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# Big Year Ahead for EIS Campaigning

At the time of writing – early February – it is clear that the year ahead will be a busy and challenging year for the EIS.

As we report in this SEJ, the EIS officially launched its 2018 Pay Campaign at January's meeting of EIS Council. After a decade of austerity and salary erosion across the public sector, unions and their members are organising to make a firm stand on pay. The lifting of the 1% public sector pay cap does offer some hope of improvement pay settlements this year – although the Finance Minister has signaled that he expects 2% or 3% to be the norm for public sector employees this year.

Of course, in Scotland, pay is agreed through the Scottish Negotiating Committee for Teachers (SNCT) which involves negotiations between the EIS and other teaching unions, local authority representatives and the Scottish Government. It is through this negotiating process that teachers' pay is agreed – irrespective of any pay caps that have been applied at a national level.

As you can read in this edition of the SEJ, EIS Council agreed a 10% pay claim for this year for submission through the SNCT. This is viewed by Council as the first step in restoring teachers' pay, in real terms, to pre-austerity levels.

It will not be an easy process to secure the significant boost in pay that Scotland's teachers deserve. Negotiations will be difficult, and we must be prepared for the challenges that will face us in the month's ahead.

To kick-off the campaign, resources have already been sent to schools, media and social media campaigns have been launched, and meetings are taking place across the country to discuss what can be done to build support at a local level. The first edition of a special campaign Bulletin is included with this edition of the SEJ – look out for further editions in the months ahead.

The EIS is your union, and this is your campaign, with the aim of improving your pay – please get involved and do all that you can to support the Pay Campaign.

## Governance and Standards

Other major pieces of campaigning work in the year ahead relate to the Scottish Government's Education Bill. A consultation on the draft outline of the Bill closed recently, and the EIS has submitted a comprehensive response. You can read more about our response on pp10-11 of this SEJ, and view our full submission online at [www.eis.org.uk](http://www.eis.org.uk)

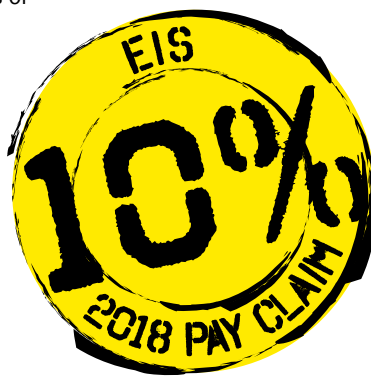
The changes outlined in the Bill could substantially change the way in which Scotland's schools are run, and have potential implications for every teacher in Scotland. Proposals such as the Headteacher Charter, which could radically alter the role of local authorities in supporting schools and place additional legal requirements on SMTs, and the establishment of an Education Workforce Council, which would potentially lead to the scrapping of the independent GTCS, are issues of major concern to the EIS.

The EIS will continue to work tirelessly to stand up for Scottish education, its teaching professionals and its learners, in the face of the many challenges ahead. Stay informed and get active within your branch to help ensure the best for Scottish education.

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



## Council Agrees 10% Salary Claim, Launches Pay Campaign

January's meeting of EIS Council was dominated by the matter of pay, as Council agreed the terms of the teachers' salary claim for 2018-19 and formally launched the EIS Pay Campaign, entitled **Value Education, Value Teachers**.

Following the main committee business of Council in the morning, a special session was convened in the afternoon to discuss the pay campaign.

General Secretary Larry Flanagan gave a presentation outlining the details of the campaign and outlined the initial decisions that had been taken by the Strategy and Executive Committees on the campaign, as well as highlighting the resources that were in development.

Following the General Secretary's presentation, President Nicola Fisher invited contributions from the floor.

Susan Quinn (Glasgow and Education Convener) asked of the EIS call for a 10% pay rise, "If not now, then when? When will we see a proper pay rise that encourages people into teaching as a career? There are teacher shortages in primary and secondary schools alike."

Kenny Fella (Renfrewshire) spoke of the need to build support, not just amongst members, but also with others interested in education. "Getting parents, in particular, on board in support of the campaign will be very important".

Paula Dixon (EIS-FELA), echoed this sentiment and said, "We must continue to highlight the impact of teacher shortages on young people to help build parental support for this campaign."

Andrew Fullwood (Glasgow) said, "We have had ten years of austerity. At last, we are saying that enough is enough. If they want the best teachers, they need to pay the best wages."



**Megan McCrossan** (North Lanarkshire) spoke of the importance of communicating with members – "This campaign needs to be about our members. We need to encourage members to ensure their contact details are up to date, so that we can communicate with and engage with as many members as possible."

John Kelly (EIS-FELA President) said, "Workload has increased at the same time that pay has been reduced. We need to spread the message that teachers deserve this 10%."

A cautious note was struck by Sonia Kordiak (Midlothian) who said, in terms of building support for the campaign and delivering a victory, "We should not underestimate the challenge that faces us."



On the potential for industrial action in support of the campaign, **Des Morris** (East Renfrewshire) said, "We must be clear that we do not want to ballot for industrial action – but we must also be equally clear that we are prepared to do it, if necessary. We need to remain credible, both with

our members and with the wider public throughout this campaign."

Summing up at the end of the session, Helen Connor (Salaries Convener and also Convener of the Strategy Committee) said, "What we need to do now is go back to our local associations and our schools and work to get our members involved and engaged in this campaign. We need our members on board with this campaign before we go anywhere."

### Pay claim agreed

Earlier in the meeting, Council approved the 2018 Pay Claim that had been formulated by the Salaries Committee. Subject to the approval of the teachers' panel of the Scottish Negotiating Committee for Teachers, on which the EIS holds the majority of seats, this pay claim will become the formal teachers' side offer via the SNCT.

Explaining the background to the claim and the decision to attach the 10% figure, convener Helen Connor said, "This 10% claim is the first step towards restoring teachers' pay to pre-austerity levels. It is the start, not the end, of the campaign to restore pay. We know we are fully worth this 10% claim, and we are fully ready to justify just why we are worth it."

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### Executive

Vice-President Alison Thornton updated Council on staffing issues, including the advertising of two new permanent posts – National Officer (Legal Affairs) and Organiser (Glasgow). Ms Thornton also advised Council that a new temporary research assistant post was to be created, to support work on the 2018 Pay Campaign.

The development of the revised EIS website was well underway, said Ms Thornton, and would be launched to coincide with the launch of the Value Education, Value Teachers campaign. Visit [www.eis.org.uk](http://www.eis.org.uk) to view the new website, including the Pay Campaign section.

### Education

Convener Susan Quinn briefed Council on a wide range of issues, including the results of a survey of Secondary teachers which had given positive feedback on the effectiveness of recent guidance issued by the Assessment & Qualifications Group.

On the National Improvement Framework, Ms Quinn noted that local implementation plans for the new Scottish National Standardised Assessments (SNSAs) displayed a worrying lack of consistency. The EIS was concerned about, and would remain vigilant of, potential misuse of narrow data sets to potentially construct some form of league tables in certain parts of the country, said Ms Quinn.

### Employment Relations

Convener Ricky Cullen updated Council on recent Benevolent Fund matters, including work on ethical investments. The Committee also authorised a total of 14 applications for assistance.

On legal affairs matters, the Committee had considered 22 cases and noted that a total of £22,752 had been received on behalf of members since the last meeting.

### Equality

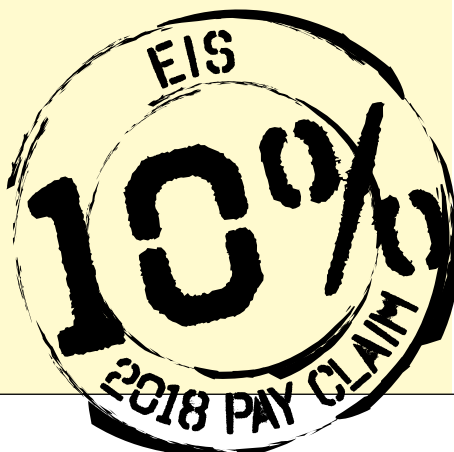
Convener Bill Ramsay reported to Council that the EIS turnout at the St Andrew's Day anti-racist march had been typically strong, and compared very favourably with other delegations.

Mr Ramsay also told Council of EIS plans to mark International Women's Day, including the planned musical event featuring the EIS pop-up choir.

