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Each For Equal **Page 24**



**Workload
Survey**

Focus on School Empowerment
page 10

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Members' Views Highlight Scale of Workload Challenge

The recent national EIS members' survey, carried out to provide information to aid the EIS workload campaign, has provided a wealth of data on a wide range of issues facing Scotland's teachers.

As we report in this SEJ, analysis of the data is now underway and will be published in the weeks ahead. The initial evidence suggests that the scale of the workload challenge facing Scotland's teachers, and Scottish education, continues to be enormous.

The Scottish Government has promoted the 'Empowering Schools' agenda as a means of controlling teacher workload. However, the EIS survey indicates that a large number of teachers have not heard of the 'Empowering Schools' agenda, let alone actually engaged with it.

The EIS, while clearly supportive of the principle of empowering teachers to take control of their own workload, believes that much more needs to be done to reduce the crippling workload burden on Scotland's teachers.

It is for that reason that the EIS launched the 20/20 element of its workload campaign – calling for a class size maximum of 20 pupils, and a maximum class time commitment of 20 hours per week for teachers. This element of the campaign will be pursued through the formal negotiating processes of the Scottish Negotiating Committee for Teachers, as we highlight in the Council News in this edition.

Celebrating International Women's Day – and Women's EIS activism

The EIS marked International Women's Day with a range of activities, including a joint event, organised by Glasgow EIS and Glasgow Council, for girls from across the city. The EIS also released a preview clip of a video project which is currently being produced, which focuses on the history of women as activists within the union. The full video is set to be completed in time for a premiere showing at the EIS AGM in June.

Although teaching is a predominantly female profession, and the majority of EIS members are women, it is a shameful truth that women were under-represented within the Institute's structures for many years in the past. Even today, women are statistically under-represented in parts of our education system – particularly in some promoted posts.

While much progress has been made towards gender equality, both within the EIS and in the wider education community, some glass ceilings clearly have yet to be smashed.

Coronavirus and Education

The growing threat of the Coronavirus, also known as COVID-19, continues to be a major worry for all parts of society, including our education system.

The declaration of a global pandemic by the World Health Organisation has highlighted the very real threat posed by this virus, particularly to older people and to those with underlying health conditions.

As the country has moved from the contain phase to the delay phase of the governments' strategy aimed at reducing the threat of the virus, the implications for education have become clearer. While neither the Scottish nor UK Governments have yet decided to order mass closures of educational establishments, there is a growing feeling that closures will become inevitable for the safety of students, staff and the wider community.

Schools have already been told to cancel any planned foreign trips for the foreseeable future, while government advice is that any 'large scale' gatherings should also be avoided.

The EIS is continuing to actively monitor this developing situation, and is in regular discussion with local and national government, and with other relevant bodies, to seek to mitigate the risk posed by the virus. Regular updates and advice will be provided to EIS Reps, and will be published online for members.

Contents

4. EIS Council News
6. News
8. Member Survey Focus
10. 20/20 Moves Forward
12. EIS-ULA Standing Strong
14. International Women's Day
16. Professional Learning Conference
19. Promoting Teacher Leadership
20. CfE Review
21. Sale of EIS Financial Services
22. Colombia Peace Monitoring
24. Pensions Progress
26. EIS Contacts
27. Socratic Seminars and the Paideia model
28. Forum / TURA
29. Quiz / Box Adverts / Sudoku
30. Crossword

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Pensions Progress

Page 24



INITIAL SURVEY RESULTS BOOST EIS WORKLOAD CAMPAIGNING

The March meeting of EIS Council heard the outline results of the recent EIS national members' survey in support of the EIS Workload Campaign.

General Secretary Larry Flanagan presented the initial results to Council, and commended the extremely impressive participation rate, with over 17,000 members completing the survey. Mr Flanagan highlighted that this level of engagement surpassed even the survey undertaken as part of the EIS pay campaign two years ago, making

the Workload survey the largest measure of teacher opinion in Scotland for many years.

Mr Flanagan told Council that the results of the survey would now undergo in-depth analysis, and a series of briefings will be prepared to highlight key information in support of the workload campaign. In addition to producing a national report and briefings, local associations will also have access to regional-level data to support them in local negotiating and campaigning on workload issues.

See focus on pp8-9 of this SEJ for more on the initial results of the EIS member survey.

Mr Flanagan also advised Council of the re-launch of the EIS workload calculator, as a tool to support members in keeping track of their own workload demands. School-level data would also be available to Reps, said Mr Flanagan, providing valuable information for Working Time Agreement discussions.

New EIS President and Vice-President Elected

The identities of the next EIS President and Vice-President have been confirmed, following the completion of the election process.



The new President elect is **Carole Thorpe**, a primary teacher from Aberdeen. Ms Thorpe has been active in the EIS for over 20 years, including a term as President of Aberdeen local association. Ms Thorpe has served on EIS Council for over 10 years and served as a member of the Equality Committee for several years. Ms Thorpe served as EIS Vice-President in 2019-2020, and has been elected unopposed as EIS President for 2020-2021.



The new Vice-President elect is **Heather Hughes**, a secondary sciences teacher and the current Secretary of West Lothian EIS local association. Ms Hughes has been an EIS member for over 30 years, and is a long-time activist at local and national level. Ms Hughes is a current member of EIS Executive and Council, and also serves on the Employment Relations and Salaries Committees. Ms Hughes was elected unopposed as Vice-President.

Both Ms Thorpe and Ms Hughes will formally assume their new roles at the EIS AGM in June, when current President Bill Ramsay will move into the post of Ex-President.

Executive

President elect Carole Thorpe provided a staffing update, welcoming recent Officer appointees Deborah Shepherd and Selma Augestad to their new posts (see p7 for more information). Ms Thorpe also presented the Institute's accounts for 2018-2019, which were then approved by Council.

The President elect then updated Council on an Executive proposal to extend EIS membership to graduate Early Years Practitioners, which followed on from a previous Council decision to approve, in principle, to offer membership to graduate Early Years Practitioners (with BA Childhood Practice degrees) as Associated Professionals. An amendment to the EIS constitution to facilitate this will now go to the EIS AGM in June.

Education



Susan Quinn, Education Convener, told Council that the Committee had shared members' concerns over ASL implementation with Angela Morgan, Chair of the ASL Review, at its most recent meeting. This included detailed written comments which had been collated via the EIS ASN Network.

Ms Quinn also told Council that the EIS had, at the recent meeting of the Curriculum and Assessment Board (CAB), continued to emphasise the need for qualified teachers in the Early Years in the context of continuing ELC expansion. The EIS also raised its concerns over the expansion of the CfE Senior Phase review to a review covering all aspects of CfE, said Ms Quinn.

Equality

Vice-Convener James McIntyre told Council that the Committee had received a presentation from Pinar Aksu and Rose Filippi from the Maryhill Integration Network (MIN) at its recent meeting. The presentation focused on an inclusion project based around a storybook telling the story of refugee children arriving in Scotland, and Committee members believed that this fits in well with current EIS work – including the recently published Welcome Packs for migrant and refugee young people. The Committee agreed to offer support to the project to help bring the book, and associated educational materials, to a wider audience.

Mr McIntyre also highlighted that the EIS Welcome Packs, which have been very well received across Scotland, had now been translated into Arabic, Polish and French.

Employment Relations Committee

Convener David Baxter told Council that the Committee had welcomed a donation from Shetland Local Association to the Benevolent Fund, and noted that £1750 had also been donated to the fund from legal fees received in recent settlements achieved on behalf of members.

The Committee also approved 17 Benevolent grants totaling £39,500 at its last meeting. On legal affairs, the Committee had considered 18 cases and was pleased to note that £315,000 had been received in recent settlements on behalf of three members.

Salaries Committee

Convener Des Morris told Council that the Teachers' Panel of the Scottish Negotiating Committee for Teachers (SNCT) had adopted the EIS position of negotiating a decrease in class size maxima and class contact time to 20 pupils and 20 hours, respectively.

This 20/20 position had then been taken forward to the full SNCT. "20/20 is now firmly on the negotiating agenda", said Mr Morris.

On other SNCT matters, Mr Morris told Council that the SNCT had agreed a position regarding Coronavirus / COVID-19 confirming that any teacher who is required to self-isolate would receive full pay for this period, and that this will not be counted against sick pay entitlement.



Moving on to Pensions, Mr Morris updated Council on the latest discussions at the Scottish Teachers' Pension Scheme Advisory Board. See pensions update on pp24-25 of this SEJ.

Motion – Climate Themed learning week

Donny Gluckstein (EIS-FELA) was successful in calling on the EIS to promote the holding of a climate-themed learning week across Scottish education in the run-up to the COP26 summit, to be held in Glasgow in November.

"We have known about climate change for the past 30 years, and Governments frequently sign up to commitments – but not enough has actually changed. They are talking the talk, but not walking the walk."

The Motion, which was seconded by Sonia Kordiak (Edinburgh) was then agreed by Council.



THREAT TO ROLE OF LECTURERS IN COLLEGE EDUCATION

The EIS has raised serious concerns regarding the potential removal of college lecturers from the delivery of vocational education in parts of Scotland. Cost-cutting plans emerging from Forth Valley College would result in the redundancy of over 30 lecturing jobs in the central belt whilst the college is set to introduce instructor-assessor roles.

The EIS-FELA Executive Committee has expressed its concern about these plans and the impact on the educational provision for students at the college. Under the proposals, lecturers who currently provide a valuable service in the delivery of vocational education, such

as hairdressing, care, construction and practical engineering, face the prospect of losing their jobs.

