thing for years in Further Education – regional boards, devolved power, local bargaining. Much of it has been a catastrophe. Our members need to understand all of the implications of these proposals.” ■

.....

The School Governance Review will run until 6 January 2017, with the government seeking views from children, parents, teachers and the wider community. You can submit your own comments to the Review at: <https://consult.scotland.gov.uk/empowering-schools/a-governance-review>

The EIS is also seeking the views of teachers, to inform our official submission to the Review. If you would like to share your thoughts on the government’s plans, please email [enquiries@eis.org.uk](mailto:enquiries@eis.org.uk)

# Protecting National Pay & Conditions



EIS Assistant Secretary Drew Morrice takes a closer look at one of the issues raised by the Scottish Government's Governance Review – the future shape of collective bargaining arrangements for teachers under proposed new educational structures.

The Scottish Government Review of Governance Arrangements in Scottish Education is ominously silent on bargaining arrangements in Scotland. The EIS believes that national and local bargaining arrangements are necessary for protecting salaries and conditions of service of Scottish teachers and related professionals. The debate on governance must produce clarity on collective bargaining and maintain the right of teachers to collective bargaining.

The Scottish Negotiating Committee for Teachers (SNCT) was established in the negotiations which followed the McCrone Independent Committee Report. The 2001 Agreement, 'A Teaching Profession for the 21st Century,' set out a framework of pay and conditions of service underpinned by a list of matters which have to be determined by agreement at national level through the SNCT or at local level through the Local Negotiating Committees for Teachers (LNCTs).

The SNCT replaced the Scottish Joint Negotiating Committee for Teaching Staff (SJNC) in School Education which was created in the Education (Scotland) Act 1980. The SJNC was essentially a bipartite negotiating body, although the Scottish Office Education Department had seats at the table. The SJNC replaced two separate bargaining committees on pay and conditions which had operated in the 1970s.

The SNCT is a tripartite negotiating body comprising representatives of Scottish Government, employers organised through the umbrella body, the Convention of Scottish Local Authorities (COSLA) and teachers' organisations. The SNCT constitution recognises 6 teachers' organisations – EIS, SSTA, NASUWT, Voice, AHDS and SLS. The representation on the SNCT is based on respective membership

size and the EIS has 8 out of 11 seats on the Teachers' Side. The Teachers' Side determines its approach to negotiation on a collective basis and the EIS has 13 seats out of 21 on the Teachers' Panel. The SNCT is solely responsible for the list of national matters.

SNCT Responsibilities
National Matters
Pay (including related allowances)
The working week and working year
Annual leave entitlement
Class size
Sick leave
Maternity/family leave
National and local recognition procedures
Disciplinary and grievance framework
Main duties
Staff development framework

While the SNCT is a formal mechanism the work of the SNCT is supplemented by a standing group, the SNCT Support Group, which carries forward detailed scrutiny of matters to be determined in the full SNCT. From time to time the SNCT has established working groups to resolve particular issues and a Teacher Wellbeing Working Group has been recently established to look at steps that could be taken to deal with absence of teachers and associated professionals. Background research is being undertaken before this group commences its work.

The SNCT, like all public sector bargaining groups, has struggled to deal with the difficult financial context produced by austerity and the pay restraint policies of both the UK and Scottish Governments. The value of salaries has declined since 2008 and the value of teachers' pay,

established by the final element of the salaries agreed in 'A Teaching Profession for the 21st Century' now lags around 18% measured by the Retail Price Index or 8.5% measured by the Consumer Price Index which is the government's preferred measure of inflation.

In a difficult negotiating context, however, the SNCT has played a pivotal role in securing that teacher numbers and that promises made by the Scottish government are maintained.

In addition to the national bargaining arrangements LNCTs have a role to play to agree the list of matters set out in the table. The arrangements to consider guidance on workload and working time agreements is a crucial part of local bargaining. Each LNCT will have its membership determined by the local Recognition and Procedures Agreement.

LNCT Responsibilities
Devolved Matters
Other allowances
Cover agreement
Appointment procedures
Particulars of employment
Expenses of candidates for appointment
Transfer of temporary teachers to permanent staff
Promotion procedures
Staff development arrangements
Specific duties and job remits
Arrangements for school based consultation
Other leave and absence arrangements
Notice periods
Housing
Indemnification procedures
Disciplinary and grievance procedures

The SNCT faces challenge in the months ahead. Some have argued that teachers and associated professionals should not have



separate bargaining arrangements and should not have the detailed codification of conditions of service which subsists in the SNCT Handbook. As such they favour single table bargaining across all Council employees with only core conditions and pay set nationally. Others argue that the SNCT should be abolished and replaced by a Pay Review body, such as applies in the health service and for teachers in England and Wales.

In England and Wales in 1987 the Conservative government abolished the Burnham Committee the negotiating forum for pay and conditions which had been set up in 1919. The School Teachers' Pay and Conditions Act gave responsibility for setting pay and hours of work to the Secretary of State for Education. The Secretary of State is advised by the School Teachers' Review Body (STRB), the membership of which is solely determined by the Prime Minister. The government has replaced incremental pay progression by performance related progression and new academic and free schools have statutory rights to fix their own terms of employment.

A pay review body mechanism would allow the destabilisation of current bargaining arrangements.

The International Labour Organisation has emphasised the right of teachers to bargain collectively. ILO Convention No. 154 *Promotion of Collective Bargaining* provides international recognition that collective bargaining is the preferred method of determining terms and conditions of employment in both the public and private sector. Any governance review which fails to uphold this principle is an attack on the rights of trade unionists ■

# Training & Meeting Centre

## Introduction

The EIS training & meeting centre is based in the Headquarters of the Educational Institute of Scotland. Nestled in the heart of Edinburgh's iconic new town, just minutes away from the city's bus, tram and train links, this newly refurbished, Grade A listed building is in the ideal location for all types of event.

## Facilities

- Large Training Suite
- Private meeting rooms
- Conference call facilities
- Video conference facilities
- AV equipment
- Complimentary wi-fi
- Coffee lounge



EDINBURGH

Contact: Lisa Butchart: [lbutchart@eis.org.uk](mailto:lbutchart@eis.org.uk), 0131 225 6244





# CONTACTS

## Headquarters

### Edinburgh

Tel: 0131 225 6244 - Fax: 0131 220 3151  
e-mail: [sej@eis.org.uk](mailto:sej@eis.org.uk) - [enquiries@eis.org.uk](mailto:enquiries@eis.org.uk)  
Membership Tel: 0131 220 2268  
Membership e-mail: [membership@eis.org.uk](mailto:membership@eis.org.uk)  
[www.eis.org.uk](http://www.eis.org.uk)

### General Secretary

Larry Flanagan

### Assistant Secretaries

Drew Morrice  
Louise Wilson  
Andrea Bradley

### Accountant

Colin Mackenzie

### Employment, Health & Safety Officer

Dave McGinty

### Further & Higher Education Officer

David Belsey

### Education & Equality Officer

Jenny Kemp

### Head of Communications

Brian Cooper

### Head of Finance, HR, Office Management & IT

Lisa Butchart

### EIS Organisers

Annie McCrae Dan Thompson  
Louise O'Hara Ruth Winters

## Area Offices

### Dundee

310 Broughty Ferry Road, Dundee, DD4 7NJ  
Tel: 0138 245 8270 - Fax: 0138 244 3144

### Officer: Karen Barclay

e-mail: [kbarclay@eis.org.uk](mailto:kbarclay@eis.org.uk)