Following the official launch of the 'Value Education - Value Teachers' pay campaign at January's meeting of the EIS Council in Edinburgh, EIS General Secretary Larry Flanagan said, "We are launching our 2018 Pay Campaign today with a very strong and very clear message to local authorities and the Scottish Government – Scotland's teachers deserve a substantial pay rise. The Scottish Government has repeatedly said that education is its number one priority, and local authority representatives have also spoken of the importance of teachers in the delivery of high quality education. Our campaign will reflect this, in urging that the teachers who are central to the provision of education be properly valued and fairly paid for the vital work that they do. A good first step towards restoring teachers' pay to an acceptable level would be the delivery of a 10% pay increase for all teachers in 2018."

Mr Flanagan added, "The EIS Salaries Committee has examined a substantial amount of data in formulating this year's pay claim, and this evidence underlies and supports our 'Value Education - Value Teachers' campaign. Analysis confirms that teachers' pay in Scotland has declined by at least 20% in real terms, compared to the Retail Price Index, over the past decade. When increases to pension contributions and national insurance are factored in, Scotland's teachers have suffered a real-terms cut of almost 25% in their take-home pay. For the teachers who deliver the government's number one priority – the education of our young people – to be so severely undervalued is something that simply cannot continue. It is time for a fair pay rise for all of Scotland's teachers."

- A campaign section has been established on the EIS website at [www.eis.org.uk/campaigns/ValueTeachers](http://www.eis.org.uk/campaigns/ValueTeachers) offering further information and resources to support the campaign. Please check the campaign page regularly for updates and additional resources which will continue to be added as the campaign develops.
- Initial campaign resources have been sent to school Reps to raise awareness of the pay claim and the campaign.
- A social media campaign has been launched, highlighting 10 reasons why teachers deserve a 10% pay increase, and encouraging comment and debate on the issues.
- A special Campaign Bulletin has been established, and this will provide information to members as the campaign continues. The first edition of the Campaign Bulletin has been included as a 4-page insert with this edition of the SEJ. Look out for future editions, in print and digital format, over the coming months.





## Time to Turn Down the Heat in the Classroom



The EIS has called on the Scottish Government to establish a maximum temperature in schools, in the interest of the health and wellbeing of pupils and staff. Currently, workplace regulations exist regarding a minimum acceptable temperature (16 degrees Celsius, or 13 degrees where rigorous physical effort is taking place) but there is no equivalent for maximum temperature. The EIS has included the recommendation in its response to a Scottish Government

consultation on Updating the School Premises General Requirements and Standards (Scotland) Regulations.

Commenting, EIS General Secretary Larry Flanagan said, "Too much heat can cause fatigue, tiredness and loss of concentration which can lead to increased accident risks and impaired learning experiences for children and young people. Unfortunately, current Workplace Regulations do not apply to non-employees and, therefore, can only be considered

as guidance when considering health and safety concerns in schools. School classrooms are not just accommodation; they are learning environments each requiring their own specific temperatures. Essentially, the Workplace Regulations are too vague to be applied meaningfully in school settings."

Currently, there is no national maximum temperature for any workplace. Regulation 7 of the Workplace Regulations 1992 merely states that during working hours, the temperature in all workplaces inside buildings shall be 'reasonable'.

Mr Flanagan added, "The Scottish Government should give serious consideration to the issue of maximum temperature in order to ensure appropriate learning conditions for pupils. The EIS would be happy to contribute to the consultation regarding what this maximum temperature should be. Schools sometimes send pupils home when the school is too cold – but we also need to be aware of the potential risk of classrooms being too hot for pupils and teachers to work in safely."

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## Memorial Mr James Thomson

The EIS was saddened to hear of the death of former EIS President and Fellow of the Institute Mr James Thomson, who passed away on 22nd January. Jim joined the EIS in 1964, beginning his teaching career in Garthamlock Secondary School. He was appointed Principal Teacher of Mathematics in the High School of Stirling in 1972, serving locally as President of Stirlingshire Local Association and then also as President of Central Local Association, 1974-75. He was elected to national office as EIS Vice-President in 1979-1980 and as President in 1980-1981.

Jim was a prominent activist during the industrial campaigns of the 1980s, defending Scottish teachers and Scottish education during the Thatcher years. He led the institute's Education Committee as Convener during a period of significant education change.

Jim was awarded an FEIS in 1988, with the commendation, "A distinguished servant of teachers locally and nationally, Mr Thomson is a worthy nominee for the honour of the Fellowship."



## More than £450,000 Compensation Paid to Scottish Teachers Injured at Work

The EIS has secured over £450,000 in compensation settlements for members injured at work over the past year. The payments were awarded for a wide range of workplace injuries, including those caused by accident, assault or poor working environment.

Commenting, EIS General Secretary Larry Flanagan said, "While the EIS will always stand up for its members, and will pursue appropriate compensation for injuries suffered at work, our desire is to eventually report a zero figure for compensation in the future due to the elimination of these types of work related injuries."

Mr Flanagan continued, "This year's figure of over £450,000 in compensation for teachers and lecturers injured at work demonstrates that there is still a long way to go towards the aim of eliminating workplace injuries in our schools, colleges and universities. These environments will never be entirely risk-free, but it is essential that all facilities are as safe as

possible for learners and staff alike."

Mr Flanagan added, "The EIS has also observed an alarming rise in the number of cases of work-related stress illness and injury claims over the past few years. Factors such as budget cuts, and the declining number of teaching and support staff have had a significant impact on the workload demands placed on teachers and lecturers."

"Yet those in the charge of the management of the education system simply demand more output from less resource."

Mr Flanagan went on to say, "At a time when the role of trade unions is increasingly being vilified by the current UK government and the right-wing press, it is important that we emphasise the valuable role that unions such as the EIS play in standing up for employment rights and the health and wellbeing of employees."

"The EIS will continue to do all that it can to defend its members in an increasingly challenging political climate."

## EIS Action Research Grants

The EIS will again be offering action research grants in 2018-19.

The grants are intended to support research that would otherwise unlikely be undertaken.

Please visit the EIS website at [www.eis.org.uk/CPD/ActionResearchGrants](http://www.eis.org.uk/CPD/ActionResearchGrants) for more information



## EIS Highlights High Cost of Sanitary Products to Women and Girls

The EIS has highlighted the high cost of sanitary products to women and girls across the country. The EIS has responded to a consultation on measures to tackle the emerging issue of 'period poverty', welcoming the suggestion of a Scottish Parliament Member's Bill to ensure free access to sanitary products, including in schools, colleges and universities.

The EIS has also developed and published good practice guidelines regarding the distribution of sanitary products in education settings, which has been sent to all EIS Reps across Scotland and is available for download from [www.eis.org.uk/Equality/Gender](http://www.eis.org.uk/Equality/Gender)

This follows on from a range of initiatives in educational establishments aimed at addressing the cost and availability of sanitary products, including a scheme for free distribution to all students and staff at South Lanarkshire College and an announcement by North Lanarkshire Council of its intention to provide free products in schools.

Commenting, EIS President Nicola Fisher said, "The EIS is pleased to see measures to tackle period poverty on the political agenda, and we welcome the idea of a Member's Bill to oblige Ministers to take action on this issue. In a climate of austerity, with one in four



children in Scotland living in poverty, the cost of essential sanitary products is yet another expense that low-income families struggle to meet. Legislation to address period poverty, coupled with the necessary investment, could drive progress forward, with many benefits, including enhancing our young people's health and wellbeing, and their dignity."

# Speaking up for education – not talking down teaching

**A recent newspaper opinion column claimed that Scotland's teachers and, in particular, Scotland's teaching unions were damaging the reputation of the country's education system and harming recruitment by 'talking down' the teaching profession. EIS President Nicola Fisher wrote to the Editor, and an edited copy of her letter was published in the paper. Here, we reproduce the entire letter – complete and unedited.**



Along with many colleagues, I was intrigued to learn in a recent newspaper article by Iain Macwhirter that I am some kind of prophet of doom existing in a state of 'relentless miserablism'. I was surprised by this because, putting aside my own naturally sunny disposition, I speak from many years of experience when I say that our schools are generally happy, welcoming and positive places in which to work and to learn. Like most teachers that I know – and that is rather a lot – I love my job and believe that teaching is a wonderful career which allows people to make a real and lasting difference to the world in which we live and to the lives of the young people with whom we work.

People working in teaching have no issue with the job of teaching – it is a role that we have trained for and to which we are truly dedicated. The opportunity to work with young people from all backgrounds, and to help them to learn and to grow as individuals, is a rare gift and one which is cherished by those within the profession. It is this opportunity to work with young people, and to play a positive role in their lives, that has always attracted highly motivated people into teaching. This continues to be the case today, and it will continue to be the case tomorrow and long into the future.