Pam Currie, EIS-FELA President, stated, "These lecturers are skilled not only in their own trades but as professionals who are trained in the planning, delivery and assessment of education to a diverse student population. These plans represent an attack not only on the teaching staff at Forth Valley College but on the quality of the educational provision for learners in the Falkirk and Clackmannanshire communities."

She continued, "The stated remit of instructor-assessor is almost indistinguishable from that of a lecturer but these new posts will be paid well below the standard rate and will be exempt from requirements to undertake

a teaching qualification within two years of starting in post. Crucially, there will be no requirement for postholders to comply with the Professional Standards in place for college lecturers. With increased levels of class contact time, there will be little or no time in the working week for preparation, marking and the array of quality assurance and professional development tasks that lecturers undertake. This will have a disastrous impact on the learning experience and the provision of vocational and skills-based education."

The EIS will work to ensure that members' rights are protected and the high-quality learning experience for all students maintained. We will continue to engage in discussions with Forth Valley College and would urge it to re-consider these damaging proposals.



Coronavirus / COVID-19

The EIS continues to share the latest information and advice on Coronavirus / COVID-19 with Representatives, Branch Secretaries and Local Associations, and the most up-to-date advice can be accessed via www.eis.org.uk

At the time of writing, there has been no directive from the Scottish Government or UK Government regarding the compulsory temporary closure of educational establishments as a means of containing the spread of the virus.

The EIS will continue to monitor the situation, and will issue updates via emails, social media and on the EIS website.

AGM

2020 | Dundee
4-6 June

ANNUAL GENERAL MEETING 2020

OBSERVERS

The EIS Annual General Meeting is scheduled to be held in the Caird Hall, Dundee on 4, 5 and 6 June 2020. Any member wishing to attend as an observer should contact the General Secretary no later than Friday 8 May 2020.

FEIS

The Statutory Meeting of Fellows of the Institute will be held in Committee Room 1 in the Caird Hall at 1.55pm on Thursday 4 June 2020.

New Appointments at EIS HQ



Selma Augestad

Selma joined the EIS on the 17th of February as National Officer, (Equality.) Prior to working at the EIS, Selma was the Organisational Development Coordinator for Scottish Women's Aid, Scotland's leading organisation working towards the prevention of domestic abuse. At that time she was also a trade union rep and a facilitator for an adult learning project exploring social justice issues through art. Before this, Selma's background is in mental health, intersectional feminism and post-conflict research.



Deborah Shepherd

Deborah joined the EIS at the beginning of March, as National Officer (Further & Higher Education). Deborah has been a trade unionist since her first 'real' job in a supermarket at the age of 15. She has been a lay Rep and Executive member with UNISON, and organiser with the TUC and Prospect, an official with the UCU and, most recently, was National Officer for the Scottish Society of Radiographers. Deborah brings extensive experience of casework, negotiating, disputes and industrial action to the post.



Anne Keenan

Anne Keenan has moved into the post of National Officer (Education), following several extremely busy years as the Institute's Further & Higher Education Officer. Anne brings vast experience of Education to her new role, in addition to her highly polished legal skills and experience of casework, negotiations and disputes from her time as F&HE Officer.

Campaign to Protect Instrumental Music

The EIS is calling on politicians from all parties – at local and national level – to work together to protect Instrumental Music provision in Scotland's schools. Music tuition has been under significant threat in many parts of the country in recent years, as cuts to local government funding and education budgets have intensified. With local authorities recently setting their budgets for next year, a number of Councils have indicated further planned cuts to Instrumental Music provision in schools, jeopardising its future entirely.

As a result, the EIS Instrumental Music Network agreed to step up its campaigning work in defence of Instrumental Music provision, in the face of the continuing threat of severe cuts to the service. This is to include the launch of a national petition opposing the cuts and seeking support from parents'

groups through joint actions to protect Instrumental Music provision across Scotland.

Commenting, EIS General Secretary Larry Flanagan said, "The EIS is challenging all of Scotland's politicians, from all parties, to stand up and protect Instrumental Music provision in the country's schools. Both the Scottish Government and the local authority group CoSLA have been shirking their responsibilities in this area for far too long, while deep cuts have been made to this important aspect of young people's education across Scotland. It is now time for the politicians to put party politics aside, and to work together for the good of Scotland's young people and to safeguard Scotland's proud musical heritage."

Mr Flanagan added, "Instrumental Music teaching provides so much

for young people – it develops their talents, provides them with greater self-confidence, develops their ability to work independently and also as part of a team, and can have a positive impact on their emotional wellbeing and on their broader academic achievement. It is vitally important that we protect Instrumental Music for all the benefits that it brings."



Workload Survey



The 2020 School Sector Survey was opened on 24th of January and closed on 20th of February, meaning the survey was open to members for just under 4 weeks.

In total 17,198 responses were gathered, and as the survey was issued to 46,336 members this represents a return rate of 37% from members who were emailed the survey. When using the total number of those covered by the SNCT

as a baseline, this turnout shows more than one in 3 members eligible have completed the survey.

This level of return is almost unprecedented, and easily surpasses the response rate in the last EIS national survey, conducted at the height of the pay campaign. This makes this survey the largest measure of the views of Scottish teachers for many years.

The survey has produced a wealth of data and information on a wide range of issues, including teacher workload,

wellbeing at work, Additional Support for Learning, and the EIS 20/20 campaign. This data is currently being analysed, and will be published in a series of thematic reports and briefings in coming weeks.

The first analysis, on the level of awareness and engagement with the 'School Empowerment' agenda, has recently been completed. Here, we look at some of the key findings ■



School Empowerment

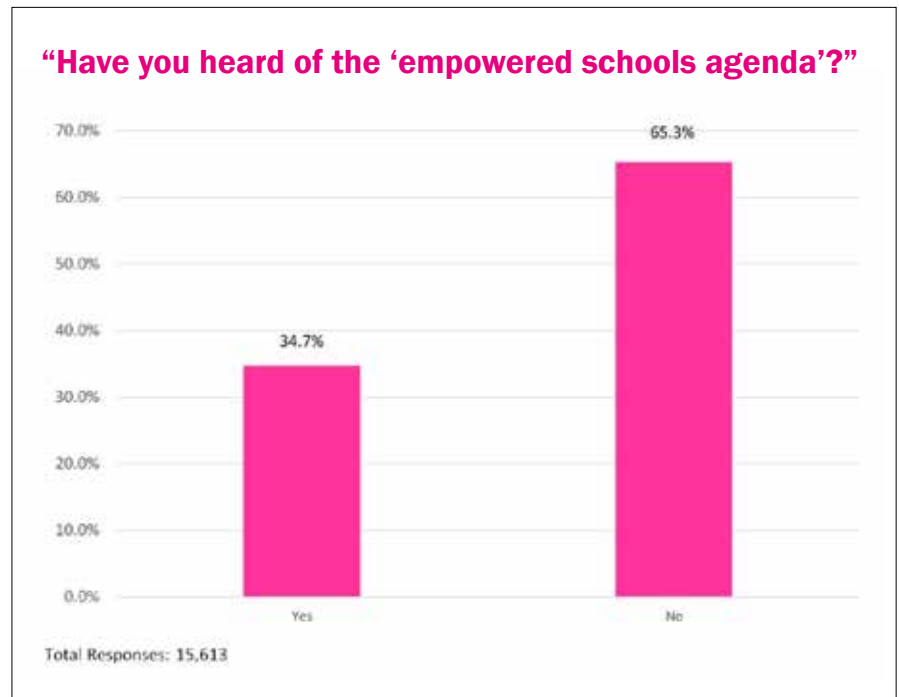
During 2019 and early 2020 the Scottish Government has been running a consultation on the Empowered Schools Agenda. Broadly speaking the empowered schools model seeks to empower the school system through self-evaluation, collaboration and distributive leadership.

In order to better understand the level of understanding and indeed engagement with the school empowerment workstream, the EIS included a few key questions within our school sector survey. When asked if members had heard of the empowered schools agenda, two thirds said that they had not – a stark figure, which indicates how much work is still to be done to empower teachers to take control of workload.

However, the level of awareness seemed to vary considerably across job roles, with over 80% of probationary year teachers saying they had not heard of the empowered schools agenda, compared to almost 90% of Head and Depute Headteachers saying they had.

When broken down by school sector, there is little difference in the levels of awareness.

Of the 35% of members who indicated that they had heard of the empowered schools agenda, over 84% cited the EIS or their school as the source. Around 1 in 5



respondents indicated that they became aware of the empowered school agenda through their local authority, and 1 in 10 stated it was through the General Teaching Council for Scotland (GTCS).

When cross referenced by post there was significant variance across responses. The vast majority of probationary and main grade teachers first heard about the empowerment agenda through the EIS or through their school. However, for Heads and Depute Headteachers the majority heard about the empowered

schools agenda from their local authority or through the GTCS.