Aberdeen, Aberdeenshire, Angus,

**FELA Colleges:** Dundee & Angus, North East Scotland

### Officer: Stuart Brown

e-mail: [sbrown@eis.org.uk](mailto:sbrown@eis.org.uk)

Fife, Highland, Moray, Perth & Kinross

**FELA Colleges:** Fife, Inverness, North Highland, Perth, Moray, Sabhal Mor Ostaig

### Membership Support Officer

Clare Stephen

e-mail: [cstephen@eis.org.uk](mailto:cstephen@eis.org.uk)

### Edinburgh

46 Moray Place, Edinburgh EH3 6BH  
Tel: 0131 225 3155 - Fax: 0131 220 3151

### Officer: Leah Franchetti

e-mail: [lfranchetti@eis.org.uk](mailto:lfranchetti@eis.org.uk)

Scottish Borders, Clackmannanshire, Falkirk, North Lanarkshire, Stirling

**FELA Colleges:** Borders, New College Lanarkshire, Forth Valley

### Officer: Terry Gray

e-mail: [tgray@eis.org.uk](mailto:tgray@eis.org.uk)

East Lothian, Edinburgh, Midlothian, West Lothian, Orkney

**FELA Colleges:** Edinburgh College, Newbattle Abbey, West Lothian, Orkney

### Glasgow

6 Clairmont Gardens, Glasgow G3 7LW  
Tel: 0141 353 3595 - Fax: 0141 332 2778

### Officer: Stephen McCrossan

e-mail: [smccrossan@eis.org.uk](mailto:smccrossan@eis.org.uk)

East Dunbartonshire, East Renfrewshire, Inverclyde, Renfrewshire, West Dunbartonshire.

**FELA Colleges:** West College Scotland

### Officer: Frank Healy

e-mail: [fhealy@eis.org.uk](mailto:fhealy@eis.org.uk)

Argyll & Bute, Glasgow, Western Isles, Shetland

**FELA Colleges:** Glasgow Clyde College, Lews Castle, Glasgow Kelvin, City of Glasgow, Shetland

### Officer: Alan Scott

e-mail: [ascott@eis.org.uk](mailto:ascott@eis.org.uk)

Dumfries & Galloway, East Ayrshire, North Ayrshire, South Ayrshire, South Lanarkshire

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

## Local Association Secretaries - full contact details can be found at [www.eis.org.uk](http://www.eis.org.uk)

### Aberdeen City

Heather Collie & Ron Constable  
01224 522 468  
[aberdeencity@eis.org.uk](mailto:aberdeencity@eis.org.uk)

### Aberdeenshire

David Smith  
07931 838 417  
[aberdeenshire@eis.org.uk](mailto:aberdeenshire@eis.org.uk)

### Angus

John Pratti  
07443 332228  
[angus@eis.org.uk](mailto:angus@eis.org.uk)

### Argyll & Bute

Billy Marshall  
01369 705 010  
07807 639011  
[argyllandbute@eis.org.uk](mailto:argyllandbute@eis.org.uk)

### Clackmannanshire

Gavin Hunter  
07515 985596  
[clackmannan@eis.org.uk](mailto:clackmannan@eis.org.uk)

### Dumfries & Galloway

John Dennis  
01387 261 590  
[dumfries@eis.org.uk](mailto:dumfries@eis.org.uk)

### Dundee

David Baxter  
01382 458 270  
07811 156299  
[dundeela@eis.org.uk](mailto:dundeela@eis.org.uk)

### East Ayrshire

Nicola Dasgupta  
07970 489558  
[eastayrshire@eis.org.uk](mailto:eastayrshire@eis.org.uk)

### East Dunbartonshire

Kenneth Brown  
0141 237 1757  
[eastdunbarton@eis.org.uk](mailto:eastdunbarton@eis.org.uk)

### East Lothian

Gael Gillan  
01620 829 010  
[eastlothian@eis.org.uk](mailto:eastlothian@eis.org.uk)

### East Renfrewshire

Alan Munro  
0141 881 8219  
[eastrenfrew@eis.org.uk](mailto:eastrenfrew@eis.org.uk)

### Edinburgh

Alison Thornton  
0131 225 3474  
07773 234752  
[edinburghla@eis.org.uk](mailto:edinburghla@eis.org.uk)

### Falkirk

Margaret Smith / Colin Finlay  
01324 506698  
[falkirk@eis.org.uk](mailto:falkirk@eis.org.uk)

### Fife

Cathy Grant  
01592 657 710  
[fife@eis.org.uk](mailto:fife@eis.org.uk)

### Glasgow

Susan Quinn  
0141 572 0550  
[glasgowla@eis.org.uk](mailto:glasgowla@eis.org.uk)

### Highland

Caroline McCombie  
0794 0106 401  
[highland@eis.org.uk](mailto:highland@eis.org.uk)

### Inverclyde

Thomas Tracey  
01563 725 124  
[inverclyde@eis.org.uk](mailto:inverclyde@eis.org.uk)

### Midlothian

Sonia Kordiak  
07973 394715  
[midlothian@eis.org.uk](mailto:midlothian@eis.org.uk)

### Moray

Susan Slater  
01343 557 942  
07811 347905  
[moray@eis.org.uk](mailto:moray@eis.org.uk)

### North Ayrshire

Gordon Smith  
01563 574 090  
[northayrshire@eis.org.uk](mailto:northayrshire@eis.org.uk)

### North Lanarkshire

Ricky Cullen  
0141 332 3202  
[northlanark@eis.org.uk](mailto:northlanark@eis.org.uk)

### Orkney Islands

Mary Maley  
01856 872 650  
[orkney@eis.org.uk](mailto:orkney@eis.org.uk)

### Perth & Kinross

Patricia Duncan  
01738 450 467  
[perthandkinross@eis.org.uk](mailto:perthandkinross@eis.org.uk)

### Renfrewshire

Kenny Fella  
0141 889 9022  
[renfrewshire@eis.org.uk](mailto:renfrewshire@eis.org.uk)

### Scottish Borders

Angela Cumming  
07904 835054  
[borders@eis.org.uk](mailto:borders@eis.org.uk)

### Shetland Islands

Matthew Moss  
07979 781 996  
[shetland@eis.org.uk](mailto:shetland@eis.org.uk)

### South Ayrshire

Tom Robinson  
07907 022830  
[southayrshire@eis.org.uk](mailto:southayrshire@eis.org.uk)

### South Lanarkshire

Bill Ramsay  
01698 527 109  
[southlanark@eis.org.uk](mailto:southlanark@eis.org.uk)

### Stirling

Ann Skillen  
07432 133 280  
[stirling@eis.org.uk](mailto:stirling@eis.org.uk)

### West Dunbartonshire

Michael Dolan: 07981 208 795  
Jim Halfpenny: 07847 428 902  
[westdunbartonshire@eis.org.uk](mailto:westdunbartonshire@eis.org.uk)

### West Lothian

Heather Hughes  
07761 016 182  
[westlothian@eis.org.uk](mailto:westlothian@eis.org.uk)

### Western Isles

Sineag Blane  
01851 707 000  
[westernisles@eis.org.uk](mailto:westernisles@eis.org.uk)

## Learning Representatives

For all your CPD questions and information find your nearest Learning Rep online at [www.eis.org.uk](http://www.eis.org.uk)

## EIS Legal Helpline:

0141 332 2887

## EIS Financial Services

If you would like to arrange to speak to your EIS-FS consultant, please tel: 0141 332 8004 - email: [enquiries@eisfs.co.uk](mailto:enquiries@eisfs.co.uk) - [www.eisfs.co.uk](http://www.eisfs.co.uk)

# Assessment in Scotland: In Search of Social Justice

Louise Hayward, Professor of Educational Assessment and Innovation at the University of Glasgow, was one of the keynote speakers at the EIS Education Conference earlier this year. Here, she shares her views on how assessment can be best utilised to support learning and promote a more socially just country.