It is interesting to note in Mr Macwhirter's piece that he claims to take exception not with teachers, but with 'those who speak for them', who are – in a member-led trade union context, generally also teachers! To

use myself as an example, I am the current President of the EIS and therefore one of those speaking for teachers. I was elected to this role by my teaching colleagues to represent their interests, those of our education system and of the young people in our classrooms. It is a role I am proud to fulfil and one that I take extremely seriously, but a position I would never have been elected to was I not an experienced and practicing classroom teacher.

As with most trade unions, the EIS does far more than just 'live in a permanent state of industrial dispute', as Mr Macwhirter puts it. Quite how this could be argued to be the case is hard to fathom, given that Scottish teachers have only staged one day of national industrial action in the past 30 years – and that was as part of a joint public-sector campaign, not as a stand-alone action in schools. The EIS campaigns for fair pay and working conditions for our members, that is true, but we also campaign on a wide range of issues such as adequate funding for educational resources, improved support for pupils with additional learning needs, fair and equal treatment for learners from all backgrounds, and so on. This is normally done through talking, negotiating or campaigning – very rarely does it involve any type of industrial dispute, and even more rarely does it involve industrial action.

It does seem as though Mr Macwhirter trawled a couple of websites and declared himself an authority on teaching, and on the working lives of teachers. I have

to break it to him that, despite what the websites or our contractual conditions may say, teaching is a highly demanding and challenging job. It is not the core teaching role that we love that is the issue, but the stresses and strains of all that comes with it. The level of bureaucracy and paperwork, much of it of questionable value, continues to be extremely high despite government promises and some recent efforts to reduce it. Discipline in the classroom, another issue that Mr Macwhirter alludes to, is also a hugely wearing issue for most teachers. While the majority of pupils in our schools are engaged and eager to learn, there is a small but very persistent minority of pupils who find the classroom environment difficult, often with implications for their teachers and for the other pupils in the class.

Mr Macwhirter also mentions the teachers' contractual 35-hour working week as if it were an absolute maximum. It is not. There are few, if any, full-time teachers who work as little as 35 hours a week. In the most recent survey carried out by the EIS, most teachers reported doing an average of upwards of 45 hours per week on a regular basis. As professionals, teachers will do what is required to get the job done and to ensure that the needs of their pupils can be met. This rarely can be accomplished within the contracted working week.

On the matter of teachers' pay which, in Scotland, has declined by at least 20% in real terms over the past decade, Mr Macwhirter (salary undeclared) states



that experienced classroom teachers at the top of the pay scale are “not that badly off” on £35,000 per year. While teachers do earn more than the average salary in Scotland, we also compare poorly to graduates in other professions and to teachers in other countries. A recent major report by the OECD highlighted that Scotland was one of the few countries where teacher pay had fallen, in real terms, over the past decade. In other OECD countries, where investment was placed before austerity, teacher salaries went up over this period. Teaching is a highly skilled job and, in Scotland, we continue to maintain an all-graduate profession while holding our teachers to a very demanding set of professional standards. You cannot attract top talent on the cheap and, with other careers and teaching posts in other countries paying significantly more than in Scotland, it is little wonder that recruitment difficulties exist in a growing number of curricular areas and in many parts of the country.

As an elected representative of Scotland’s teachers, I do not accept that teachers are being overly negative about our jobs and the education system that we work in. There are many challenges facing the teaching profession, most of them not related to actual teaching, and we will continue to face them with good humour and good grace. To do any less would be to let down our teachers, our education system, our young people, and the nation as a whole. It is our duty to speak for Scotland’s teaching profession and for Scotland’s education system, and we will continue to do so – respectfully, constructively, positively and to the best of our collective ability.

**Nicola Fisher**

Primary Teacher & President of the Educational Institute of Scotland



# Reshaping Scottish Education?

**The Scottish Government's Education (Scotland) Bill will potentially have major implications for the future shape of Scottish education, and for the ways in which schools are managed and supported. The EIS recently submitted a substantial response to the consultation on the draft Bill. Here, the SEJ looks at some of the key issues and concerns outlined by the EIS.**

## Promoting Cultural Change

The EIS believes that any significant changes being made to how schools are governed should be predicated on evidence and analysis, rather than overstated assertions which mistake ambition for practice, evident again in the language deployed in this consultation. The experience of Scotland's teachers over the past decade has been one of a top-down approach to policy changes which has left them feeling frustrated, marginalised, and undervalued. It would be ironic if legislation purporting to "empower schools" had a similar outcome.

A strong message which has emerged from the Scottish Government's own International Council of Education Advisers has been the importance of encouraging a change of culture around how we do things, rather than focussing on organisational or structural changes. We need only review the lack of success around the creation of Education Scotland to underline the importance of this message.

The EIS is clear that Scotland's education system is primarily a success story. We reject the doomsayers who wish to talk down what is being achieved in our schools. Equally, however, it is important to avoid any sense of hubris around the progress being made, as challenges undoubtedly exist.

## The Headteachers' Charter

The EIS recognises the important role that teachers in formal leadership roles play within school communities. One of the strengths of the EIS as a professional association is that we represent teachers at all levels, and in all sectors, and as such we have more members in leadership roles than any other organisation.

The stated ambition of the Headteachers' Charter, to facilitate a greater role for Heads as leaders of learning, is one which no-one would disagree with. Most Heads would describe their current role as being precisely that. The issue to be discussed is how a Charter might act to enhance, or inhibit, such a role.

The barriers which currently act against this ambition are familiar to all teachers: lack of time, lack of resource; and lack of support.

The EIS does not believe that creating a statutory framework for the role of Headteachers as leaders of learning would address any of these barriers – indeed an oft cited concern of our Headteacher members has been that potentially legislation would see Headteachers submerged in even greater bureaucracy

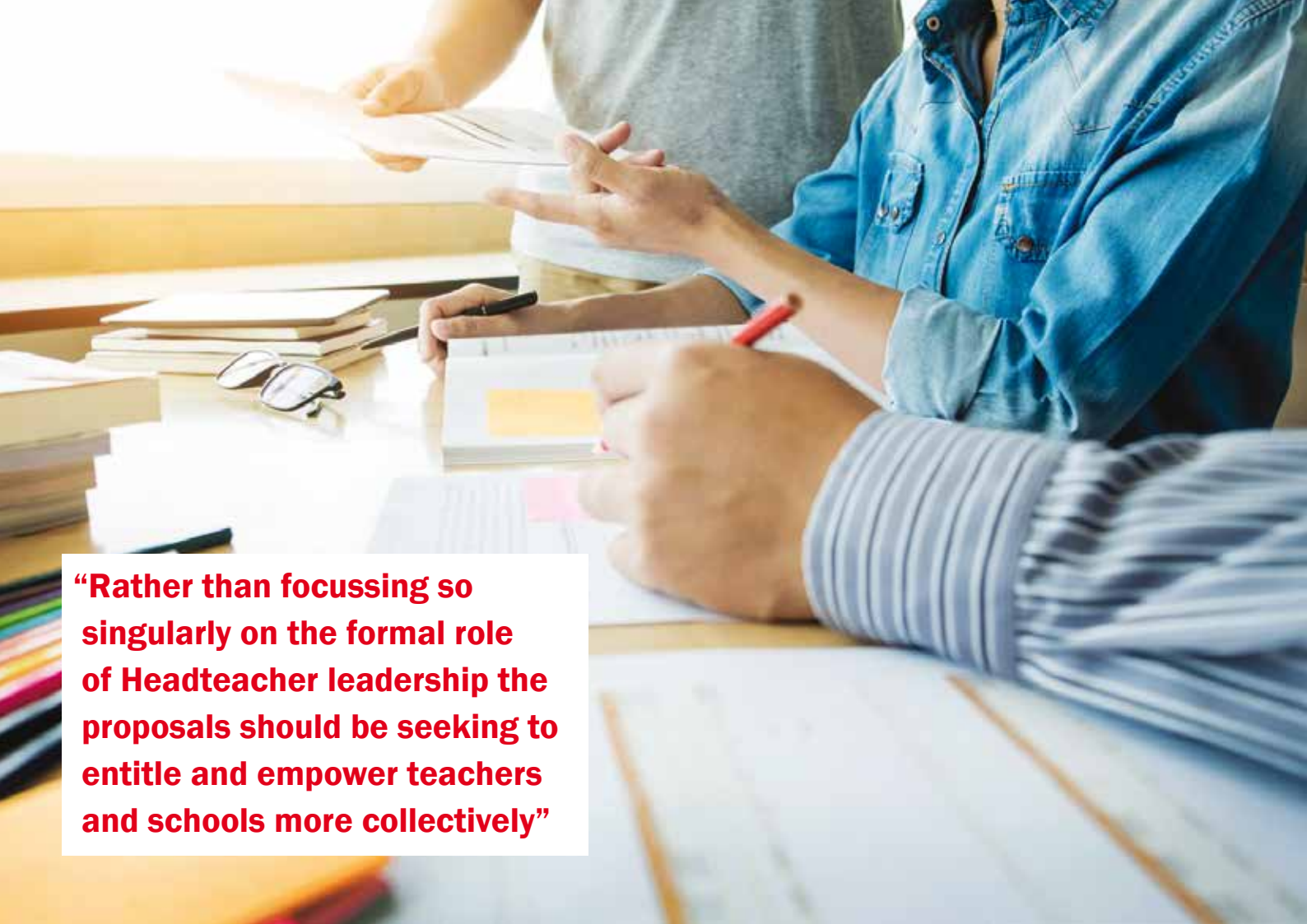
and more managerialist tasks than is currently the case.