Almost 500 respondents suggested that they had found out about the Empowered School agenda from other sources. The media, Education Scotland, the Scottish Government, networking with colleagues, the Times Educational Supplement (TES) and the Scottish Educational Journals (SEJ) were all cited by respondents as the source of their information ■



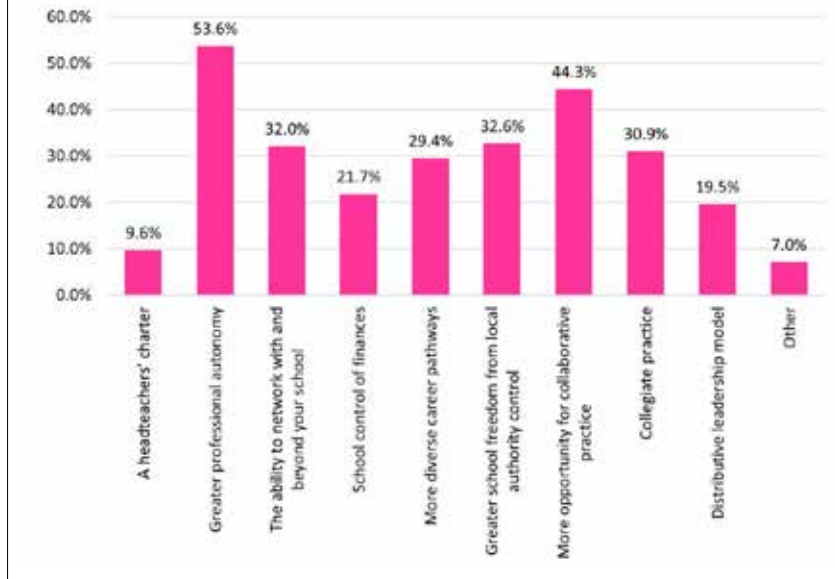
Achieving a Successful Empowered School System

As well as asking members about their levels of awareness of the empowered schools agenda, the EIS was also keen to find out more about what members believed would be important to its success. Within this question members were asked to list the top three things that they believed to be important to achieving a successful empowered school system. More than half of all respondents cited 'greater professional autonomy as being key to successful empowerment, followed closely by 'more opportunity for collaborative practice.' The figure below breaks down member feedback to this question in more detail.

The 'other' responses that members noted included a number of explanatory comments as well as further elements of an empowered school system. There were a number of comments left under this question stating that they did not know what an empowered school system was, and therefore could not make recommendations on what it should look like. Member comments included:

- "I am so hacked off with my own workload I care about little else."
- "Positive school ethos for pupils and teachers."
- "More teachers and assistants to allow for flexible supports and meeting with parents."

"Which 3 things do you think would be most critical to a successful empowered school system?"



- "A fair workload so all teachers can contribute. Not all teachers have an equal voice."
- "More support. The budget cuts are making teaching increasingly difficult to meet the needs of all the children. This is soul destroying!"
- "Fewer paperwork exercises for the sake of a tick box and more streamlined planning."
- "Bring back Chartered Teacher - opportunities to progress without leaving the classroom should never have been taken away. Better pay scales for support for learning workers."
- "Fewer initiatives and less pressure to change at all levels. We have had continual change year on year since CFE was introduced which has been consistently amended by SQA."
- "Greater school freedom from the pressures applied by media reports/ government on national 5 attainment in 4th year and higher attainment in 5th year."

Conclusions

Whilst some members have highlighted the positive changes that they have noticed over the past 12 months, the vast majority of respondents said they were not aware of the empowering schools agenda. With the formal adoption of the empowerment workstreams to take place in August 2020, there is considerable work to be done to ensure that teachers across Scotland are prepared and have a good understanding of what good practice would look like.

Even though many members cited a lack of understanding of the empowerment agenda, teachers are clear about the changes that are needed to ensure they are working in an empowered system. Greater professional autonomy, more opportunities for collaborative practice and embedding collegiate practice into the school system are key priorities in order to empower our members, and all working within Scottish education.

TIME TO TACKLE WORKLOAD

Coming next

Analysis and reports on other issues covered in the National EIS members' survey – including teacher workload, wellbeing at work, Additional Support for Learning, and the EIS 20/20 campaign – will be published in the near future, followed by a complete report bringing together all of the survey's key findings. These will be available via www.eis.org.uk and will be publicised via social media.

TIME TO TACKLE WORKLOAD

20/20 Moves Forward at SNCT

The EIS 20/20 campaign took a significant step forward at the February SNCT meeting, when Des Morris (Teachers' Side Joint Chair and EIS Salaries Committee Convener) submitted the Teachers' Side's negotiating aim of a reduction in both class sizes and class contact.

Our 20/20 objective is underpinned by the EIS founding mission - the promotion of sound learning, and the benefits for both learning and teaching, which EIS members understand, were made clear. 20/20 would do more to raise standards and reduce the poverty related attainment gap than any amount of PEF funding.

A reduction in excessive teacher workload is essential to improving educational outcomes for Scotland's learners and reducing class size maxima and teaching hours maxima are critical to making a tangible difference to workload.

Excessive workload undermines both the learner's experience and the teacher's health and wellbeing. Teachers want the best for their students but that is difficult to deliver in a system where unrelenting workload oppression saps teacher energy and morale.

Value Education Value Teachers means that teachers deserve recognition not only through pay but also through the conditions of service we work under.

In submitting our claim, the Teachers' Side referenced OECD research that places Scottish Teachers as having the 5th highest class contact time in the world. That is a disgraceful situation for Scotland to be in and the EIS position is that this needs to change.

Research has linked large class sizes to increasing levels of teacher burn-out, so if the arguments around improving attainment are insufficient, the need to address a developing crisis in teacher retention should focus the minds of politicians.

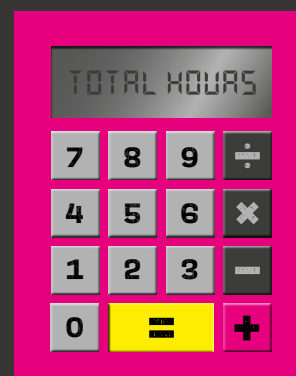
Our recent survey highlighted that excessive workload remains the single biggest source of discontent and dissatisfaction amongst members. We need to tackle the root causes of workload and the time for doing this is now.

Negotiations at the SNCT will be progressed but negotiation alone will not bring success. We witnessed the influence and power of an EIS campaign for a fair pay rise - the same energy and commitment will be required to achieve our 20/20 goals. To bring a real reduction in excessive workload, all our members need to rise to the campaign challenge.

Time to Really Tackle Workload

School Working Time Agreements & EIS Workload Calculator

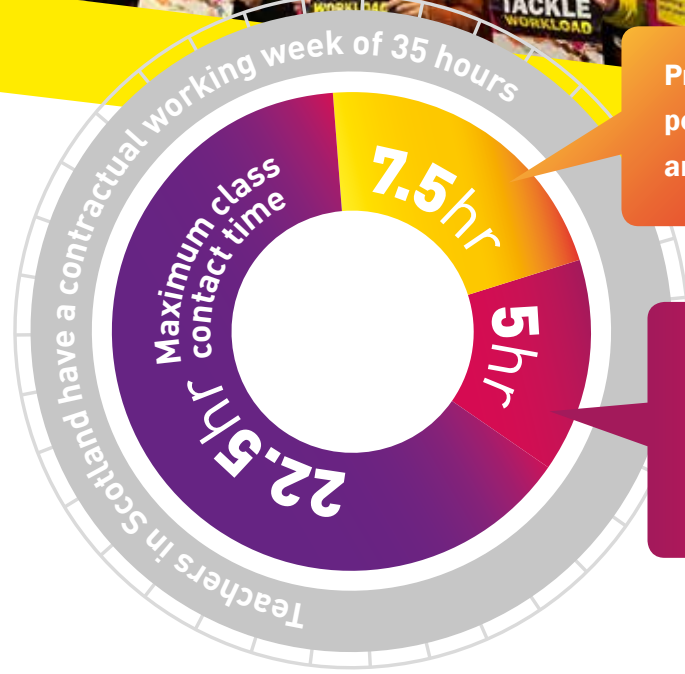
The EIS recently launched a revised online workload calculator, to be used by branches to support school Working Time Agreement (WTA) negotiations. Although the 2-week focus on use of the calculator for this purpose has now been postponed, the Calculator continues to be a useful tool to support members in tracking their own workload demands. The calculator is simple to use and can be accessed via the members' section of the EIS website: www.eis.org.uk





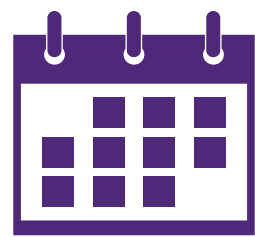
EIS reps at a training day in West Dunbartonshire with Dee Matthew, Stuart Brown, Mick Dolan and Jim Halfpenny providing training on school empowerment, reducing workload, dealing with violent and aggressive behaviour, effective use of the additional in-service days, and updates on local policies of special leave, employee health and well-being and Working Time Agreements.

Reps are now ready to return to school to engage in constructive discussions to take these issues forward for members.



Protected time for personal planning and preparation.

Each week, the remaining 5 hours is set aside for collegiate work.



I've heard that every WTA also has a calendar, why?

So that you know the dates and times of all WTA events for the school session. It must be agreed at the same time as the allocation of the 195 hours.

The calendar allows teachers and managers to plan workload demands and avoid pressure points such as parent meetings and report deadlines clashing with other school meetings.

If you only remember one thing about WTAs...

The WTA is a tool for all grades of school teaching staff to manage workload and achieve the contractual 35 hour week. Never have more than one event per week on a school WTA calendar.

Want to find out more?

Contact your Local Association for information and details of any forthcoming EIS WTA training.



What is a WTA?

The WTA is a collective agreement reached at school level between the trade union(s) and the Headteacher.

Once negotiations are completed, the WTA is signed off as agreed by the Rep and Headteacher. The agreement is then binding on all staff.

I'm really busy...why should I be interested in this?