**W**E all have assessment memories. When working with groups of teachers or student teachers, I often ask them to identify their most powerful assessment memory. Responses usually fall into one of two categories. Some have powerful memories of high stakes assessment: sitting their driving test or receiving their SQA results. Success and failure both bring powerful, long-lasting memories: the more successful the performance, the more positive the memory. Others remember something said to them that changed their view of who they were and what they could become. Most commonly, these memories relate to teachers and illustrate the powerful effects of feedback.

Some memories are inspiring - where a teacher supported a young person to believe they could succeed rather than give up. "It's not that you can't do this, it's just that we need to use a different approach... try this."

Some memories were darker where an offhand or "humorous" remark had remained with the person into their adult years. "After that I just stopped trying..... what was the point?"

Memories might relate to an action - "When I was put into the lower group for Maths - I realised then that I would never be any good at it."

Or to a particular kind of feedback - "I put my arm over my grade - I didn't want anyone to see how badly I had done."

Even for successful learners - and anyone who is a teacher is a successful learner - assessment is powerful. It can be a force for good, building confidence and self-esteem, or it can have a negative

impact, limiting people's perceptions of what they can achieve. For less confident learners, or learners in more challenging social circumstances, the power of assessment and its impact on their learning is of particular concern.

## The Desire for Social Justice

In common with many countries, Scotland is determined to ensure equitable opportunities and outcomes for every citizen. In many ways education in Scotland is a success story. In 2014 the Office for National Statistics described Scotland as the 'Best Educated Country in Europe'. Nearly 45% of people in Scotland aged between 25 and 64 have participated in tertiary education, college or university. Only three other countries have more than 40%, Ireland, Luxembourg and Finland.

Yet in Scotland we know that, whilst we celebrate the success of our education system, there is little room for complacency. We wrestle with the complex issues of

an education system successful with 80% of students but less successful with 20% of learners - those who face the greatest social and economic challenges. This is not acceptable for a country that takes pride in its egalitarian traditions. In Scotland equity of opportunity mattered historically and such traditional ideas as the 'lad o'pairs' and the 'democratic intellect' remain aspects of the country that Scotland would like to become. Things are improving. For

example, the 2015 OECD report on Scottish education highlighted that numerous Scottish students are "resilient" (i.e. those from the lowest quartile of socio-economic status who perform in the top quartile of international achievement). More Scottish students than the international average were identified as "resilient" in 2012. However, much remains yet to be done.

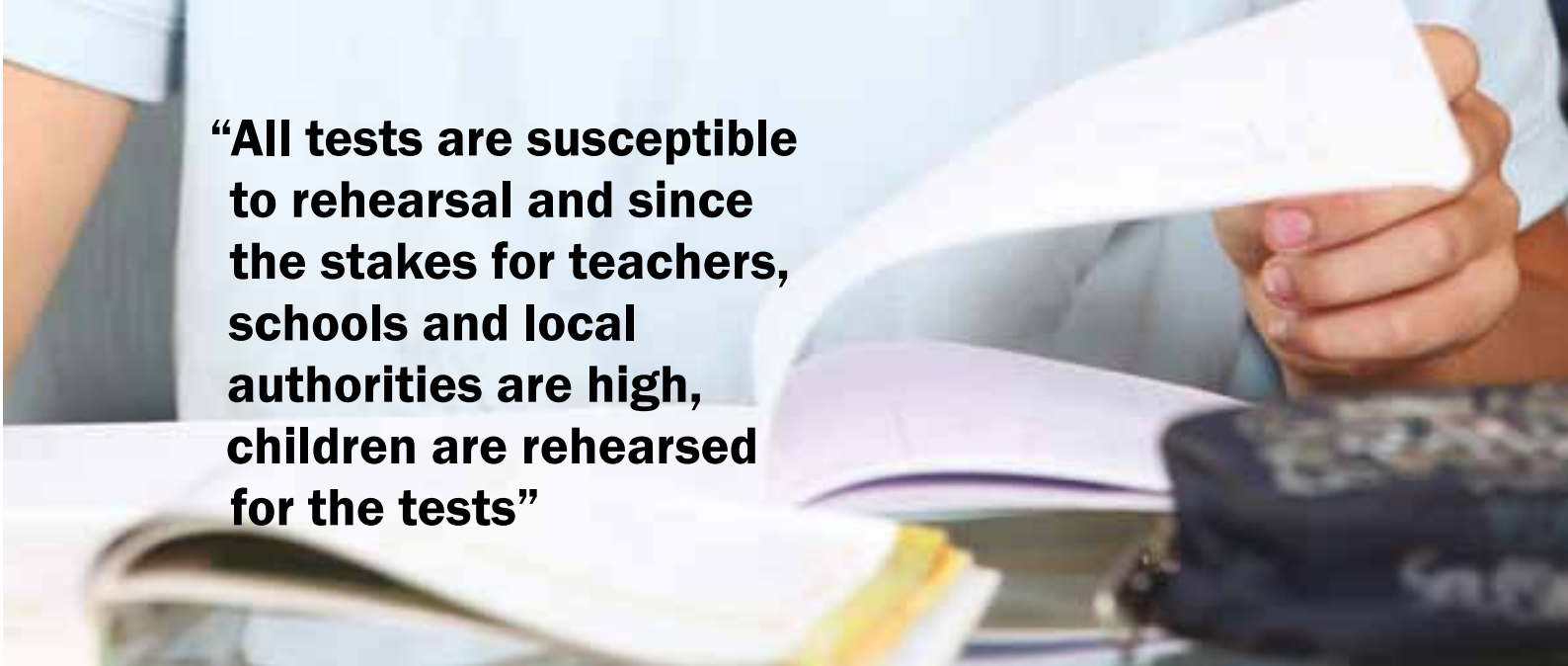
## More than the Desire for Social Justice

A desire to improve social justice is necessary but is not enough to bring about a more just society and a more just education system. Assessment has a significant role to play in enhancing or limiting social justice. Assessment practices that seek to enhance learning rather than to label and categorise are central to the mental and social health of all young

people. Promoting a culture where we pay attention to learning and to how every learner might improve her/his learning is central to the creation of a more socially just education system.

Recent thinking on assessment has moved beyond ideas of formative and summative assessment, where formative assessment was linked to feedback on day to day activities in classrooms and summative assessment to tests and examinations. We now recognise that it is not the nature of the assessment activity that matters but the assessment purpose. So, any information that is used to inform what happens next in learning

**"We now recognise that it is not the nature of the assessment activity that matters but the assessment purpose"**



**“All tests are susceptible to rehearsal and since the stakes for teachers, schools and local authorities are high, children are rehearsed for the tests”**

has a formative purpose, be it information from day to day activities or from tests and examinations. Any information gathered to sum up learning over time, be it information from teacher assessment or from tests has a summative purpose. Our central concern should be how to gather the best quality information on a young person's learning – the evidence most likely to help identify what has been learned and the priorities for future learning. Teacher assessment, tests and examinations are all potentially good sources of evidence. However, if assessment is to be a force for enabling learning, feedback needs to be offered with care. We have known since the late 1980s the impact of different kinds of feedback on performance and motivation. Ruth Butler's work demonstrated that well designed comments on pupils' work offered the feedback approach most likely to motivate pupils and improve performance. However, letters and numbers are more powerful communicators than words. Grades alone, even grades with comments, tended to undermine both interest and performance, although high achievers whose work was graded maintained interest and improved performance when they expected that their work would be graded again in future.