This concern is exacerbated by the manner in which the Headteachers' Charter, however it is defined, appears to have become a proxy for a dispute between the Scottish Government and local authorities over the role of local authorities in supporting and running education as a local service. This is not helpful to schools, teachers nor pupils.

Within the proposals there is failure to recognise or acknowledge the important role which local authorities play in supporting schools and an underlying assumption, a mistaken one, that local authorities only act as a fetter on unrealised creativity on the part of schools. In a recent EIS Headteacher and Depute survey, only 15% of responses characterised local authority practice as being restrictive whilst the majority reported them as supportive or very supportive.

The EIS is not opposed in principle to a Headteachers' Charter, or Code, which acts as a guide to good practice but would argue that this does not require legislation; rather, if it is perceived as being valuable, it should be part of an attempt to seek cultural rather than structural change.





**“Rather than focussing so singularly on the formal role of Headteacher leadership the proposals should be seeking to entitle and empower teachers and schools more collectively”**

Almost 85% of EIS Heads and Deputies surveyed favoured this approach over legislation.

### **Democracy and Collegiality**

An opportunity is being lost by focussing solely on the single post of Headteacher. Such an approach, which echoes an heroic leadership model, is at odds with everything that Scotland has been trying to achieve since the Teachers' Agreement for the 21st Century, as it fails to advance the notions of distributive leadership, collegiality, and leadership at all levels.

The EIS response to the initial consultation of the Governance review raised the prospect of the “democratic school.” Regrettably, the Scottish Government is failing to look beyond the post of Headteacher in its proposed reform.

Rather than focussing so singularly on the formal role of Headteacher leadership the proposals should be seeking to entitle and empower teachers and schools more collectively, building on the declared,

but not yet fully realised, ambitions of Curriculum for Excellence in areas such as collegial practice.

Curriculum for Excellence is predicated on the notion of schools being enabled to tailor their provision to best meet the needs of their pupils and to embrace the concepts of school community and collegiate practice. It is not clear to the EIS how legislation around a Headteachers' Charter will overcome any of the obstacles which may have hindered universal progress on the aspirations of CfE, which have been essentially related to lack of resources, support and time.

Greater autonomy at school level will generate the need for greater assurance of evidence-based support from beyond the school, including from the local authority, which in many cases is highly valued, to ensure that local decision-making is genuinely in the interests of quality education characterised by equity.

Currently, schools are accountable to their local authorities, which have a democratic

mandate from the local electorate. Headteachers are accountable to the local authority and operate as employees of the local authority, with oversight from the centre. The EIS does not believe that a case has been made for fundamentally altering this arrangement.

### **Wider issues**

Beyond these issues, the EIS response makes clear our opposition to the disbanding of the General Teaching Council for Scotland; iterates our concern that the regional collaboratives could become another layer of bureaucracy for schools to deal with rather than a source of support; and issues a plea for the creation of democratic schools where teachers' professional voice is heard.

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A copy of the EIS response to the Scottish Government Consultation is available on the EIS website at [www.eis.org.uk](http://www.eis.org.uk) – a copy of the results of the EIS Headteacher survey is also available on the website.





# Working Together; Leading Together

**The EIS recently welcomed 29 members to its Moray Place headquarters for a leadership learning event. The SEJ reports on some of the highlights of the 2-day programme.**

This event was the result of a successful bid for funding to Scottish Union Learning's Leadership Fund. A third of delegates attended last year's event and returned to share their experience of leading with 20 new delegates, who were nominated to attend by their Local Association or by EIS Organisers, Officers or Officials.

Delegates began arriving at EIS HQ on Friday afternoon, some having made heroic efforts to attend in the face of challenging weather and travel conditions. They were rewarded for these efforts with a high tea, before attending two early evening workshops.

The first of these, entitled Coaching for Leaders, was facilitated by Elaine Napier, Senior Education Officer with GTC Scotland. This was a practical opportunity for returning delegates to try some coaching tools and explore the impact that using a coaching approach can have within a leadership, including trade union leadership, context. Participants noted the usefulness of the 'success wheel' in particular, some feeling that they would benefit further from more time learning about this approach.

Andrea Bradley, EIS Assistant Secretary, co-delivered a workshop for new delegates with Satnam Ner, STUC President. This session aimed to provide a context to newer activists with a broad-brush overview of the history of the trade union movement and that of the EIS itself, followed by a more personal account of one trade unionist's

individual leadership story. Satnam gave an insight into the reasons for his early involvement in the trade union movement since coming to work for Babcock International Group at Rosyth Dockyard where he has been a lay representative for Prospect for almost 32 years. He shared the background to and some illustration of, what has been a significant contribution to equality generally in the workplace, but, in particular, to race equality, having been

**“Delegates were asked to think of someone in their life who has had a positive influence on them and to list their essential qualities”**

elected to the STUC Black Workers' Committee for 19 consecutive years. His inspiring story was appreciated by members, with one participant commenting, "Great to see what/how STUC do ... and to hear Satnam explain that it was okay to make mistakes. "To stay true to yourself" – a key message that I've taken from this."

The next workshop, Leadership Styles, which all delegates attended, was activity based and allowed time for reflection and discussion on the qualities, skills and characteristics of effective leadership, including those softer, 'people' skills that are so essential in a leader. Delegates were asked to think of someone in their life who has had a positive influence on them and to list their essential qualities. Key words and phrases associated with these influential people included: honesty, vision, humility, calmness, humour, positivity, principled, people-centred, socially just, aware of their strengths, and those of others, generous with time, knowledgeable,



measured, supportive, empowering, empathetic, passionate, persuasive, inspiring and determined .... among many others.

Delegates were reminded that there are people around them who see them that way too - that they are influencers; and were reminded of the many and varied leadership skills and qualities they already possess and use on a daily basis, not just in the classroom but in the union context too.

## Personal Reflection

There was also a chance to look at distinctive leadership styles and the overall impact these can have on workplace climate, as well as specific scenarios requiring leadership skills. Participant comments reflected their strong engagement with the activities: "Enjoyed the discussion and reflection on what makes a good leader and recalling good leaders. Allowed for personal reflection on the qualities I have and what I would like to develop."

"Excellent – very well organised and informative. Really made you think about what an effective leader is." Members then had an informal opportunity to network before taking their seats in the Council Chamber, which was handsomely set for a traditional Burns Supper. The guests were piped in by Callum Lloyd and Kirsteen Rodgers of the Penicuik and District Pipe Band. (Kirsteen also has a day job in the EIS Membership Department!) The EIS General Secretary, Larry Flanagan, then welcomed the guests before inviting



Andrea Bradley, EIS Assistant Secretary, to deliver *The Immortal Memory*, which she did with trademark style and fluency. *The Toast to the Lassies* was memorably delivered by Satnam Ner, STUC President, and the Reply to the Toast made equally eloquently by Nicola Hay, Campaigns Manager at Show Racism the Red Card; both speakers employing wry humour whilst evoking themes of inclusion, equality and leadership.

### Haggis and More

Andrew O'Halloran, Local Association Secretary in Dumfries & Galloway, tartan-shirted and with a flourish of his knife, made a fine job of delivering the Address to the Haggis and inviting the gathering to toast. After the supper, EIS Communications Coordinator Ali Roy took up her guitar and held the room entranced with beautiful renditions of Burns' songs 'A Red, Red Rose' and 'A Man's a Man For A' That' and another little extra Scottish tune 'The Wild Mountain Thyme', before the evening was brought to a close by the General Secretary who thanked all for their participation and Edinburgh University Students' Association catering team for the haggis, neeps and tatties that were enjoyed by all.