WTAs cover how much of your time over and above class teaching and preparation is spent on activities such as:

- parents' meetings
- reporting
- staff meetings
- additional time for planning preparation and correction
- formal assessment
- PRD
- TU meetings
- additional supervised pupil activity
- and flexibility.

Where does the time for all this come from?

Teachers in Scotland have a contractual working week of 35 hours. Maximum class contact time is currently 22.5 hours.

7.5 hours are protected time for personal planning and preparation.

Each week, the remaining 5 hours is set aside for collegiate work - over 39 weeks of school term, this totals 195 hours.

Annually, each local authority school in Scotland decides how best to use the 195 hours, taking account of school improvement plan priorities.

So, who does the negotiating?

Your school should have a staff representative group. The teachers' side is usually led by the Representative from the trade union with the most members in your establishment.

The management side is led by the Headteacher and up to two more members of management staff.



Five Days of Action and Standing Strong!

With five days of solid strike action, EIS-ULA members at ENU, UWS, Aberdeen and Strathclyde Universities and the Glasgow School of Art have sent a clear message to UCEA and the employers it represents that University lecturers are no longer willing to tolerate the years of real terms pay decline. Despite the wintry conditions, members have turned out to ensure that picket lines have been strong across the country.

And this action is making a difference! On Tuesday, 25th February, Tom Keegan, the EIS-ULA President, addressed a UCU rally that had a strong ULA contingent at the Scottish Parliament. Tom, as part of a joint EIS ULA-UCU delegation with EIS

Assistant Secretary David Belsey, then met with Richard Lochhead, (Minister for FE & HE) to share members' concerns.

The delegation highlighted the intransigence of the Management Side and its refusal to attempt to resolve this dispute or even to engage meaningfully with the Trade Union Side – a clear breach of the underlying principles of the Scottish Fair Work Framework. The Minister was urged to exert his influence on the Scottish Universities in a bid to encourage the Management Side back to negotiations to resolve this dispute.

Although five EIS-ULA branches secured a mandate to take industrial action, the solidarity of the union has been evident

through the donations to the Voluntary Solidarity Levy and the messages of support from those who have been prevented from taking action by the Trade Union Act.

This level of support has also been echoed by our sister trade unions across Scotland. Larry Flanagan, our General Secretary, has highlighted our action at the recent TUC General Council meeting and has had informal discussions with UCU General Secretary, Joe O'Grady throughout the strike period.

As we re-group and consider next steps, it is essential that ULA members maintain their resolve and their unity ■

Remember – **#DifferencelsStriking!**



Joint UCU-EIS delegation meeting Richard Lochhead, Scottish Government Minister for FE & HE, including **Tom Keegan** EIS ULA President and **David Belsey**, Assistant Secretary, to discuss the HE strikes.





**THE DIFFERENCE IS
STRIKING**





Each for Equal

International Women's Day 2020

“I think that International Women’s Day is important because people think that feminism isn’t needed anymore and we live in an equal society, but really only 10% of jobs in engineering and science are occupied by woman and we’re still much more typically to be victims of sexual harassment and there’s so many other problems. But really, we are equal, so we need a day to celebrate who we are and our sex and why we’re equal.”

These are the words of 11-year-old Erin at a recent International Women’s Day event organised by the EIS Glasgow Local Association and Glasgow City Council. This is the third year the event, held in Glasgow City Chambers, has been organised. The morning event was

attended by around 70 secondary school girls. Guest speaker, Catriona Stewart, who is a Columnist and Reporter for the Herald and Evening Times delivered a presentation where she talked about succeeding in a male dominated profession and the challenges of sexism and misogyny faced by women in journalism.

Speaking about the structures of the profession Catriona highlighted that in her experience men are often asked to write about politics, sport and current affairs while young women journalists are encouraged to use themselves as the story and discuss personal issues such as women’s health, domestic abuse, pregnancy, abortion or surviving sexual violence. She added that while this may help launch some journalists’ careers it can also have the opposite effect for many more.

The afternoon session was attended by over 100 primary school girls with entertainment provided by the choir from Annette Street Primary and Scarlett Rose Morrison from Hillington Primary who performed a powerful rendition of

Christina Aguilera’s song Beautiful and Fight Song by Rachel Platten. The event is designed to provide school pupils the opportunity to discuss their aspirations, hopes and achievements and to meet other women from a variety of walks of life.

The event drew to a close with music provided by SheBoom! They are one of Europe’s largest women’s drumming groups and they played a variety of afro-brazilian, samba and European rhythms which got everyone up on their feet.

EIS Local Association Secretary for Glasgow, Susan Quinn said, “We were delighted to welcome young people from 10 Secondary and 71 Primary schools to our 3rd IWD event. It was wonderful to see how engaged the young people were, chatting to hosts, asking questions and presenting to camera on their personal aspirations. The confidence they showed was a joy to behold and gives great hope for the future. Thanks are due to those who supported the events; providing the young people with opportunities for inspiring conversations.” ■



Catriona Stewart, Columnist and Reporter for the Herald and Evening Times



Annette Street Primary Choir



Scarlett Rose Morrison



SheBoom! drumming group

The theme of this year's event was 'Each for Equal', a campaign which will run all year long. 'Each for Equal' encourages people of all genders to create a truly equal society and challenge gender stereotypes. The attendees of the International Women's Day event were encouraged to make the 'Each for Equal' pose, which was also recreated by members of EIS council shortly after the event.



Celebrating the contributions of women within the EIS

International Women's Day 2020 took place on Sunday 8th March. The EIS marked the occasion by previewing a clip of our upcoming film at a meeting of EIS council and on social media. The film features interviews with women who have played a pivotal role in the union over the years and experienced the fight for equality within the union first-hand throughout the 70s and 80s.

The clip is currently available in the equality section of the EIS website. The full film will be shown at the 2020 AGM in Dundee in June of this year.

The EIS is continuing to archive the experiences of women who were active in the union during this time. If you have something you would like to contribute or share, please contact Lesley Warren (lwarren@eis.org.uk).

Professional Learning for an Empowered Profession



EIS members from across the country chose to spend the extra day of 2020 - 29th February - attending the annual EIS Professional Learning Conference. Entitled “Professional Learning for an Empowered Profession,” the event at Glasgow’s Trades Hall was chaired by EIS President Bill Ramsay, and included keynote presentations and seminars on the themes of Empowerment, teacher agency and health and wellbeing.

Empowerment- Barriers and Opportunities

Giving the first keynote of the day, General Secretary Larry Flanagan highlighted the opportunities presented by the Empowerment agenda - to tackle workload and to enhance teacher agency across all areas of professional interest.

Hot off the press were the results from the recent all-member survey from which the General Secretary gave main headlines. As we highlight elsewhere in this SEJ, almost two thirds of respondents had indicated that the Empowerment agenda had not reached them in schools. The General Secretary underlined that there is much more work to be done by government to turn this around.

Though the focus of the Empowerment agenda has been on schools, Larry also pointed to the relevance of the associated thrust and principles of it for the FE sector where discussions continue to unfold around the advancement of lecturers’ professionalism as a potential antidote to what is too often experienced as a strongly managerialist culture with lecturers denied the professional status that they deserve. Like teachers in the school sector, he said, EIS-FELA members have much to gain by being in control of the developments around enhanced lecturer professionalism.

Collaboration for an Empowered System

Education Scotland (ES) Strategic Directors Gillian Hamilton and Maria Walker delivered a keynote presentation outlining ES strategy for delivering an empowered system through national and regional activity.

Gillian described how ‘partnership’ has always been the answer to ‘who decides what gets taught in classrooms’, though in recent years this has become a complex picture which increasingly means teachers should expect to play an active role in shaping the curriculum and pedagogical approaches.

Maria described how ES is pursuing this agenda via the Regional Improvement Collaboratives, working both locally and nationally to ensure the right evidence about ‘what makes a difference’ is collected. Schools and Local Authorities can then be supported with tailored pedagogical support and best practice sharing which meets their needs.

Teacher Agency - What does it Mean to Empower Teachers?

Professor Mark Priestley of Stirling University gave a thought-provoking keynote on the relationship between Empowerment and teacher agency.

Professor Priestley questioned the extent to which Empowered Schools is about real devolution of power. Is it about governance from a distance; or is it truly about the delegation of authority, and the shifting of decision making to where it makes most sense to occur? If the latter, he asked, how do we promote and support it to avoid unintended consequences and perverse incentives?

Actual empowerment, he argued, has crucial ingredients: government policy that facilitates and provides resources, including high quality professional learning - participative rather than something ‘done to’ teachers.



Seizing the Day: The Refreshed CfE Narrative as an Opportunity to Enhance Empowerment

EIS Assistant Secretary Andrea Bradley and Education Scotland's Senior Education Officer Elizabeth McGuire, demonstrating the partnership approach that's key to an empowered system, co-delivered a workshop session focused on the refreshed CfE narrative.

Asked to evaluate current levels of empowerment in relation to core aspects of curriculum-making, participants reported lack of time, initiatives being imposed upon teachers rather than designed and developed by them, and genuine opportunities to drive curriculum development often being open to a small number of staff only, as inhibitors. In contrast, professional trust, time for collaboration, and having ownership of new initiatives, were cited as crucial game-changers.

The refreshed CfE narrative can be accessed here: <https://scotlandscurriculum.scot/>



Teacher Agency for Health and Wellbeing

Education Scotland's Lesley Whelan and Lesley Walker led a seminar exploring the role of teacher agency in improving health and wellbeing.