It seems sensible that when young people are moving towards high stakes, graded examinations in the senior phase, providing feedback that from time to time includes grades may give them helpful feedback. However, since the driving purpose of assessment has to be learning, labels in the form of grades or levels should be used with the greatest of care outwith the senior phase. This is particularly true for more vulnerable learners, young

children and those young people who find learning hard or lack confidence in their own learning. Recognising the importance of supporting both the learner as a person and the processes of learning, some countries have built grade-free cultures into their legislation. For example, in Norway the law bans the use of grades in primary schools. Motivation matters and is best promoted when the focus is kept firmly on learning rather than on judgement. Tests, or teacher based assessment using letters or numbers, turn attention to judgement of learning rather than progress in learning. Assessment that effectively supports learning ultimately enables learners to assess their own progress.

Well-designed tests for use at the discretion of teachers can provide useful insights into what they might prioritise to promote progress for young people.

However, where information from tests is used for purposes beyond the classroom, e.g. to judge the quality of a teacher, a school or a local authority, there is strong international evidence that there will be unintended consequences. Tests cannot provide evidence of all that matters in the curriculum and so, often, the curriculum is narrowed to focus on what is contained within the test. When test evidence is collected and used to assess the quality of teachers, schools or local authorities, it is important for those groups that test results improve. All tests are susceptible

to rehearsal and since the stakes for teachers, schools and local authorities are high, children are rehearsed for the tests. Test scores rise but the improved scores may represent improvements in test taking rather than in learning. Our experience with 5-14 National Testing serves as a salutary reminder. National Test scores improved year on year and we thought we were making progress. It was only when the results from the national survey, the Scottish Survey of Achievement, were published that we discovered that the progress being made was in our ability to coach young people through tests.

Assessment can support Scotland's desire for a more socially just society.

When assessment focuses on learning and

pays attention to learners' confidence, self-esteem and progression in learning, its impact can be profound and positive. But where assessment information only adds to a sense of disempowerment and hopelessness, its impact

can be profound and negative. During a Kilbrandon Lecture at the University of Glasgow, Sir Harry Burns, then Chief Medical Officer for Scotland, argued that his work in the East End of Glasgow had led him to believe that children's experiences in the early years of their lives were crucial to their future physical, mental and social health. If we are ever to tackle the question of social justice in Scotland, we must pay attention to the assessment memories that we create for present and future generations – we need to create memories that help young people to grow as learners and as future citizens ■

**“When assessment focuses on learning and pays attention to learners' confidence, self-esteem and progression in learning, its impact can be profound and positive.”**

# Trade Union Congress: Brighton

The EIS was prominent at this year's Trade Union Congress, with EIS delegates contributing to a number of important debates. Two EIS Motions, on Early Years Education and on Children from Refugee families, also won the overwhelming support of Congress.

THE 148th Annual TUC Congress returned to Brighton, from Sunday 11 September to Wednesday 14 September 2016. Congress was attended by approximately 544 delegates representing all TUC Affiliates with the overarching slogan being: Jobs, Rights, Investment.

This year's delegation representing the EIS comprised of: Margaret Smith (EIS President and Delegation Leader), Larry Flanagan (General Secretary), David Baxter (Dundee Local Association), Bill Ramsay (South Lanarkshire Local Association) and Leah Franchetti (Area Officer). Helen Connor (North Lanarkshire Local Association and current STUC President) had also been scheduled to attend, but unfortunately was unable to do so and submitted her apologies.

The EIS agreed to submit two Motions for consideration by Congress. One dealt with Early Years education recognising the specific role of qualified teachers, whilst another covered support for the children of asylum seekers and refugees.

## Defending Nursery Education

Margaret Smith successfully moved Motion 38 on Early Years Education. The President's address focussed on the specific role of the nursery teacher within the sector and the importance of early intervention.

Introducing the Motion to Congress, Ms Smith said, "I was a Nursery teacher for 30 years and therefore very passionate about the importance of delivering a high quality, supported and fully resourced early education to our youngest learners."

"Whilst there is no doubt that the

expansion of free childcare is welcomed, it must not be at the expense of the quality of the provision available to children and families."

"It is widely acknowledged and proven that long-term outcomes for children are improved through input from appropriately and highly qualified staff teams. This is particularly true for children who are disadvantaged by poverty. Education is the route out of poverty – the earlier we intervene with quality early learning the better the chances we give our youngest learners."



Ms Smith went on to provide some evidence from the Scottish context, saying "In Scotland, figures show that 1 in 5 children experience poverty. It is clearly recognised that poverty impacts on life chances, that children deserve the best start in life and society must invest in the future. For some children there can be as much as an 18-month gap in vocabulary and language development – well trained and well qualified Early Years staff can make a difference for these children. This work must be valued by society and seen as crucial in children's development and provides a solid foundation for a child's continuous learning journey. In Scotland

the Curriculum for Excellence is designed to be a seamless continuous learning experience for our children and young people aged 3-18."

She added, "A key recommendation in a recent Scottish Government review of Early Learning and Childcare and Out of School Workforce reported that there should be an increase in the number of graduates in the Early Learning and Childcare workforce. The policy is to increase the number of graduates – which is all well and good – but because of severe financial pressures, local authorities are removing and diluting the services of a group of graduates already in the workforce – namely, teachers."

The EIS recently commissioned research led by Professor Aline – Wendy Dunlop, Strathclyde University. The report entitled – Sustaining the Ambition: The Contribution of GTCS - Registered Teachers in Early Years, was published in January 2016.

The EIS has been highlighting the messages outlined in the report to support the campaign for the legal entitlement to a child's right to Nursery Education and the establishment of a minimum threshold to meaningful interaction with a General Teaching Council for Scotland registered teacher. An abridged version, in booklet form has also just been launched.

The report identified that over a 10 year period, since 2005, in Scotland there has been a 29% reduction in the number of teachers employed in Early Years settings. Only 12 of Scotland's 32 local authorities continue to employ full time teachers in Early Years establishments – and the current nursery teacher to child ratio is 1:94.



Concluding her speech to Congress, Ms Smith said, “Conference, we must get this crucial stage of learning right for every child and every family regardless of where they live and no matter what their family circumstances. We must campaign to ensure that every child has a statutory right to a sound, quality educational experience from the start of their learning. Quality early learning cannot be a postcode lottery. Let’s get it right for every child and every family now.”

### Supporting Refugees and Asylum Seekers

Bill Ramsay seconded Composite 15 on the Impact of the refugee crisis on children.

Seconding the Composite Motion (which incorporated the original EIS Motion) Mr Ramsay said, “It is no coincidence that at the heart of the Charter of the United Nations, an organisation that emerged from the crucible of war, is human rights. Where there are wars, there are refugees.”

Highlighting the broad support in Scotland for the welcoming of refugees, Mr Ramsay added, “Successive Scottish Administrations, in partnership with Scottish Local Government and also whole swathes of civic Scotland, have taken an unashamedly up front and unapologetic stance to supporting refugees.”

Mr Ramsay quoted from Scottish Government policy, titled Integrating Refugees in Scotland’s Communities, saying “Refugees and asylum seekers should be welcomed, supported and integrated into our communities from day one.”

Mr Ramsay said that the policy was important as it attempted to co-ordinate the efforts of all organisations involved in

supporting refugees and people seeking asylum in Scotland, in order to make Scotland a welcoming place to people seeking protection from persecution and human rights abuses. It aims to allow refugees to rebuild their lives in Scotland, make a full contribution to society and develop strong social connections to support their integration.