Day Two began with a keynote address from the General Secretary on 'The Tools of Influence and Policy Making', described variously by delegates as 'inspiring', 'motivating', 'engaging' and 'thought-provoking', and exploring the contexts, moral purpose and personal characteristics of well-known leaders, whilst aptly setting the scene for the three

workshops that followed: EIS Structures and Governance; Positively Speaking and The Art of Writing Motions.

The first of these was facilitated by David Belsey, EIS Assistant Secretary and Eilidh Porrelli, EIS Organiser, and set out to demystify the complexities of the democratic structures within the EIS, and above all to emphasise the importance of the people - lay members - who make them work. While the committee structure and interplay can seem complicated, it is in place to best serve the interests of EIS members, all of whom have the potential to play a leadership role in the union. Participants appreciated gaining insight into the scale and scope of the EIS and felt this to be a most useful workshop, with one participant describing it, somewhat aptly, as 'educational'.

### Effective Communication

Jane Cameron, founder and lead trainer of Positively Speaking, led another highly engaging session on confident and effective spoken communication. Jane covered preparation and delivery, dealing with nerves, defining a message, communication techniques and how to ensure that what you say has impact, whilst doing just that with her upbeat and positive delivery style. Participants found this extremely useful, unequivocally positive in their feedback: '...well informed speaker who took time to give individual advice'; 'this workshop will have a positive impact on my EIS role'; 'fantastic' and 'highly informative; useful in many different contexts'.

The Art of Writing Motions was the last of the Day 2 workshops and was a practical session covering the 'golden rules' of composing a competent motion for debate within the EIS. Andrea Bradley and EIS Organiser Dan Thompson led this lively workshop in which delegates worked in small groups, with support from the facilitators and each other, to compose well-worded, specific and achievable Motions, based on issues identified locally. Having gone about the workshop with some gusto, participants were enthusiastic in their feedback, with comments such as 'Helped to focus my mind on how to write succinct Motions with a clear purpose and end goal in mind' and "This was great as it gave me insight into language used which I certainly did not understand prior to participation."

After a networking lunch, the group came back together to take part in some action planning activities, and recorded a few points on their aims for the coming year in relation to their personal leadership development, and how they would take this forward in their establishment, their local association and at national level. Finally, each delegate completed an individual 'commitment postcard' with one action they will definitely take as a result of having been part of the Leadership residential.

These postcards will be returned to their owners in a few months time to remind them of the experience, of their commitment and of the key messages: we can all develop and improve our leadership potential; and we have more chance of leading effectively if we work, and lead, together.

# Change the Tune: Invest in Instrumental Music

**Music education across Scotland has been under threat for several years now. After a decade of austerity measures and cuts, the provision of music education has reached a pivotal moment. Instrumental music services are now being eroded to the point of extinction. This cannot be allowed to happen.**

Music is universal and omnipresent in our world. How many hours in a row do you ever go without turning on the radio or using a streaming service? How often do you play CDs, go to a concert, attend a festival or play an instrument? Would you want to live in a world without music? If the answer is no, then music must be valued more, for its intrinsic worth. However, music also contributes significantly to children's and young people's attainment and wellbeing; instrumental music teachers make a huge difference to thousands of children.

Evidence about the value of studying and playing music abounds. Professor Sue Hallam (University of London Institute of Education)<sup>1</sup> reports that "the role of music in facilitating language skills contributes to the development of reading skills"; and "active engagement with music can improve mathematical performance". A 2016 study on music and attainment<sup>2</sup> found that young people (11-16) playing an instrument showed better academic outcomes than those not playing; and Dr Rachel Drury of the Royal Conservatoire of Scotland has reported on the "wide-ranging benefits of instrumental music education" including "benefits to literacy, numeracy, cognition, spatial-temporal reasoning, fine motor coordination and physical and mental wellbeing." IMT members of the EIS play a vital role in bringing about these benefits. They also play a significant

role in delivering National Qualifications in Music. For some courses e.g. Higher Music, performance constitutes 60% of the assessment.

Yet, music services are often the first to take the hit when budgets shrink. Many authorities across Scotland are proposing cuts and imposing or increasing charges, which will have a devastating impact on music provision and on teachers' jobs.

There are nearly 350 fewer music instructors working in schools now than there were in 2007 (down from 1043 to 701)<sup>3</sup> and many authorities have introduced charging regimes. The EIS fears that Scotland is rapidly moving towards a scenario where only children from well-off families can learn to play an instrument: essentially, 'who pays, plays'. This is unjust and unacceptable.

Eleven local authorities across Scotland increased their music tuition rates for the academic year 2017/18; the current cost of tuition for group lessons ranges from £117 to £378 per year. Two music services charge an additional fee (up to £83 per year) for hiring an instrument, and application of concessionary rates varies widely – one authority only offers concessions to 15% of pupils.

In 2016/17 61,615 pupils participated in instrumental music lessons with their local authority service at some point over

the course of the year (9.1% of the total 2016 primary & secondary school roll); and at least 16,603 pupils participated in additional activities run by Instrumental Music Services, such as orchestras and bands. The majority of these services provide teaching across many disciplines including strings, woodwind, brass, guitar, percussion, and voice. This breadth supports the continuation of ensembles; such groups are jeopardised by a return to whole class teaching. Who will play at your school concert, prizegiving, or special event if instrumental music falls silent?

Please lend your support to the EIS campaign to defend instrumental music tuition, and urge your local Councillors and MSPs to 'Change the Tune' and invest in instrumental music. For more information about the EIS Instrumental Music Network, and the 'Change the Tune' campaign, please contact National Officer Jenny Kemp ([jkemp@eis.org.uk](mailto:jkemp@eis.org.uk)).



<sup>1</sup> Music Education in the 21st Century in the UK: Achievements, analysis and aspirations, Eds. Hallam and Creech, 2010

<sup>2</sup> The impact of instrumental music learning on attainment at age 16: a pilot study. Hallam and Rogers, B. J. Music Ed. 2016 33:3, 247–261, Cambridge University Press 2016

<sup>3</sup> Teacher census: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata>





**“the role of music in facilitating language skills contributes to the development of reading skills”; and “active engagement with music can improve mathematical performance”**



# Time to talk about PEF

## Is pupil equity funding delivering for young people?

**A recent EIS survey has found that only 9% of schools have any form of committee oversight over the spending of Pupil Equity Fund (PEF) money. Although PEF has delivered additional resource to schools, the direct funding model – bypassing local authority democratic structures – continues to be a matter of concern for the EIS.**

The EIS welcomes the additional funding delivered through the PEF initiative, while retaining concerns over the methods by which this funding is allocated and delivered directly to schools. We also believe that appropriate democratic oversight of financial decisions is vital and that school finance committees should be central to collegial decisions on how best to deploy PEF funding in support of learning and teaching.

Of course, the EIS fully supports the aim of reducing the impact of poverty on children's education, and welcomes the additional resources that have come to schools – although we have concerns over the level of paperwork associated with the PEF model. The Deputy First Minister recently announced £120M in PEF allocations to schools across the country for the year ahead. We must ensure that this money is spent effectively to support the young people in our classrooms. The EIS believes that all teachers in schools, working collaboratively on a collegiate basis, should agree how PEF funding should be utilised in their school.

It is disappointing to discover, through our national survey, that fewer than 9% of schools have a finance committee in operation to agree how PEF funding should be used. The EIS supports the important role of the Headteacher as the leader of learning within the school, but we believe

that collegiate decision-making that involves all teachers is an essential component of effective schools.

### **Teacher comments from EIS Pupil Equity Fund survey**

- “We do not have a committee for how PEF funding was or is used. Our HT decided that the PEF money granted should be used to focus primarily on numeracy and support. Although at least one teacher has been employed since August for this post, the support is yet to be seen.”
- “Our PEF money has been used to enhance aspects of our School Improvement Plan, which teachers technically do shape, but there is no committee to monitor spending of PEF money, the use of which was solely decided upon by the HT.”
- “The decision as to how the money was spent was made by the HT without staff consultation. 2 extra maths teachers were brought in. Not sure how effective that will be or how we will monitor the success of this.”
- “PEF funding was allocated to additional staff and outdoor learning as agreed by the consulted stakeholders. Parents, pupils and staff were consulted before the funding. Budget is monitored regularly. PEF update discussed at staff meetings. Planned meeting to review and inform priorities for next session.”