Discussion focused on four key areas: the establishment of a Teacher Innovation Fund, enhancement of Education Scotland's Teacher Leadership Programme, joint work on reflective supervision and reducing unnecessary workload, and the development of new professional learning opportunities focusing on teachers' health and wellbeing.

Collegiate Decision Making to Realise Empowerment

Led by EIS Organisers Suki Sangha and Ruth Winters, the "Realising the EIS Vision of the Empowered School" workshop explored the importance of decision making, both individual and collective, in realising the EIS vision of an empowered school.

Discussions focused on members' understanding and experience of collegiality, with many noting that their interpretation of collegiality has often been shaped by their workplace culture and professional conditioning. Participants eagerly identified the need to build individual and collective responsibility around active participation in the decision-making processes which shape their working lives.

Empowering NQTs Through Professional Learning

Newly Qualified and early-career teachers at the Professional Learning Conference had access to tailored seminars from key sector partners, supporting their development and understanding of the conference themes.

Pauline Stephen from GTCS led a seminar on Teacher Professionalism, outlining some of the key challenges for Scottish education in a rapidly changing world. Reflecting on how to realise empowerment in a complex system, members were encouraged to consider how to build their professional networks, seek appropriate support for their own development, and start with the right approaches to professional learning at an early stage.

NQTs also heard from Gillian Hamilton of Education Scotland, who presented members on the National Model of Professional Learning and how early career teachers can engage purposefully in developing their own knowledge and skills. Gillian also outlined the expectations for how the Professional Review and Development processes should support teachers across their whole career.

EIS Researchers Leading Empowerment

The session was introduced by Karen McArdle from the Collaborative Action Research Network, who outlined how Action Research positions education professionals as experts and agents of change in both their own teaching and professional learning.

Audrey Brotherston presented with Alistair Kelly on the impact of Mindfulness Training on Levels of Well-Being and Self-Compassion for Secondary School Staff. Attendees heard how collaborative research had measurable success in changing staff attitudes and identifying changes to school practice.

Murdo Macdonald presented his study of National 5 Geography and the attainment gap. Attendees heard how his research challenges the belief that current practice represents a 'robust and credible assessment system', and how the data demonstrates poor SQA assessment design hitting the most disadvantaged learners hardest.

Konstantina Papaspyropoulou presented on her project connecting outdoor learning to learning for sustainability in primary schools. Konstantina explained how she is conducting research in partnership with colleagues and parents, encouraging families to use the local green spaces in the context of personal growth and healthy lifestyles.

Professional Learning Conference Welcomes College Lecturers



For the first time at an EIS Professional Learning event, EIS-FELA members were invited to attend a series of specialist seminars tailored for college lecturers. This event provided a welcome opportunity to look in-depth at the importance of teacher and lecturer empowerment. With the advent of College Lecturer Professional Registration, the professional status of college lecturers is being formally recognised for the first time in Scotland. Lecturers from across the country gathered to discuss what empowerment means for them, the impact of registration and how they can take ownership of decisions around professional learning and development to enhance learning and teaching.

The day started with an active session, exploring what professionalism means for lecturers in the college sector. It wasn't long before participants were in full flow, identifying the core values of professionalism and unleashing their inner creativity as they designed lecturers of the future. The end products, in their own innovative styles, emphasised common core values – a commitment to the delivery of lifelong

learning, underpinned by reflective practice and professional development, putting the student at the centre, being responsive to needs and promoting diversity and equality of opportunity for all. It is no surprise that the designs captured the superhero qualities of the role!

Building on these core values, members then explored the synergy with the Professional Standards for College Lecturers and their role in supporting continuous professional development in the sector. It was clear that whilst members of the group know what the new standards are and could identify the close connection with their professional values, there was little evidence they are aware of the standards being used in practice to plan the development of professional learning. With the standards underpinning the delivering of teaching and learning, the consensus was that there is still some way to go in embedding them in professional dialogue in the context of PRDs in colleges.

The final session of the morning was led by representatives of EIS-FELA, Colleges

Scotland and GTCS. Participants looked at how professional registration with the GTCS will help to cement a culture of lecturer professionalism and ongoing professional development which can deliver high-quality learning experiences and outcomes for students.

Discussion focused on the work of the College Lecturer Registration Working Group and the progress being made to move the sector closer to registration, as well as the challenges encountered along the way. Members raised vital questions over relevant teaching qualifications, being registered with another regulatory body, and arrangements for lecturers who are already on the register as a qualified teacher. Posing these questions, EIS-FELA members communicated to sector partners the need to deliver registration which respects the distinct identity of the college sector. Registration for college lecturers must ensure that the professionalism of lecturers is recognised and developed through the integration of professional standards, professional review and development and ongoing professional learning.

The overarching conclusions of the group were clear - college lecturers play a pivotal role in our education system through widening access and in addressing the poverty and socio-economic barriers which exist in our communities. For many, college education is the gateway to accessing employment or progressing to higher education. Those students deserve to be taught by skilled, qualified, empowered professionals – and college lecturers deserve recognition and to have their voices heard in taking ownership of their professional development and practice ■

Promoting Teacher Leadership



For more info visit:

[education.gov.scot/professionallearning](https://www.education.gov.scot/professionallearning)

Contact: edspll@educationscotland.gov.scot

Twitter@EdScotPLL

The Teacher Leadership Programme (TLP) is delivered by the Professional Learning and Leadership (PLL) Team at Education Scotland. It aims to place professional learning at the heart of learning and teaching and is a fully-funded, developmental professional learning opportunity available to all post-probation teachers across Scotland.

The team is now actively recruiting for participants to take part in the TLP programme during academic year 2020/21 and the closing date for applications is 31 March 2020. The programme acknowledges that effective leadership is as much about identity as it is about action and thus the programme supports teachers to explore their professional identity and leadership behaviours and actions as a part of it.

Gillian Hamilton, who has strategic responsibility for the work of the PLL team in Education Scotland said, "I'm really pleased that recruitment is now open again for the Teacher Leadership programme, which provides high quality professional learning for teachers enquiring into their own practice."

"Feedback from previous TLP participants is consistently positive about the impact of the professional learning on their confidence to lead learning and teaching with their classes."

The TLP is delivered regionally and online to support participants through a cycle of enquiry over an academic session. The programme focuses on the transformative impact enquiry can have on the participants themselves and the learning communities they work in.

Furzana Ahmed, is a former TLP participant who teaches mathematics at a secondary school in Glasgow and has been teaching for 13 years. She participated in the TLP because she was keen to undertake experiential, action or enquiry based learning and research. Furzana hoped that this would support and enhance her teaching experience and professional dialogue with colleagues and external organisations on matters related to education.

She said, "I am a firm believer that there is always room to improve, progress and excel in my capacity as a teacher to shape the future of the pupils in my care. Personally this challenges me to think beyond what I do in my classroom and explore opportunities to develop professionally."

Furzana had never blogged or found blogging interesting. This was because

she had a perception that blogging was more for those who were in the academic field. However, this misconception quickly faded after attending the TLP Induction Day where she discovered that blogging is indeed for anyone and a great tool for teachers to reflect and record thoughts on their journey to discover "their itch."

"there is always room to improve, progress and excel in my capacity as a teacher"

Furzana added, "My definition of teacher leadership is that it is taking an active approach to your own learning and teaching methodologies, discussing National Priorities to support pupils and raise attainment in Scotland, and discussing recommendations made by the Scottish Government to close the attainment gap. This proves the point that there is no full stop to learning, even as a teacher.

The PLL team also offer the Supporting Teacher Leadership which is aimed at those who have significant experience of leading learning and teaching through practitioner enquiry in their contexts and would like to develop their confidence to support others in taking an enquiring approach. For some this is a way to continue their learning from the TLP ■

EIS Sceptical as Parliament Orders yet Another Review



General Secretary **Larry Flanagan** examines the reasoning and remit behind the recently announced Review of Curriculum for Excellence.

Press comment:

EIS General Secretary Larry Flanagan said, “The Senior Phase was predicated upon achieving greater depth in learning, maintaining breadth in the curriculum, and creating parity of esteem between ‘academic’ and ‘vocational’ pathways. The EIS is not convinced that we have universally achieved any of these objectives, so we welcome the CfE review’s focus on these areas. The recent disproportionate discourse on annual variations in Higher performance is indicative of the fact that many people still see the senior phase as little more than an exam factory. Qualifications are important, but Education in the 21st Century needs to be about much more than simply passing tests.”

The Scottish Government has announced the remit for the OECD-led review of CfE 3-18.

Although the Scottish Parliament voted for a 3-18 review, rather than the already agreed senior phase review, the EIS is largely sceptical as to the reasoning behind the decision, which seems to have been driven by party political posturing rather than any deep desire to support the work of schools still facing austerity-driven budget cuts, excessive teacher workload, and under-resourced ASN provision.

In terms of CfE 3-15, the planned review is largely focussed on measuring progress made on the recommendations of the 2015 OECD review of the same phase.

Regarding the senior phase, the EIS successfully lobbied for this to focus on measuring progress against the original key objectives of CfE post 15: creating space for depth of learning, maintaining breadth across the curriculum, and establishing parity of esteem between “academic” and “vocational” learning and qualifications. Frankly, anyone who thinks these have been achieved is deluding themselves. In many ways we have gone backwards: for example, the two-term dash to Higher is now being replicated in a two-term dash to N5 in S4.



“In many ways we have gone backwards: for example, the two-term dash to Higher is now being replicated in a two-term dash to N5 in S4.”