Mr Ramsay went on to say that the EIS will continue to play its part in the programme to support refugees and asylum seekers, but urged Congress to back the composite Motion calling for more support across the country.

Summing up, Mr Ramsay said, “With less than ten percent of the population of the UK, Scotland has taken in more than a third of the UK’s refugees. But this number is still miniscule. We can and we will take more.” ■

### Elsewhere in Congress

Conference dealt with 84 Motions, with 23 of these being composited into 18 composite Motions. All Motions were carried by Congress, and they covered the following areas of policy:

- **Jobs, Growth and a New Economy**
- **Respect and a Voice at Work**
- **Good Services and Decent Welfare**
- **Strong Unions**

Five emergency Motions were debated and carried this year:

- **Zero tolerance for sexual harassment calling for further concerted action from the trade union movement to tackle the issue in the workplace**
- **Columbia, welcoming the peace agreement between the Government of Colombia and the FARC-EP**
- **Review of London Underground Ticket Office calling for Ticket Offices to be kept open**
- **Selection in Education – opposing the expansion of selective education in England**
- **Support for the BMA and Junior Doctors**

Outside Speakers:

The following external speakers addressed Congress during the week:

- **Luca Visentini, ETUC General Secretary**
- **Angela Rayner, Shadow Secretary of State for Education, Women and Equalities**

# FE National Bargaining - Management try to Undo the Pay Deal

EIS-FELA Vice President Pam Currie takes a look at the progress of the implementation of the FE national pay deal, and questions whether some within college management are already attempting to renege on elements of this landmark agreement.



Pam Currie, EIS FELA Vice President

**E**VEN by the normal standards of Scottish Further Education – a world in which colleges lurch from funding crisis to merger and back to crisis again – 2016 has been an exceptional year. EIS FELA members celebrated back in March when after 20 years, a massive strike ballot and one day of action, management were forced to the table and negotiated not only a pay deal for 2015 – 17 but a roadmap for national bargaining.

This deal was recommended by the national negotiators. It included £100 'in addition to' the 1% or £300 already imposed

by management for 2015/16, a flat rated £450 for 16/17 and set out key dates for the agreement of national pay scales, migration rules and harmonised terms and conditions. At last – at 3am – we thought a new dawn had come to Further Education.

But in FE, nothing is ever as it seems. Jubilation among members quickly turned to confusion when it became clear that management were implementing the "national" pay deal differently at different colleges – and anger when we realised that this was the result of a secret 'technical implementation note' from Scotland's Colleges. This note should have been a joint circular with the staff side under the terms of the national Recognition and Procedures Agreement, and perhaps if they'd asked for our help, it would actually have made sense.

As it was, management's advice was back to front and upside down, describing the £100 payment as both 'consolidated' and 'one off' in the same sentence, attributing it to 2015/16 but not paying it until 2016/17 and not consolidating it until April 2017. The net effect? Every member loses £100 for 2015/16.

This is no incompetent bumbling on the part of management, but a deliberate and concerted effort to undermine and unpick the March 2016 agreement. Having cancelled meetings and stalled negotiations in recent months,

management have now produced papers and presentations setting out their dystopian 'workforce for the future', which reads something like a Conservative government minister's dream.

We have a vision of the future of Further Education too, and it doesn't include performance appraisal. We want a Further Education sector which is able to meet the demands of the most vulnerable learners, where lecturers receive equal pay and harmonised Terms and Conditions, and where zero hours contracts have been eliminated from the sector.

The March 2016 agreement clearly separates negotiations on pay and Terms and Conditions, and we have pushed to take negotiations forward on this basis. Dates for settlement on pay scales and migration rules have already been missed

– at this stage all that has been agreed is the top scale point for unpromoted lecturers of £40,026 by 2019, and the principle of progression by 25%, 50% and 100% over the next three years.

We have now agreed to participate in short life working groups, one to take forward pay, the other Terms and Conditions, which will meet over the next few weeks. Management have in return agreed additional facility time – also for a few weeks! We have been patient, and we have talked and talked. We cannot wait forever, nor should we have to.

The Scottish Government have stumped up cash – to the employers' side. £450,000 per year for the next three years has been found to 'support' national bargaining – with £50,000 of this intended for trade union facility time. Surely John Swinney will expect a return on this investment?

We do not want to take further strike action – none of us want to disadvantage our learners, and in a sector where many are part time and on precarious contracts, few can afford to lose pay. But nor can we look on as management attempt to unravel a hard-fought deal, to replace it with a tangled mess of inequality, qualification bars and further casualisation of the sector. We will be organising branch meetings and speaking to members in the weeks and months ahead – it's clear that the fight for equal pay for lecturers is far from over, and the fight for equal Terms and Conditions has barely begun ■

# Health and Safety News

Every two years the TUC asks trade union Health and Safety Representatives about the issues that affect them, and the results are always really interesting. The 2016 survey results have just been published and show that across every sector the biggest issue Health and Safety Representatives deal with is stress. Bullying and harassment is also becoming more of an issue although education cites overwork as its second most prevalent hazard after stress.



**S**TRESS stands out more than ever as the chief health and safety concern, identified as a top-five hazard by 70% of Safety Representatives in the 2016 TUC survey.

Concern over bullying and harassment has been creeping up for some years, and now almost half (48%) of Safety Representatives put it in their top five, compared with 46% in 2014.

Overwork has become a more common top-five concern, with 40% of respondents citing it in 2016, compared with 36% in 2014. Long hours at work has replaced slips, trips and falls on the level in fifth place.

### The top five issues for education Health and Safety Representatives were:

<b>Stress</b>	<b>89%</b>
<b>Overwork</b>	<b>66%</b>
<b>Bullying/harassment</b>	<b>62%</b>
<b>Long hours</b>	<b>50%</b>
<b>DSE (Display Screen Equipment)</b>	<b>22%</b>

### Key Findings in Education:

- Although on average 80% of Health and Safety Representatives have confirmed their employers have conducted a risk assessment, this proportion can differ significantly between industries: 93% in manufacturing, down to 61% in education
- Concern about stress is especially prevalent – and rising - in central government (93% citing it as a top-five concern), education (89%) and health services (82%)
- Overwork is more widespread in the public sector (46% citing it) than the private sector (33%), and is a particularly big problem in education.

Another worrying statistic from the survey is that nearly half of UK workplaces have never had a health and safety inspection from the Health and Safety Executive (HSE) or local authority. Nearly one in two (46%) respondents said that as far as they know their workplace has never had an inspection by the HSE or local authority. Just one in four Reps (24%) reported an inspection within the last 12 months.

By 2019/20 government funding of the HSE will have been slashed by nearly half, and in recent years, local councils have reduced workplace inspections by 97%. The UK Government has also restricted the ability of workers to claim compensation if they are injured or made ill at work following employer negligence.

Commenting on the findings, TUC

General Secretary Frances O’Grady said: “It’s deeply worrying that nearly half of Health and Safety Reps say their workplace has never been inspected by the HSE.

“Huge cuts to the HSE and to local authorities continue to undermine vital safety protections at work. That means more workers at risk of accidents in unsafe workplaces every day. It’s time to fund the HSE properly and make sure bosses know that they can’t get away with chancing workers’ lives in dangerous workplaces.”

EIS General Secretary Larry Flanagan said: “The EIS is very concerned with the increase in reports of stress, bullying and harassment, overwork and long hours at work. The EIS will continue its campaigning to ensure they are prevented.” ■



# Support Diversity,

At the January 2016 Council meeting a Motion was passed calling for a campaign of resistance against attempts to make training of Prevent strategies mandatory for all teachers and lecturers. In this article Equality Convener, Bill Ramsay, highlights the potential implications Prevent may have for teaching professionals.