### **EIS advice on Pupil Equity Funding**

Advice on use of PEF funds in schools has previously been circulated to all schools, and is available on the EIS website [www.eis.org.uk](http://www.eis.org.uk)

Key elements of the EIS advice on PEF:

- Teachers at local level must be involved in identifying the children and young people in the school who are affected by poverty; their needs with regards to literacy, numeracy and health and wellbeing; and in decision-making around the nature and scope of the interventions designed to address these needs.
- Consideration should be given within such discussion as to how targeted support for individuals and groups of children can be achieved without stigmatisation of the children and young people whose progress is affected by poverty.
- Under no circumstances should PEF be allocated in such a way as to enable savings from other budget streams to be made.

For further information and advice, speak to your EIS Rep, Local Association Secretary or visit the EIS website at [www.eis.org.uk](http://www.eis.org.uk)

# Professional Learning with the EIS

## Developing Awareness of Young People's Mental Health Needs

In response to EIS members indicating the need for professional learning that will help them support the needs of young people, as well as their own wellbeing and that of their colleagues, the EIS, in partnership with City of Glasgow College, has been able to offer a one-day course which develops participants' understanding of mental health issues and provides skills development around helpful interventions for both young people and adults.

This is another course funded through the Learning Fund, which is managed by Scottish Union Learning. The EIS successfully applied to SUL for funding to run a range of courses, based on membership needs, over a two-year period.

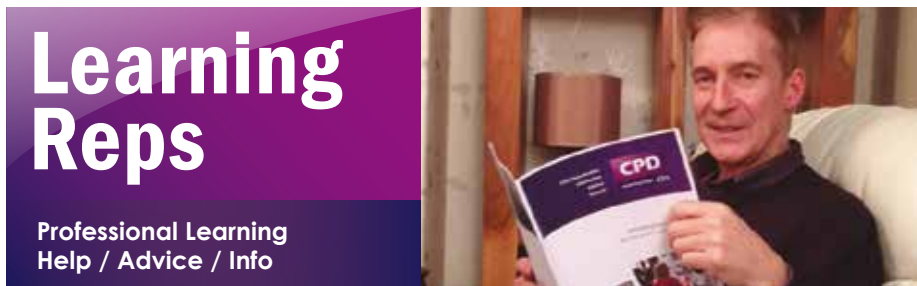
The Developing Awareness course offered learners:

- Increased knowledge of what is meant by mental health, mental wellbeing and mental illness
- Increased understanding of attachment and child development, and of the difference between what is part of 'normal' adolescent development and what is concerning
- Increased knowledge of mental health issues commonly experienced by young people
- Understanding of the importance of mental health and wellbeing as a resource for learning and life, and ways to help maintain it

- Increased confidence in and knowledge of how to support young people experiencing poor mental wellbeing and/or/distress
- Increased knowledge of sources of support, advice and information, resources and local services for young people.

Those who attended the courses were very positive, with a majority indicating they were 'extremely satisfied' with the course.

The funding for this course runs over two years so more courses will become available in due course. Details of all current EIS courses can be found on the website at [www.eis.org.uk/CPD/Training&Workshops](http://www.eis.org.uk/CPD/Training&Workshops)



I have been an EIS Learning Rep (LR) for 14 years. With this length of service I obviously must enjoy it! I began by completing the Learning Representative online course which gave me knowledge and taught me skills which I still make use of today. I decided to become a LR because I realised the importance of Professional Development and the need for teachers to be pro-active in achieving their Professional Learning requirements. I wanted to help spread the word. This is what motivates me most. My main role is to advise and support EIS colleagues in matters relating to their Professional Learning entitlement. I get great satisfaction from helping a colleague with their Professional Update planning or speaking to a teacher after one of our "Professional Learning by teachers for teachers" events and hearing that they are successfully using techniques from one of the workshops.

Your Authority provides cover for you to attend meetings, training and other

events. I enjoy these events as you get to meet fellow LRs from all over Scotland. It helps us see the 'big picture' in Professional Learning in Scottish Education. At these meetings, I have also had the opportunity to hear first-hand from Professional Learning providers and this has increased my own knowledge and learning considerably. I have also been able to attend events such as the Scottish Learning Festival. We have an excellent network of LRs who are very supportive and knowledgeable if you ever need some assistance with a query. We are also very well supported by our LR Co-ordinator, Lesley Walker, and by the staff at EIS HQ in Edinburgh.

From my own experience I can highly recommend taking on the role of EIS Learning Representative. It is interesting, rewarding, satisfying, developmental and very often great fun!

**Rob Mackay**, Aberdeenshire

### Masters Professional Practitioner Award with Masters in Education at SCQF Level 11

For more information or to note interest in this 3-unit award, the first unit of which is fully funded\*, please contact Lauren Steel: [scotlandprogrammes@cityandguilds.com](mailto:scotlandprogrammes@cityandguilds.com) by the end of February 2018.

\*subject to availability

### Become a Learning Rep

The EIS offers training and ongoing support for this valued role. For an information pack and application form, please contact Lesley Walker ([lwalker@eis.org.uk](mailto:lwalker@eis.org.uk)) or visit [www.eis.org.uk/Become-Active/LearningReps-Intro](http://www.eis.org.uk/Become-Active/LearningReps-Intro)



## Conversation Piece: Pasi Sahlberg

While visiting Scotland as one of the Scottish Government's International Council of Education Advisers, Pasi Sahlberg, Finnish educationalist and leading voice on progressive, equitable education, spoke to Assistant Secretary Andrea Bradley about how he sees Scottish education and the current drive for excellence and equity.



### Andrea Bradley (AB):

Firstly, Pasi, what are your observations of Scottish education? How do you see the landscape currently, from your careful analysis of it as a member of the International Council of Education Advisers?

### Pasi Sahlberg (PS):

Normally we look at the positive things - strengths and then some challenges and I think the strengths are very obvious here. This is a system that is fairly well organised compared to most of the countries. In terms of how the system is organised, it is a clear system although there are some issues between the role of local governments and central government. That's everywhere - same thing.

The other strength I think is that the Curriculum for Excellence and the related documents provide a very clear framework. You may have different views about whether the emphasis is in the right place but, nevertheless, compared to many other countries we do have a framework for curriculum, for improvement, for quality assurance...You know - it's a well organised system for teaching and how to improve schools.

The other one I think that stands out in terms of Scotland compared to many others is that there is a fairly good understanding of where the challenges in the system are. Scotland has gone through OECD reviews and has a strong national research and evaluation base of its own, so I would say that there is better understanding in this country of where the issues are and what needs to be improved than in many other places that I know.

And obviously the value the people place on education, whether they are young people or families and communities, is remarkably high. Teachers are probably more respected and appreciated here than in many other places.

So there are many strengths and positive things but then of course if you look at the challenges, one of the big challenges that I see as a Finnish educator here, is this relatively big proportion of families and young people living in poverty or close to poverty - in other words, living in conditions where learning in schools and overall growth and development are at risk.

I think I'm also concerned, actually quite concerned, about the declining situation of children's health here. That, again, is something that Scottish experts are very clear about. Whether it's the obesity or mental health issues or some others, we know that is a thing.

Then I think when I look at the Scottish case from the political point of view, I see probably more political concern here to improve OECD PISA results than necessary, and I see that as a problem, or at least an obstacle, because it often deviates the attention that people should be giving to the issues that I mentioned earlier: children's wellbeing, health and equity in education. It focuses attention on the fact that you need to improve your PISA scores and that is something that is a challenge and something that, for example, in Finland we would never do. We'd never in this type of conversation nationally, never, in the Parliament or anywhere else, say that we have to do some things to improve PISA or other test results and that's something that I would like to see to be different in Scotland.

**AB:** Why is that? Why wouldn't that happen in Finland?

**PS:** Now I think that's the whole issue of how education has a bit of a different role in our society than is seen in Scotland. Often people say that it's the same but everybody in Finland sees education much more as a common public good that is there to build the nation and enhance the wellbeing, safety and happiness of all the people. I see that here in Scotland it's perhaps like English heritage, of seeing education as more of a private good for individuals to find a good school and then go to university and build their life from that. We don't think like that. We think that education has to serve primarily a public good.

And the other thing that is very different here in Scotland, I think, both in policy and practice, if I look at the curriculum or some of the issues that we have been talking about here, or the future development of ideas in education, I hear much more here about numeracy and literacy and improving them, and again, in Finland you would probably not hear that much because we're more concerned about the balanced development of the whole child and making sure that the whole child is central to the attention of education.