SQA’s handling of the removal of mandatory unit assessment has created, unnecessarily, a heavily exam-focussed qualification system which would not have been out of place in the 19th Century let alone the 21st. There has been a lot of media coverage of Higher results this year, with some relative dips being profiled – apart from the cohort, the change imposed by SQA was the single biggest variable to this year’s diet so you don’t need to be a 5As candidate - or Young Apprentice of the Year - to determine the cause of any drop in the pass rate.

The ability to address the issues teachers know are there in the senior phase, will be somewhat stymied by the timeframe required for the overarching review. It will not report until shortly before the

2021 Scottish Parliament elections, meaning that nothing will happen until the outcome of those elections is clear, with the result that any meaningful change is unlikely before school session 2023/24!

Notwithstanding these reservations, the Institute will engage with the review process to press home the many concerns of members around the overcrowded BGE curriculum, problematic assessment approaches across all stages, the lack of professional trust within our system, inadequate provision for meeting ASN needs, inhibitors to solid design and delivery of the Senior Phase, and not least the challenge of excessive workload ■



Clients and prospective clients of EIS Financial Services should notice very little change as a result of the change in ownership.

Sale of EIS Financial Services

On 19 March 2020, the EIS finalised an agreement to sell its shares in EIS Financial Services Limited to Cornmarket Insurance Services Limited.

Cornmarket are an Irish financial advisory business, owned in turn by a major Canadian financial services group, who have an established specialism in the provision of financial advice to trade union members, and who have several affinity agreements in place with unions in their home markets.

The EIS and Cornmarket have worked closely together since 2015, when Cornmarket first became a minority shareholder in EIS Financial Services. Based on that experience, it is considered that the reputation, technical resources and financial strength of their business will provide security and stability to clients.

Cornmarket first approached EIS regarding a purchase of our shares in early 2019. Whilst EIS Financial Services has been both profitable and cash generative for the EIS in recent years, it has also been recognised that as regulations surrounding Independent

Financial Advisory companies continue to increase, so too do the risks associated with the Institute maintaining its ownership of the business.

The offer received from Cornmarket therefore gave the EIS the opportunity to realise the value within EIS Financial Services, whilst reducing exposure to regulatory risk and maintaining the offering of financial advisory services to members via a trusted partner.

Funds generated from the sale of our shares will be invested in line with the Institute’s wider investment policies which are overseen by the Finance Sub-Committee of the Executive. Funds are invested in order to produce a blend of income and capital growth which will benefit the annual cash flow of the Institute and grow the real value of its reserves for the benefit of current and future members.

What happens going forward?

Clients and prospective clients of EIS Financial Services should notice very little change as a result of the change in ownership.

As part of the sale agreement, the EIS and Cornmarket have entered into an Affinity Arrangement whereby Cornmarket will retain the right to use the existing company name and branding. The EIS will provide ongoing marketing support to EIS Financial Services, offering them advertising space in and the opportunity to submit editorial content for the SEJ, in line with what is provided at present.

The Institute will also continue to issue occasional mailings on behalf of EIS Financial Services, which it is believed will be of interest to the members.

Finally, the EIS will offer advice and co-operation to enable EIS Financial Services to continue to attend branch meetings and other local events, where advisers will be available to meet Institute members and speak on topics relevant to their needs.

Consistent with General Data Protection Regulations (“GDPR”) the EIS will not share members’ personal information with EIS Financial Services.

The EIS will remain a key relationship for both Cornmarket in the future and their plans for the expansion of the EIS Financial Services adviser network and product range will be designed to benefit both the company’s existing clients and the wider EIS membership ■

Colombia

Peace Monitoring 2020



Susan Quinn (EIS Education Convener) recently travelled to Colombia to witness first hand the challenges faced and successes achieved by those on the front line, working to implement the 2016 Peace Agreement.

Delegation

During the week of 17th February I was privileged to be part of the 4th Justice for Colombia Peace Monitoring team.

Our trip to Bogota and beyond saw Trade Union members, politicians from Spain, Scotland and England and those who work with Justice for Colombia working together to assess progress made in the Peace Agreement of 2016.

During the week we met Presidential Counsellor for Stabilisation and Consolidation, Emilio Archila, Leaders of the FARC political party, the Head of the UN Verification Mission, the Vice president of the JEP, the Director of the UBPD and representatives of the Truth Commission. We also met with Congress members from several opposition political parties, the Ambassadors of the Guarantor countries, Norway and Cuba, as well as the Ambassadors of Britain and Ireland, Trade unions, human rights organisations and civil society leaders.



Education Unions

It is clear in Colombia that education is power and that this brings significant danger to teachers and lecturers.

In meeting with members of FECODE and ASPU we talked about the challenges those in education face in Colombia with teachers being a key target for assassinations due to the size of the Trade Unions and the influence they have. All are currently involved in national strikes to end the violence.

Like others in the country the Education Unions continue to place trust in the Peace Process and have started their own campaigns around making schools a place of peace – not only a safe-haven for their students but also a place they can learn about living in peace.

Communities

Towards the end of our week we travelled to meet with communities affected by paramilitary activity in Bajo Atrato, North Chocó. We were hosted in the Biodiversity Zone la Madre Union where we heard about the current terror being instilled in the region by the presence of the AGC paramilitaries and the apparent impunity with which they are able to operate in the region. We heard about the social and economic control by the paramilitaries, the perceived inaction of the Colombian security forces and fears of reprisals or being forced from their land.

We travelled to Mutatá, Antioquia where we visited the San José de León community of former FARC combatants who had established themselves outside of the formal ETCR zones. The community had come together to buy land, build houses

and were in the process of activating a collectively owned fish farm. In spite of huge challenges this community demonstrated the potential of the peace process to bring hope and opportunity in areas of the country historically dominated by violence and extreme poverty.

Of particular importance was the role of women in supporting the peace process whether through the Women's Committee taking a leading role in the San José de León community or during our meeting with members of congress in which we heard about their efforts to further implementation of the agreement.

In the face of all these challenges the people of these communities put their faith in the Peace Process and the work of International groups to press for the Government to implement all aspects of the agreement.

“this community demonstrated the potential of the peace process to bring hope and opportunity”

Peace and Truth

Part of the visit was to meet with the three arms taking forward the Peace Process - The Vice President of the JEP, the Director of the UBPD and representatives of the Truth Commission.

Each of these groups has a clear role to play in making peace work in Colombia.

The issue of insecurity continues to offer one of the most serious challenges to the peace process with the murder of social leaders including trade unionists at catastrophic levels and a priority concern for the delegation.

In the six days we were in Colombia two rural trade union activists from FENSUAGRO were murdered and a regional president of the oil workers union USO survived an assassination attempt. We also heard directly from FECODE about the violence being faced by those working in the education sector. According to the United Nations at least 107 social leaders were murdered in 2019 and we heard that there have now been over 180 former FARC combatants killed since the peace agreement was signed. This is a crisis of extreme magnitude. We reiterate the sentiment already expressed by many that the full implementation of the peace agreement, including maximum government engagement with the National Commission for Security Guarantees, offers a historic opportunity to drastically improve the lives of those who continue to be affected most by the violence in Colombia. That such a significant number of the murders take place in the 170 municipalities covered by the PDETs is a clear manifestation of the connection between full implementation of the peace agreement and improving human rights and a further reminder of the importance that these programs receive all the necessary funding.

- FARC** - Revolutionary Armed Forces of Colombia
- JEP** - Special Jurisdiction of Peace
- UBPD** - Unit for the Search of Disappeared Persons
- FECODE** - Colombian Federation of Educators
- ASPU** - Trade Union Association of University Professors
- ETCR** - Territorial Training and Reincorporation Spaces
- FENSUAGRO** - National Federation of Unitary Agricultural Unions
- USO** - Union Sindical Obrera
- PDETs** - Development Programs with Territorial Approach



Meeting with communities affected by paramilitary activity

FARC

The lack of advancement in the area of land and rural reform also cause urgent problems for the reincorporation of former FARC combatants. We heard that only 20% have received official funding for productive economic projects and we once again heard how the lack of access to land was a principal obstacle. Over three years since the peace agreement was signed and in spite of an unwavering commitment to their obligations it is shocking that so few former FARC combatants have been provided with access to the economic projects which formed an essential part of the deal that they signed and a testament to them that they continue to put their faith in the peace process.



Government

The delegation met with the Presidential Counsellor for Stabilisation and Consolidation and heard about activities from the government that have allowed for some progress in the reincorporation process for former FARC combatants and some advancement in the rural development programs as well as the mutually agreed eradication of thousands of hectares of coca.

Outcomes

As a member of the Justice for Colombia Peace Monitor team I was humbled to see the work going on in communities across the country to make the process work. The process has a long way to go, requires the government to make significant commitments to making it work and to provide the security that ex-combatants need to move things forward.

I would offer my thanks to everyone that gave time to meet with us and reiterate the ongoing commitment to supporting all those working to bring peace to Colombia – particularly those who are risking their lives as a result.

The full report of the visit can be found here:

<https://justiceforcolombia.org/news/final-declaration-of-the-fourth-jfc-peace-monitor-delegation/>

Pensions Progress

In 2015 around 20,000 teacher members of the EIS were compulsorily transferred from the old Scottish Teachers' Superannuation Scheme (STSS), with its normal pension age (NPA) of 60 years, to the new Scottish Teachers' Pension Scheme 2015 (STPS 2015) which has a retirement age linked to the state pension age (SPA), currently 67. A similar action happened in relation to the Local Government Pension Scheme (most Instrumental Music Teachers, some Education Officers and Educational Psychologists and a small number of Further Education members.)