**Bill Ramsay**, EIS Equality Convener

**M**OST would agree that delivering national security is a core function of government, though what constitutes national security is, and in a democratic society properly always will be, a subject of debate. Since 9/11, terrorism, both as a potential threat and as a series of shocking events, has shifted national security from the periphery to the centre of mainstream political discourse.

With the advent of the Prevent duty, which forms part of the Counter Terrorism and Security Act 2015, the discourse has moved into the university lecture theatre, the college and school classroom, and even, absurd though it may seem, into the nursery class and Early Years centre.

Prevent is an anti-radicalisation strategy in which, according to the accompanying guidance, all employees of public sector bodies are to be trained. This is because the UK Government believes that public sector employees, out with the defence, security and policing areas, have a specific role to play in preventing radicalisation over and above what might properly be expected of any responsible citizen.

There is an expectation that teachers and lecturers at all levels and in all types of educational establishments will monitor their students and pupils for signs of radicalisation; will actively challenge beliefs that in their judgement are 'extremist' in nature; and will report pupils whose views concerns them to the authorities.

This is despite a framework for the teaching profession in Scotland which requires them to embrace equality; commit to the principles of democracy and social justice; value and respect diversity; engage learners in real world issues; and respect learners' rights. These are the standards that the General Teaching Council for Scotland (GTCS) expects of all registered teachers. It is arguable that a legal duty which undermines trust, respect and open dialogue sits in direct contradiction to the GTCS standards, and puts teachers in a potentially difficult situation.

This is one, though by no means the only reason, why the EIS at its January meeting of Council, and indeed the whole of the Scottish trade union movement at the 2016 STUC Congress, decided to campaign against this pernicious duty that is being imposed on public sector employees.

Other reasons to oppose Prevent are manifold. These include the likelihood that it will increase the incidence of racial or faith-based bullying or discrimination, particularly for staff or learners who are or are perceived to be Muslim; its potential for undermining collegiality and sowing mistrust among colleagues; and the alarmingly broad definition of 'extremism' which underpins it.

Prevent is a measure that could have the opposite effect of what it is meant to achieve. Prevent in its implementation may

actually foster greater insecurity. Anecdotal evidence suggests it will probably further alienate individuals and communities that already feel stigmatised. The very engagement and inclusion that Prevent is ostensibly aimed at fostering will actually be made more difficult. Prevent is a counterproductive measure.

The notion that Prevent challenges all types of extreme radicalisation, including Northern Irish terrorism and far-right extremism, does not stand up to even perfunctory scrutiny. It is true that fascist exemplars are to be found in Prevent training materials. However, the available referral data disclosed under freedom of information shows that between 2007 and 2010, 67% of referrals under Prevent and its predecessors involved Muslims. In 2007 and 2010 67% of the referrals involved Muslims, and between 2012 and 2013, that figure was 57.4%. This is despite the fact that, according to the 2011 national census, Muslims made up only 5% of the UK population. This gross disproportionality suggests that despite protestations to the contrary, Muslim communities are clearly the target of Prevent.

Muslim and ethnic minority members of the EIS are already telling us of the negative impact on them, and we are hearing about discriminatory practices which seem to stem directly from Prevent. We know of a pupil in a Scottish secondary school who was spoken to by the police



# Don't Prevent it

**“It is arguable that a legal duty which undermines trust, respect and open dialogue in the classroom sits in direct contradiction to the GTCS standards.”**

**“the likelihood that it will increase the incidence of racial or faith-based bullying or discrimination, particularly for staff or learners who are, or who are perceived to be, Muslim”**

**“its potential for undermining collegiality and sowing mistrust among colleagues; and the alarmingly broad definition of ‘extremism’ which underpins it”**

after writing an essay about the situation in Syria. Unsurprisingly, this pupil was Muslim. We question if a white Scottish pupil would have received the same treatment.

As a Modern Studies teacher with nearly three decades of chalk-face experience, I have on countless occasions led discussions on terrorism, political resistance and world events, from Nelson Mandela through to the PLO and the events of 9/11. Were I still in the classroom, an obvious discussion topic would be the Daesh/ISIS phenomenon. Within the new Prevent context, can you imagine how a Muslim teacher might feel leading off on such a discussion? Research tells us that black and minority ethnic teachers and pupils often ‘self-silence’ because of fears that their comments could be open to misinterpretation.

Although emerging from UK level counter-terrorism legislation, much of the public sector implementation of Prevent in Scotland lies within the remit of the Scottish Government, so an important part of the campaign against Prevent will be aimed at informing the Scottish Government of the ways in which Prevent threatens to undermine our inclusive education system.

Claims that it is a Westminster measure won't wash. There are many examples of the Scottish Government taking a very different view on Westminster legislation that runs north of the border. For example,

the last Scottish Government opposed and sought to ameliorate some of the worst excesses of the current Westminster Government in the area of social security. The new Scottish Government needs to develop some self confidence in challenging counterproductive measures in the area of national security also.

As a member of the EIS Equality Committee for a considerable period of time and as the Committee Convener for a number of years I have had the opportunity of observing, and at times contributing to, the development of the overarching equality framework of successive Scottish administrations. Since at least the days of the McConnell administration, through the Salmond to the current Sturgeon administration, there has been a very welcome and markedly different approach to race relations north of the border. The current attitude of the Scottish Government to Prevent to some extent threatens to undermine that deserved positive reputation.

At a February conference on Prevent hosted jointly by Education Scotland and Glasgow City Council the then Skills and Lifelong Learning Minister implied that the Scottish Government had the issue of identification of radicalisation in our schools “sorted” when he referenced Curriculum for Excellence and the Getting it Right for Every Child approach. He signalled that at the operational level in

schools these two initiatives provided all the tools teachers need to safeguard all children against any kind of exploitation. Crucially though he did not explicitly draw the logical conclusion that Prevent was not necessary, and worse, he failed to say that Prevent is counterproductive and should have no place in Scotland's educational establishments.

If the philosophy of the Curriculum for Excellence is to mean anything, schools are meant to be safe, permissive places where young people can have the intellectual space to explore ideas and make sense of the world. Teachers should be enabled to facilitate that dialogue with courage and compassion.

The motto of the EIS, Scotland's largest and the world's oldest teaching union is “The Promotion of Sound Learning”. If that safe permissive space for learning and teaching is to be protected, the EIS has no choice - it has to challenge Prevent ■

# Remembering Srebrenica

EIS General Secretary Larry Flanagan recently joined a visit to Bosnia with the charity Remembering Srebrenica to learn more about the work the organisation is doing to ensure that the victims of the 1995 genocide are never forgotten.



**W**HEN my son was in Primary 2, back in the 90s, I attended a school Christmas concert. There was a little boy on stage as part of the class performance who was clearly taking part enthusiastically but without really knowing what was going on as the class recited various Scots poems and songs. It turned out that he had arrived at the school only recently, having fled from the war zone which was the Balkans, at that time.

He stepped forward to perform a solo, in his own language. A reminder, the teacher told us, of his homeland. As he sang tears began to roll down his eyes but he kept going. I don't think I was the only person in the audience who shared his tears as the pathos of this little boy, a refugee from war and conflict, now dependant totally on the kindness of his new school and community, touched all of us.

A few years later a girl in my Higher English class, another refugee from the same conflict, used her personal writing piece to recount her experience of having soldiers arrive at her home to order her whole family to leave within the hour or face the consequences. It was a harrowing read.