We also think that - and I've not seen it that much here in Scotland - that you can actually enhance literacy and numeracy in school by doing other things than just teaching more and more reading and mathematics, or teaching more effectively, because we think that the issue is not always the quality of, you know, in teaching literacy or mathematics, it can be the lack of engagement and real motivation of children overall in schooling and if we can

enhance that... In other words, if we can have kids coming to school feeling that there's something interesting going on, or that they have a voice, then they will learn better... and more...everything.

**AB:** So, capture their imaginations and let them enjoy what they're doing, and the learning happens not by accident or happenstance, because, of course, you design it that way, but the kids learn with less travail?

**PS:** Exactly. If you look at how Finnish schools, authorities and politicians are reacting to the fact that the whole world is stoking the fire that during the last

in the world like we have now, teenagers don't co-operate anymore in the same way as they used to unless they really feel there's something that (they) can influence. And I think that that's the basis of the democratic education, that young people must have a voice regarding what happens in their lives.

**AB:** You know that the dual ambitions of the Scottish Government at the moment are to improve education so that there is greater and more consistent experience of it being excellent, and also more equitable. How would you define excellence in education? What do you think that looks like?

**PS:** You know, if I could give my personal advice that would be independent from the others on the panel, definitely my advice would be to focus more on equity and wellbeing, and make sure that all these additional Pupil Equity Funds and others, are spent and targeted in a way that will make a difference for those who need it most. I think equity is the biggest challenge here and, as I said, my assumption would be that as equity is enhanced and the Scottish system becomes more inclusive, it will also improve the quality of learning outcomes overall. But I am not sure yet, from what I've seen here, that there is a comprehensive enough understanding, particularly at the operational level, of what it takes to enhance equity.

So I would be much more concerned about building more equity in the system, making sure that the funding goes in a way that not only helps schools that have equity challenges or inequality or injustice challenges, to spend more resources on those children, but those resources should be spent collectively because these equity challenges are very complex and complicated things. Doing those actions collectively or cooperatively with some other schools, like, for example, through Regional Collaboratives, would be good.

I would probably intensify my efforts over the level of the policy and definitely in the implementation of children's health and wellbeing. I would try to bring play, particularly outdoor play, more into the frontline of the policies everywhere. It is happening as we speak - Inspiring Scotland is doing excellent work in this. And we know from research and practice that play, children's play, has been a critically important influence both in health and wellbeing, and thereby, in learning. I would use the same logic here.

**AB:** So would you see that as being a priority, then, for children throughout the system, children and young people of all ages, or are you talking about early learners exclusively?

**PS:** Everything is more important in the early years - health and wellbeing and equity - all these things. Of course, if you have to prioritise, I would put emphasis on early years- primary school and early childhood education. But play is something that I would definitely like to see in the whole system and beyond.

**“when I look at the Scottish case from the political point of view, I see probably more political concern here to improve OECD PISA results than necessary”**



two PISAs that Finnish results have been declining in mathematics and particularly in reading, like many other countries, like Scotland. And how Scotland is reacting to that - more literacy and numeracy focus, focus more on 'core subjects'.

But what Finland is doing is exactly the opposite. We're trying to do away with this kind of subject-based teaching. We invest more in Arts, Music, play and student activity - those things - because we believe that the problem of declining numeracy and literacy performance in school is not necessarily that there is not enough teaching or that the quality of teaching reading and mathematics is not good enough. We understand that the core of the problem is somewhere else and it's that the kids come to school overall and they feel that this is not the place for me. Or they feel that I don't have a voice here - that this is all done by adults - and

**PS:** That's a good question. You could ask the same question about equity as well. We need to be clear about what we mean by 'excellence and equity'. Myself, I have learnt to speak about 'systems excellence' that includes equity as well. If I could change something in the current Scottish policy structure, I would actually call it 'curriculum for equity' because I believe that excellence comes through equity. You cannot have excellence at the level of the system unless it's inclusive, it includes everybody, and therefore that would be one thing. Excellence for me here would, as I said, it would require that the system is equal and fair and equitable for all.

**AB:** You've given a very clear outline of what you see as being the strengths and some of the development needs within the system. What do you think needs to happen next in Scotland? What would you prioritise as next steps?

We should not think that play ends at a certain age. We should have more playful cultures in schools, including teachers. Schools should be more playful places because I mentioned earlier the importance of health and happiness and wellbeing - those things, but play also brings changes to school culture, towards using your creative imagination... You know, trying things, exploring together, learning from failures, those things that I think are not, at least at the level of the formal policy discourse emphasised enough - how important it is to encourage teachers and children and principals in schools to try things in new ways and even if they fail that they can take it back and say, "OK, so what did you learn from this?" I think that this is not valued enough in the school culture in Scotland. It has to become something like that if we want to see children coming out of school with open minds for possibilities. So, I would rather see a holistic approach to schooling than narrowly standardised.

**AB:** How do you think we would begin to shift mindsets in that direction? How would that happen? How would that cultural change be sparked?

**PS:** More playful?

**AB:** Yes and risk-taking and experimenting.

**PS:** You have a great question and there is probably no better way than showcasing this through the top-level leadership. You have a wonderful minister here whose mind is built in that way. You know, the way he leads, and his colleagues from the Department of Education and others, should showcase that more. I don't think that you can have a more playful, risk taking, creative, innovative system of education unless it goes through all the layers and all the levels.

So, the best way to do this is a little bit the same way as we have done in Finland. You know, we've built this kind of a playful, creative, experimental approach into the entire system. Our ministers, not all of them, but many of them, they live and work in the same type of way, with the same type of culture and try to cultivate those same values that then many schools and districts and municipalities adopt.

So this type of culture, you cannot mandate. You cannot issue a law... or you can do that but it doesn't work in reality.

You have to communicate it and do it yourself. For example, what I said to the Deputy First Minister, "You know, one of the good things that you could do is just begin to speak to the teachers and schools ...when you go around and encourage them to come to you with the stories that include all mistakes or failures that they have experienced when trying something new... in a way that they would come to you and say, 'Listen, we had this wonderful idea, we worked hard on it but it didn't work, but you know what? We went back and this is what we learned from this and now we're trying again to do it in a better way.'" Because this is the only way that you can have that type of habit of mind and values.

I said that we should not experiment with Scottish children ...but you have to tolerate that the schools and principals can experiment ideas based on a professional wisdom. We should not expect that schools and teachers will get all these new things right at once. Teachers need to have time to try and test and prove and experiment things before they get this thing right - that's the kind of culture that's needed in schools now.



**AB:** So lastly, do you have any recommendations as to the role of the EIS, as Scotland's biggest teacher trade union and professional association, in supporting the system to achieve the dual ambitions of equity and excellence?

**PS:** As you said yourself, the best thing that the teacher unions can do anywhere is remain in professional and constructive dialogue and collaboration with everybody

else. And of course, there are things that are closer to the interests of the EIS than others and you have to defend those things. For example, these new standardised assessments, at least I have been told that they are not a national form of control, they are there mostly for the schools and teachers to use for improving things, and this all requires more time for individual teachers to think about what they do...you know, plan their work, use this data and evidence.

But these reforms, also, in order to be successful, particularly the equity part, require more time that teachers can have in schools collectively and that's of course a natural role for the teacher associations - to educate the policy-makers and others and the politicians overall, to understand that to run a successful school, or to be successful in school reform, requires that teachers have more time than they have had until now to work together.

Also, that the EIS is doing what you probably do already - that you help policymakers, politicians, communities, parents, and others to understand what we know about these things, not only here in Scotland but globally. You know, what the evidence says and how we learn from the OECD's and your own statistics about how teachers' work today is very different from it was twenty years ago. And that the success and the future of Scottish education very much depends, not only on the quality of the policies and reforms at the upper level, but on the implementation and the time and the resources that schools have to make sense of and implement them.

Interested in learning more? Pasi Sahlberg is the main keynote speaker at the EIS Education Conference taking place on Saturday 28th April at the University of Strathclyde Technology and Innovation Centre. Registration opens this month. For further details in the meantime, contact [Imeechan@eis.org.uk](mailto:Imeechan@eis.org.uk).

You can also read the full transcript of Pasi's interview at [www.eis.org.uk](http://www.eis.org.uk)



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## Lecturers Vote Overwhelmingly To Ratify New Terms & Conditions

EIS-FELA members have voted overwhelmingly to ratify the terms of the May 2017 and November 2017 NJNC (National Joint Negotiating Committee) Agreements on core terms and conditions of service for college lecturers.