Since then, the threat of having to work longer than originally envisaged, has been a running sore for those impacted by these UK Government imposed changes and an issue the EIS has continued to challenge.

NPA 60 members who were within 10 years of retirement on 1 April 2012 (when the changes were first raised) were offered full protection from the change, and for those within 10-13 years there was a tapered protection.

Following a legal challenge, however, mounted by the Firefighters Union (the FBU), in December 2018, the Court of Appeal ruled that these age related protection arrangements constitute unlawful age discrimination.

Although the Government applied to the Supreme Court to appeal this decision, this was denied on 27 June 2019.

This is a huge victory for trade unionists.

An Employment Tribunal has issued interim declarations confirming that claimants are entitled to be members

of their respective pre-reform public service pension schemes, as per the non-discrimination rule of the Equality Act 2010.

Further, in July 2019, a UK Government Written Ministerial Statement confirmed that the discrimination would be addressed in all public service pension schemes regardless of whether members had lodged a claim.

[Please note that this makes clear that there is no need for EIS members to take separate legal action outwith the current discussions being held between the Treasury and the TUC, which the EIS is part of. To do so is likely to incur unnecessary financial charges to you as an individual from legal firms touting for business.]

Where are we now?

For most teachers who were in the NPA 60 the simple question will be "Am I now able to retire at 60 without detriment?"

In principle the answer is "Yes", but the Employment Tribunal has yet to confirm that that is the solution to the age discrimination.

Meanwhile, the UK Government considers that simply moving all affected members back into their old scheme may be detrimental to some members in some schemes, as some members may consider membership of the 2015 scheme to be in their better interests (This is only likely to be the case if members intend to work well beyond the age of 60).

The UK Government is looking at what it calls a "remedy" period (a fixed time within which the age discrimination is addressed) and is consulting on offering a choice between two options:

Deferred Choice where eligible members will be treated automatically as being members of their "old" scheme for the length of the remedy period and then at the point of retiral, they can choose which scheme they want their pension based on for that same period.

Immediate Choice. Under this arrangement, eligible members are given the same choice but need to make it now (i.e. whenever a scheme is approved not when you reach retirement age.)

The unresolved issue is how long the remedy period lasts for? The EIS believes that if it is only for a short period, some members will still be the victims of age discrimination as they won't have reached the point of retirement by the end of the remedy period. For example, the remedy period could end as early as 2022 which is 10 years on from the original date. This effectively turns the original 10 year protection into a 20 year protection. UK Government is likely to argue that this means everyone in the scheme got 10 years additional time in the old scheme and so were treated equally! The fact that some people still weren't able to retire, the key issue really, wouldn't matter to UK Government as teachers working longer was one of its aims.

From an EIS perspective, we believe that everyone who started in the NPA 60 scheme should be allowed to finish in it and have the option of going at 60, without detriment to their pension.

"This is a huge victory for trade unionists"

"the Court of Appeal ruled that these age related protection arrangements constitute unlawful age discrimination"

“Am I now able to retire at 60 without detriment?”

“we believe that everyone who started in the NPA 60 scheme should be allowed to finish in it”

Discussions and negotiations are ongoing. Changes to legislation will be necessary to deliver the commitment to remove the discrimination whilst ensuring that members can keep the benefits that they have earned to date, so a quick solution isn't likely, as the issues are complicated.

We will seek to keep members updated on the issue but to summarise, alongside other TUC affiliates, the EIS is campaigning for and seeking to ensure:

- **As long a remedy period as possible** to remove age discrimination.
- **No detriment.** Members should not lose out as a result of either the age discrimination identified by the ET, or the remedy to it.
- **That the cost of remedy must not fall on scheme members.** The UK Government should pay to address the discrimination it has created, not other members.



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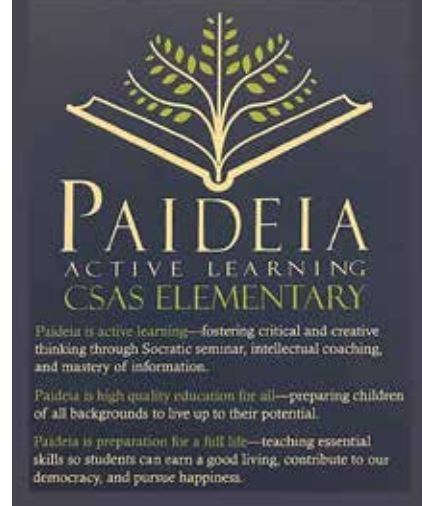
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Socratic Seminars and the Paideia model

EIS Page Scholar Shameen Syed shares her perspective on Socratic Seminars, following her recent study visit to the USA with the support of the EIS and the English Speaking Union (Scotland).

The Page Scholarship is a unique experience, offering educators the opportunity to immerse themselves in a funded research project for two weeks in the United States. I feel hugely privileged to have been the recipient of the scholarship for 2019-20. I teach RMPS and English at Kirkcudbright Academy, a wonderful school. I am indebted to Rector, Antony Tuffery who supported my decision to take this opportunity.



Background

Having not seen success during my secondary education, has had a huge impact on how I view the purpose of education. I am a creative educator and like to explore different ways of engaging young people in the classroom. I strongly believe that education should be nurturing and supportive; developing and building on innate capacities. I was introduced to Socratic seminars at university and have at different times in my career tried to embed them into my practice.

Research project

My research focused on two areas of interest:

1. Can Socratic seminars be used to manage challenging behaviours?
2. Do Socratic seminars give young people the tools to help them become successful learners, confident individuals, responsible citizens and effective contributors?

My initial internet based research led me to Terry Roberts. Terry is the Director of the National Paideia Institute in the US and author of *The New Smart*, an inspiring and relevant read for any educator. Terry helped me plan my trip by putting me in touch with schools he knew would share good practice and would be interested in my research.

Phoenix, Arizona

I timed my visit to the US with a training opportunity that was being offered by the Paideia Institute in Phoenix Arizona. There are a number of Paideia schools in the US as well as public schools who deliver education based on the Paideia philosophy. In Paideia schools Socratic type seminars are an integral feature of the curriculum. I spent a day observing lessons at The Paideia Academy.



Chattanooga, Tennessee

I visited two schools in Chattanooga. The Chattanooga school for Liberal Arts and Chattanooga school for the Arts and Sciences. At CSLA seminars are a weekly event in all subject areas at all stages.

At CSAS I had one of those 'wow' moments when I visited a 2nd grade class. I asked them to tell me about seminars. They confidently told me about how they studied a text - 'Yellow taxi' by Joni Mitchell. One girl interjected "because .. ya know, a text doesn't haven't to be writing." They went on to tell me about their concerns for the environment and why bees needed protecting.

Charlotte, North Carolina

My final school was Community House Middle School. All the seminars that I observed had very definite themes. Regardless of the subject area all the seminars were values based. This was a key selling point for me as I believe that to develop values and a sound moral compass young people should be actively involved in experiences that challenge their own thoughts and opinions in a safe and nurturing environment.

Findings

Since returning to Scotland I have started to use seminars in many of my classes. My trip to the US has not only enabled me to have initial training so that I can deliver Paideia seminars but it has inspired me to push myself and my pupil out of our comfort zones.

I can confidently say that Socratic type (Paideia) seminars that I experienced in the US can only be a positive force in the classroom. This research trip has made me question what my role as a teacher is really all about. I have shared my thoughts and findings with exchange teachers from Norway, who are now trying out seminars too. I am also in the process of building a partnership with a school in Palestine which has been facilitated by the British Council and Parallel Histories and I hope we will be able explore complex narratives together ■

‘Moving on’ – Transitions from primary to secondary and secondary to post-school for young people with ASN.

The author of this article, Thomas Richardson, is an EIS member and a teacher of Additional Support Needs (ASN) in a large Scottish secondary school.

I have had a particular professional and academic interest in educational transitions for many years. In this study, I looked particularly at post-school transitions at a time when existing support structures (like the ‘Future Needs Assessment’) were being phased out and new legislation (‘The Additional Support for Learning (Scotland) Act’ 2005, amended in 2009) was being introduced.

To gather data for this study, I interviewed students with ASN, staff and parents at a local college about the experiences of the students when they made the transition to college from school. I also carried out an online survey with staff across Scotland from education, health, careers and social work who were involved in

transition planning and support for young people with ASN.

Additionally, I analysed the minutes of transition planning meetings from around the time of the introduction of the new legislation.

Broadly, my study suggested that post-school transition meetings had decreased in number but those that did take place had become more young person-centred. Additionally, my study suggested that a ‘key person’ to guide the young person through the transition process could be useful, as well as ‘feedback loops’ to provide information about the destinations of school leavers.

Since completing the study, I have extended my interest in ‘transitions’ by becoming the primary to secondary ASN transition co-ordinator in my school network. The role involves visits to all the primary schools in our cluster and

the facilitation of visits to the Academy for P7 pupils with ASN. This includes collaboration with the school Pupil Support Worker (PSW), who also runs transition sessions here. I also work with senior pupils with ASN who are about to move on to post school settings. This involves collaboration with Skills Development Scotland (SDS) staff and the design and delivery of specialist ‘world of work’ courses (e.g. National 2 Employment Skills: Preparing for Employment).