Both these memories came back to me recently when I visited Bosnia as part of a delegation sponsored by the charity Remember Srebrenica. The children above escaped. At the mass gravesite at Srebrenica we heard of those who didn't – 8,372 souls, mainly men and boys, murdered in this one locality alone, an area previously designated as a “safe haven” by the UN whose troops, ultimately, stood

by and allowed Bosnian Serb forces, led by General Mladić, to commit this atrocity, later designated as “genocide” by the International Court of Justice.

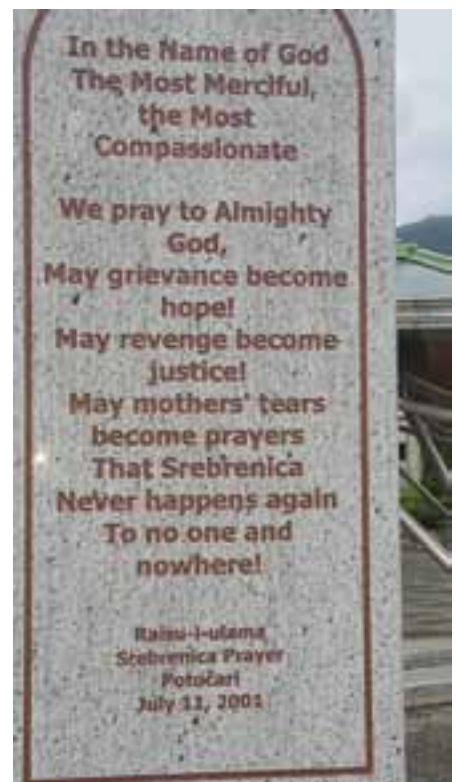
We met with survivors of the “ethnic-cleansing”, a brutal phrase which reflected a brutal reality for Bosnian Muslims, and heard their haunting first-hand accounts of what had happened when neighbour turned on neighbour and the world stood by and watched.

And yet, even now, there are voices in the region which deny the genocide took place despite the evidence; despite the mass graves and the bones.

One of the reasons why the charity Remembering Srebrenica was established was to ensure that such denials do not gain credence and that we remember what happened in Bosnia and seek to ensure that it never happens again. As part of its work, the campaign has produced a schools pack with pupils. EIS members who wish to access the pack can do so by contacting the charity itself or by contacting EIS HQ.

One of the people we met was Nedžad Avidić – gunned down from behind, at the age of 17, as part of a mass execution but somehow managing to crawl through a sea of corpses to escape and be one of only two survivors of the death squads. He said, “Despite everything, I hope that I can teach my daughters to grow up without hatred. This will be my success.”

In a world of global tension, with xenophobia rising and racism commonplace, teaching our children to grow up without hatred is an ambition we might all share ■



# Free education pack helps Scottish children learn lessons from Srebrenica

“Inclusive schools build inclusive societies. By giving our young people opportunities to explore events such as those in Srebrenica, we support them in developing strong values and becoming active, engaged, global citizens able to create cohesive communities for the future.” - Portobello High school HT **Ruth McKay**

“No-one deserves hatred. Let’s keep children’s rights universal regardless of their race or background. No child is born different.” - Portobello High pupils **Helen McBrierty** and **Alex Scotford**, both aged 17

July 2015 marked the 20th anniversary of the genocide – the worst crime on European soil since the Second World War, which saw more than 8,000 Bosnian Muslim men and boys systematically murdered because of who they were.

In November 2015 the UK charity Remembering Srebrenica has created a comprehensive set of lesson plans that teachers can use across the Curriculum for Excellence.

Dr Alasdair Allan MSP visited Portobello High School, Edinburgh, on 25 November 2015, to launch the pack, meeting staff and students who will be using the resource.

Launching the education pack, Dr Allan said: “Events such as Srebrenica, and the recent atrocities in Paris, are tragedies that we must learn from and that’s why we must do all we can to educate our future generations. This lesson pack will help us all to remember and learn from the failure to protect Srebrenica. The Scottish Government will continue to work to preserve the memory of the Srebrenica genocide through education, commemoration and close relations with Remembering Srebrenica Scotland. Any form of hate crime is against the law, is totally unacceptable and will not be tolerated in 21st century Scotland.”

The charity worked with experts at Education Scotland to ensure that the pack is suitable for use across the Curriculum for Excellence. The resource is designed to help pupils understand the behaviours and influences around them that can either build or damage a cohesive community. It also helps to raise awareness of the genocide.

Teachers can download the pack at [www.srebrenica.org.uk/resources/education-packs/](http://www.srebrenica.org.uk/resources/education-packs/)



# EIS Organisers



**Local Association:**

Scottish Borders  
 East Lothian  
 Midlothian  
 West Lothian  
 Dumfries and Galloway  
 East Ayrshire  
 North Ayrshire  
 South Ayrshire  
 Western Isles

**Annie McCrae**

Edinburgh (South)

**TEI's**

UWS  
 Glasgow Crichton  
 FE Colleges:  
 Borders College  
 Newbattle College  
 West Lothian College  
 Lews Castle College  
 Ayrshire College  
 Dumfries and Galloway College

**Organising Team**

As a Trade Union and Professional body the EIS takes its service to its members seriously and also recognises we live in an ever changing society and political environment. To address some of these aspects as a modern and developing trade union the EIS has taken steps to introduce a new role, that of Organisers.

There are currently four EIS Organisers whose principle duties are to organise and support the recruitment and retention of members in all the Institute's educational sectors.



**Local Association:**

Edinburgh  
 Fife  
 Clackmannanshire  
 Falkirk  
 Stirling  
 North Lanarkshire  
 South Lanarkshire  
 Orkney  
 Shetland

**Louise O'Hara**

Edinburgh (Central)

**TEI's**

Edinburgh  
 Stirling  
 FE Colleges:  
 Shetland College  
 Orkney College  
 Forth Valley College  
 Edinburgh College  
 Fife College  
 New College Lanarkshire  
 South Lanarkshire College



**Local Associations:**

Dundee  
 Angus  
 Highland  
 Perth and Kinross  
 Aberdeen  
 Aberdeenshire  
 Moray

**Dan Thompson**

Dundee (North)

**TEI's**

Aberdeen  
 UHI  
 Dundee  
 FE Colleges  
 Dundee & Angus College  
 Moray College  
 NE Scotland College  
 Perth College  
 Inverness College  
 North Highland College  
 Sabhal Mor Ostaig  
 West Highland College



**Local Associations:**

Glasgow  
 Inverclyde  
 East Dunbartonshire  
 West Dunbartonshire  
 Renfrewshire  
 East Renfrewshire  
 Argyll and Bute

**Ruth Winters**

Glasgow (West)

**TEI's**

Strathclyde  
 Glasgow  
 Royal Conservatoire  
 FE Colleges  
 City of Glasgow  
 Glasgow Clyde College  
 Glasgow Kelvin College  
 West College Scotland  
 Argyll College



EIS Organisers travel the country to promote the work of the EIS and engage with members & prospective members.



## Would you like to advertise in the SEJ?

Do you have a holiday home to let, items to sell or are you looking for something that a colleague might be able to help with? What are you waiting for? Members of the EIS can place box ads for as little as 20p per word.

Contact us at [sej@eis.org.uk](mailto:sej@eis.org.uk) or call **0131 225 6244** and see if we can help you out.