The EIS-FELA Executive agreed in December to ballot its members with a recommendation that they should vote in favour of ratification. The ballot, which closed on 29th January, saw 96% of members who voted supporting the recommendation of the Executive.

Commenting, EIS General Secretary Larry Flanagan said, "These NJNC Agreements reflect the positive outcomes which can be achieved for the sector through meaningful negotiation. They represent the first national agreement on lecturers' core terms and conditions since the early 1990s and will bring about significant improvements for the sector, protecting

preparation time and ensuring that our members can continue to deliver high quality learning experiences for the students in Scotland's colleges."

He added, "The 2016 NJNC Agreement previously delivered consensus on the need for salary harmonisation across the college sector in order to correct decades of pay divergence, and this decisive vote in favour of ratification brings us a step closer to also delivering a shared set of national terms and conditions in FE colleges across Scotland. While agreement has now been reached on both national salary scales and core terms and conditions, no new cost of living pay increase has yet been agreed for this year. The EIS will continue to pursue this on behalf of its members, in order to reflect the rising cost of living and increases in inflation that have been evident since the March 2016 Agreement was struck."

## Victory For EIS in Tribunal Against City of Glasgow College

The EIS welcomed the ruling by an Employment Tribunal that City of Glasgow College acted unlawfully in failing to consolidate a £100 pay award for the year 2015/16 for lecturers employed by the college. The EIS has been supporting its members through the Employment Tribunal process, and welcomes the ruling in the first test case which found that £100 in pay, associated with the March 2016 National Joint Negotiating Committee (NJNC) Agreement, had been unlawfully deducted by the college.

Commenting, EIS General Secretary Larry Flanagan said, "The ruling in this test case, brought by the EIS in the name our

member Jim O'Donovan, sets a very important precedent and will have implications for other lecturers employed by the college and for lecturing staff in other colleges covered by the 2016 NJNC agreement on national pay and conditions."

Mr Flanagan continued, "The Employment Tribunal ruling confirms the EIS view that this £100 payment was an integral part of the binding 2016 national agreement and formed part of the 2015/16 pay award. The EIS is writing to all colleges covered by the agreement to advise them of the ruling, and to ask them to ensure that they

### Workload Campaign

To support the EIS-ULA Workload Campaign, a Workload Calculator is in development which members will be able to access via the EIS website [www.eis.org.uk](http://www.eis.org.uk)

Look out for more details in your establishment, and record your hours as evidence to support the Workload Campaign.



have implemented the March 2016 NJNC Agreement correctly."

Mr Flanagan added, "As was acknowledged in the Employment Tribunal, the guidance on the implementation of the agreement issued by Colleges Scotland had no legal status and, therefore, any college that failed to pay lecturers this particular £100 payment as part of the 2015/16 pay award had no legal grounds for doing so. This test-case ruling is very welcome, and should now lead to all colleges that have not already done so, to implementing all aspects of the 2016 NJNC Agreement correctly, including the £100 payment."



## 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.

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Email: [info@up-yonder.co.uk](mailto:info@up-yonder.co.uk)

### 'MURDER ON THE MULL OF KINTYRE'

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## SEJ ONLINE

As well as being printed and posted to members' home addresses, the SEJ is also published online at [www.eis.org.uk](http://www.eis.org.uk)

Members have the option to opt out of receiving a printed copy of the SEJ if they wish. In order to opt out, follow the online instructions at

[www.eis.org.uk/news/opt-out.htm](http://www.eis.org.uk/news/opt-out.htm)

## Sudoku

### Medium

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

### Hard

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



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## THE GREAT EIS END OF YEAR QUIZ 2017 ANSWERS



**WINNER**  
Frances Millar from Angus



### Section 1 2017 - Were you paying attention?

1. Sean Spicer
2. Moonlight
3. The Nintendo Switch
4. Shirley Ballas
5. The Nokia 3310
6. Sam Querrey
7. Toys/UK's favourite toys
8. Serena Williams
9. Dr Stephen Hawking
10. Peru

### Section 3 Food and Drink

1. The Loire
2. Haagen-Daz Ice Cream
3. Tuscany
4. Earl Grey (1830 to 1834)
5. Pink and yellow
6. KFC
7. Mushrooms
8. A lion
9. Shallots and tarragon (accept chervil).
10. Sprite

### Section 4 The Lyrics Round

1. Bruce Springsteen "Born to Run"
2. Dolly Parton "9 to 5"
3. Robbie William "Strong"
4. Mike and the Mechanics "The Living Years"
5. Katy Perry "Firework"
6. Billy Joel "The Longest Time"
7. Take That "Shine"
8. Phil Collins "Against All Odds"
9. Adele "Skyfall"
10. Lionel Richie "Hello"

### Section 2 Beside the seaside, beside the sea

1. The Black Sea
2. Queen
3. War Admiral
4. Ernest Hemingway
5. Nautilus
6. Claude Debussy
7. Stockholm
8. John Masefield
9. Dad's Army
10. The Narrow Sea

### Section 5 And finally...

1. The Matterhorn
2. Tagus
3. Calculus
4. Seattle
5. Clarice Cliff
6. Green
7. Tokyo 304 stars
8. Jane Austen
9. 18:30
10. 167





# #EIS in Tweets Keep up to date with news @EISUnion

**EIS** @EISUnion

Teaching union 'prepared for industrial action' over pay [bbc.co.uk/news/uk-scotland...](http://bbc.co.uk/news/uk-scotland) @BBCScotlandNews #EISintheNews



Teachers 'prepared for industrial action'  
The EIS union wants teacher pay restored to 'pre-austerity levels' at talks later this month. [bbc.co.uk](http://bbc.co.uk)

1:02 am · 3 Jan 2018 from Paisley, Scotland

**Mark Priestley** @MarkPriestley

Too many generals and not enough sergeants in teaching profession



Too many generals and not enough sergeants in teaching profession  
It is disappointing to read that teachers, in what should be their professional prime at aged 43 plus, are now often seen to be literally hanging up...

1:13 am · 16 Jan 2018

**JTCR** @JTCR

Learning about leadership styles at #EISLead18 @EISUnion



1:28 am · 19 Jan 2018

**Tommy B SUL** @TommyB SUL

Best of luck to the learners attending the @EISUnion Leadership programme this weekend - the Burns supper this evening was addressed by @ScottishTUC President @NerSatnam with the reply from @N1colaHay @SRTSCotland



2:54 pm · 19 Jan 2018

**Tom Britton** @tombritton745

Proud to be an @EISUnion candidate for the GTCS elections. It is fundamental that we ensure that GTCS is protected and preserved. The removal of the GTCS will weaken our professionalism. Please consider voting for all EIS candidates. [eis.org.uk/GTCS\\_council/2...](http://eis.org.uk/GTCS_council/2...)

3:00 am · 18 Jan 2018

**JTCR** @JTCR

Great weekend of training @EISUnion at the #EISLead18 course. #Lead #Act #Inspire



EIS Leadership Development Residential Weekend:  
**Working Together, Leading Together**

11:40 am · 20 Jan 2018

**Megan** @MeganMCC

The @EISUnion voice on each of these committees/boards is a teacher's voice not an EIS official. #EISLead18 #memberledunion



**Contexts (1)**

**National**

- SNCT
- SEC / Curriculum Board / Teaching Board
- GTCS
- ADES
- Political parties / Scottish Parliament
- SPTC / NPF
- SQA
- Education Scotland

1:08 am · 22 Jan 2018

**Edinburgh EIS** @EdinburghEIS

TUC training for reps at EIS HQ today, deep in discussion! @EISUnion



2:55 am · 24 Jan 2018

**EIS** @EISUnion

You are all in for a treat on international women's day #eisbigsing #iwd18



3:04 PM · 27 Jan 2018

**EIS** @EISUnion

EIS women showing their support for the 10% 2018 pay claim #eisvalueteachers #valueteachersvalueeducation



4:01 am · 27 Jan 2018

**Dumfries And Galloway EIS Local Association** @Edwyle

Productive LA Exec meeting today! #10for10 #ValueEducationValueTeachers @EISUnion



9:42 am · 30 Jan 2018

**Miss Beattie** @missbeattie1


Our branch is ready to campaign for the 2018/19 pay claim! #10for10 #teachersforteacher #eis @susanquinn1 @EISGlasgow @EISUnion [eis.org.uk/Value-Educatio...](http://eis.org.uk/Value-Educatio...)



10:12 am · 30 Jan 2018







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