Feedback from staff, pupils and parents/carers suggests that, for example, having a ‘known face’ visiting all the primary schools / pupils to prepare them for the primary to secondary transition sessions is beneficial. Additionally, when the same member of staff delivers the sessions and, in some cases, works with the pupils once they are attending the Academy, there seems to be a positive sense of ‘continuity’ in the process ■

The Educational Institute of Scotland

Trade Union and Labour Relations (Consolidation) Act 1992

Statement to members issued in connection with the union's Annual Return for the period ended 31 August 2019. As required by Section 32A of the Trade Union and Labour Relations (Consolidation) Act 1992.

1. Income and Expenditure

The total income for the period was £8,909,727. This amount included payments of £17,074,817 in respect of membership income of the union. The Union's total expenditure for the period was £10,319,888.

Note - Included in income are increases in the valuation of investments totalling £4,772,896. Included in expenditure are reductions in the value of heritable property of £488,729 and increases in pension liabilities of £950,000.

2. Political Fund

In respect of the union's Political Fund, its total income was £170,990 and total expenditure was £33,287.

3. Salary paid to and other benefits provided to the General Secretary

The General Secretary of the union was paid £104,555 in respect of salary and £31,663 in respect of benefits.

4. Irregularity Statement

A member who is concerned that some irregularity may be occurring, or have occurred, in the conduct of the financial affairs of the union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct.

The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with: the officials of the union, the trustees of the property of the union, the auditor or auditors of the union, the Certification Officer (who is an independent officer appointed by the Secretary of State) and the police.

Where a member believes that the financial affairs of the union have been or are being conducted in breach of the law or in breach of rules of the union and contemplates bringing civil proceedings against the union or responsible officials or trustees, he should consider obtaining independent legal advice.

[**Note:** The above wording is reproduced as required by the Trade Union Reform and Employment Rights Act 1993. The Institute, however, being established by Royal Charter, has the legal power to hold property and other assets in the corporate name ‘The Educational Institute of Scotland’ and any reference to trustees in the text should therefore be disregarded.]

5. Auditors' Report

The following report by the Institute's Auditors, Haines Watts, Chartered Accountants and Statutory Auditors, Q Court, 3 Quality Street, Davidson's Mains, Edinburgh was included in the Annual Return to the Certification Officer:

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF THE EDUCATIONAL INSTITUTE OF SCOTLAND

Opinion

We have audited the financial statements of the Educational Institute of Scotland (the ‘Institute’) for the year ended 31 August 2019 which comprise the income and expenditure accounts, balance sheets, related notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and the recognition and measurement principles of United Kingdom Accounting Standards, including Financial Reporting Standard 102 ‘The Financial Reporting Standard applicable in the UK and Republic of Ireland’ (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the Institute's affairs as at 31 August 2019 and of its income and expenditure for the year then ended;
- have been properly prepared in accordance with the recognition and measurement principles of United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Trade Union and Labour Relations (Consolidation) Act 1992.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial

statements section of our report. We are independent of the company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Concerns relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Institute has not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the Institute's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Emphasis of matter – basis of accounting

We draw attention to accounting policy 1 to the financial statements which describe the basis of accounting, which is a special purpose framework. The financial statements are prepared to assist the Institute in complying with the financial reporting provisions of its constitution and the requirement of the Trade Union and Labour Relations (Consolidation) Act 1992. As a result, the financial statements may not be suitable for another purpose. Our report is intended solely for the members and should not be distributed to parties other than the members. Our opinion is not modified in respect of this matter.

Matters on which we are required to report by exemption

We have nothing to report in respect of the following matters where legislation requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of Finance Sub-committee

The Finance Sub-Committee is responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the directors determine necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements the Finance Sub-Committee is responsible for assessing the Institute's ability to continue as a going concern, disclosing as applicable, matters related to going concern using the going concern basis of accounting unless the intention is either intended to liquidate the Institute or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Auditors that include our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Auditors.

Use of our report

This report is made solely to the Institute's members, as a body, in accordance with the Trade Union and Labour Relations (Consolidation) Act 1992. Our audit work has been undertaken so that we might state to the Institute's members those matters we are required to state in a Report of the Auditors and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Institute and the Institute's members as a body, for our audit work, for this report, or the opinions we have formed.

Haines Watts Scotland, Chartered Accountants and Statutory Auditors
Q Court, 3, Quality Street, Edinburgh EH4 5BP / Date 4 February 2020

Super Fun Quiz

1. In 1800, the capital of the USA was transferred to Washington DC from which city?

.....

2. The rock band Nerf Herder wrote and performed the theme tune for which 1990s teen drama?

.....

3. The World Health Organisation is based in which city?

.....

4. David Bowie had a UK number one single with Ashes to Ashes in which year?

.....

5. 2010 saw the official opening of which building, the tallest in the world (as of January 2020) in Dubai?

.....

6. Sodium bicarbonate is often better known as what?

.....

7. In the acronym NASA, what 2 words do the letter A represent?

.....

8. Lawrence Ferlinghetti, Allen Ginsberg, Jack Kerouac and Gregory Corso are collectively known by which term?

.....

9. In Formula 1, which colour flag signifies that a session has been stopped, usually due to deteriorating race conditions or an accident?

.....

10. Rose Heilbron became the first female judge to sit where in 1972?

.....

Answers Page 30



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Sudoku

Medium

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



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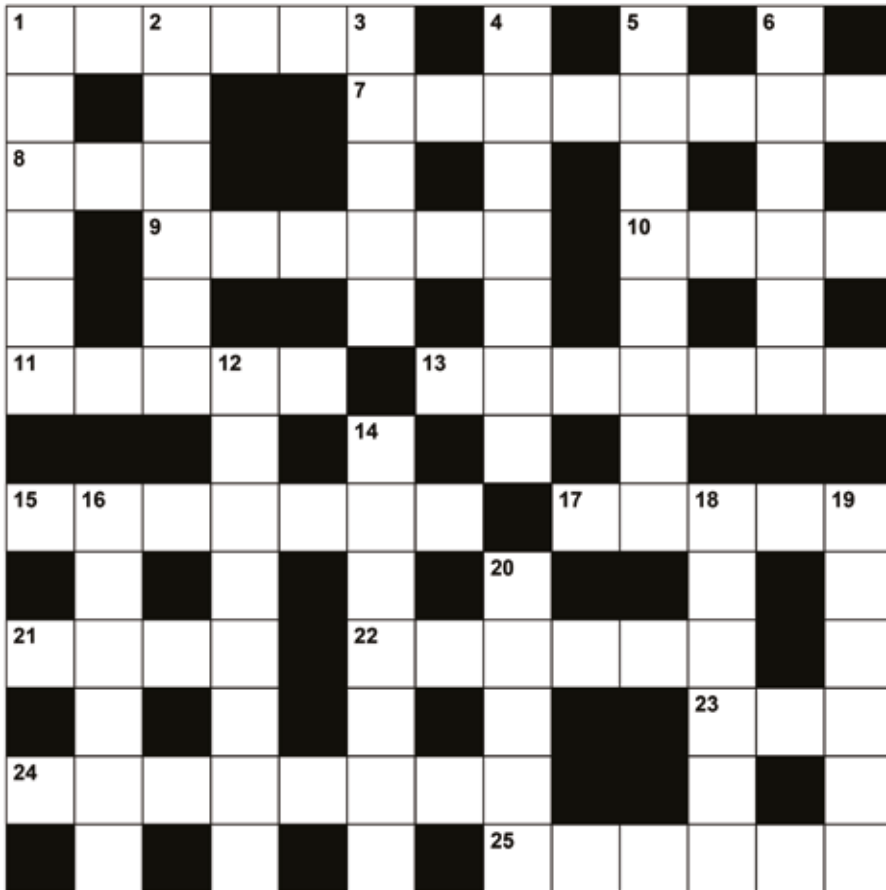
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Send your completed entry to

**SEJ, 46 Moray Place, Edinburgh
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



Across

- 1 - Former priories oddly become obsolete (6)
- 7 - Rice came mixed into cold dessert (3,5)
- 8 - Arduously concealing pair (3)
- 9 - Novel about record height for family member (6)
- 10 - Jump said to be pivot (4)
- 11 - Good part of brain is spheroid (5)
- 13 - King disturbed by hot teas covering men who serve him (7)
- 15 - Twist a cold hospital vegetable (7)
- 17 - Rinse awfully sticky substance (5)
- 21 - Island after fee for vehicle (4)
- 22 - Claim member is imbibing beer? Quite the reverse! (6)
- 23 - Extremely British cry (3)
- 24 - Soaks up liquid gathering about completely edible molluscs (8)
- 25 - Ship embracing meal with thousand cuts of beef (6)

Down

- 1 - Fixing headless denouement (6)
- 2 - Proton whirling around quickly (6)
- 3 - Rowing boat number (5)
- 4 - Communist branch for bird (7)
- 5 - Strangely altering shape (8)
- 6 - Hammer bad French serve taken again (6)
- 12 - Very lazy bishop on message finally lied terribly (4,4)
- 14 - Educator lacking time reformed country (7)
- 16 - Fish set down around lunchtime (6)
- 18 - Nap finally finishes at six in Italy, on reflection (6)
- 19 - Initially nice idyllic morning becomes ugly storm cloud (6)
- 20 - Dentist's instruction following erosion (5)

Crossword 108 Answers



Answers **Super Fun Quiz**

- 1.Philadelphia 2.Buffy the Vampire Slayer 3.Geneva 4.1980 5.Burj Khalifa 6.Baking Soda
7.Aeronautics and Administration 8.Beat Poets 9.Red 10.The Old Bailey





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