### SKILLS EXPLORED

Keen to show learners how to develop skills for success? Develop Our Young Workforce. [bit.ly/skills4success](http://bit.ly/skills4success)

### THE PERFECT PUDDING - A SPACE

**ADVENTURE** is a great fun space story for children. Follow Flo and Hugo's cosmic adventures as they endeavour to make the ultimate space pudding. **ISBN: 9781908128478**. On Amazon and Facebook. By Fiona Ross (Edinburgh EAL Teacher)

'**CURIOUS CAMPUS**' by Norman Deeley  
Also 'Under Down Under' 50 Poems about Australia [amazon.co.uk/.com/kindle](http://amazon.co.uk/.com/kindle)

### ORCHARD TUTORIAL AGENCY

Tutors required. All subjects and levels, primary and secondary. Particularly English, maths and sciences. For Glasgow and Central Belt. Excellent rates.

**Tel: 0141 571 2751 / 07706 089221**

### UP YONDER

Spacious, luxurious self-catering house accommodating seven, with sea views, close to the village of Glenluce. Ideal base to explore The Machars Peninsula with its rugged coastline and the Galloway Hills which provide the perfect setting for family celebrations, romantic breaks, walkers, cyclists, golfers, fishers, gardening enthusiasts, artists, and anyone wishing just to relax. Website [www.up-yonder.co.uk](http://www.up-yonder.co.uk)  
Email: [info@up-yonder.co.uk](mailto:info@up-yonder.co.uk)

### SOUTH OF FRANCE

Immerse yourself in the language and culture of the beautiful Languedoc region. Maison de village pour quatre personnes dans un petit hameau du Parc National du Haut Languedoc. Maison ancienne de pierres et poûtres. Très Charmante. Tranquillité ensoleillée entre les lacs et la montagne. View and book online at: [www.dealbh.co.uk](http://www.dealbh.co.uk)  
email: [mab@dealbh.com](mailto:mab@dealbh.com)  
or phone **07973551993**

### CLINICAL HYPNOTHERAPIST

Stressed out? Can't sleep? Want to break bad habits like smoking or nail biting? Or need a motivational boost for weight control, performance etc? Clinical hypnotherapist based in Glasgow. Call Mairi **07717 055434**  
[www.mchypnoterapy.co.uk](http://www.mchypnoterapy.co.uk)

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

Medium

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

Hard

**BROOKLYN**  
KITCHENS

Inspired living

10% off for union members



Your new kitchen shouldn't be a dogs dinner.

Book a complimentary kitchen design consultation today.

Freephone 0808 281 9511

Email [inspired@brooklynkitchens.co.uk](mailto:inspired@brooklynkitchens.co.uk)

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

Afton House | Starlaw Park | Livingston | Scotland | EH54 8SF

# CROSSWORD 92

Sponsored by



**FINANCIAL SERVICES**



## Win a Tablet

(to the maximum value of £150) Picture for illustrative purposes only

Name \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

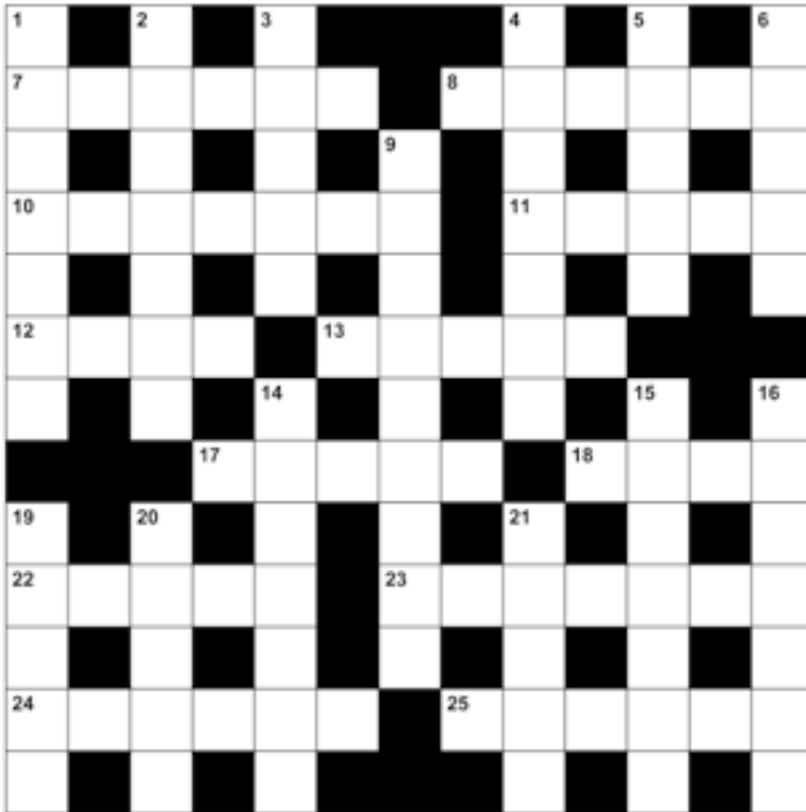
Email \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Send your completed entry to

**SEJ, 46 Moray Place, Edinburgh  
EH3 6BH by Friday 11 November.**

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



### Across

- 7 - Part of man I accused is an obsessive enthusiast (6)
- 8 - Strangely naive touring around new city (6)
- 10 - Unsurpassed subtle mall tie (3-4)
- 11 - Slide a new branch, say (5)
- 12 - Tilt catalogue (4)
- 13 - Walk in a leisurely way and sing happily (5)
- 17 - Bird force about to have life (5)
- 18 - Politician overseas on reflection embracing right hairstyle (4)
- 22 - Soldiers almost splash ancient object (5)
- 23 - Layman a friend of ancient city (7)
- 24 - Fellow essential for inept person (6)
- 25 - Ravel played around European show (6)

### Down

- 1 - I blame a rotten matey (7)
- 2 - In America, spin language (7)
- 3 - Collateral surrounding small herb (5)
- 4 - Almost choose: nearly resulting in instrument (7)
- 5 - Person's nose broken - not us! (5)
- 6 - Chat about the author's diversions (5)
- 9 - Moment to warm-up about right and consume, after braising initially (9)
- 14 - Fine example of a biscuit (7)
- 15 - Whistle-blower? (7)
- 16 - Remodelled male leader bright green (7)
- 19 - Book taxi for newly-wed (5)
- 20 - Note tall and thin side (5)
- 21 - Celebrities ruffled manes (5)

### Crossword 91 Answers





**FINANCIAL  
SERVICES**

For your money matters



# BE PREPARED

Life Assurance  
Retirement  
Investments

## Independent Financial Advice

EIS Financial Services Ltd. was formed by the Educational Institute of Scotland in 1990 giving EIS members and their families access to a dedicated team of professional advisers providing impartial advice on a full range of financial products.

[www.eisfs.co.uk](http://www.eisfs.co.uk)  
t: 0141 332 8004 e: [enquiries@eisfs.co.uk](mailto:enquiries@eisfs.co.uk)



**Insurance  
Services**  
for EIS members

# Car & Home Insurance benefits tailored for teachers

“

I would like to express my appreciation to Aaron for his help in arranging my car insurance. Not only did he offer a **very competitive price**, he demonstrated **top class** knowledge on both car and home insurance. Not to mention the added bonus of a £15 Love2Shop voucher which I can use in **House of Fraser!**

”

**Mairi Murray**

Baldragon Academy Dundee

Register today for your free voucher

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

[enquiries@eisinsure.co.uk](mailto:enquiries@eisinsure.co.uk)

028 9044 2211



Register today for your last chance to get your free Love2Shop voucher

EIS Insurance Services is authorised and regulated by the Financial Conduct Authority. Calls may be recorded for our mutual protection. Terms, conditions and acceptance criteria apply. For latest list of accepting retailers in which Gift Card can be used, please visit [www.love2shop.co.uk/mycard](http://www.love2shop.co.uk/mycard).