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A pay deal is on the horizon...but the main struggle is still to come

As this edition of the SEJ went to press, it appeared likely that a long-overdue agreement on teacher pay for 2017 was about to be reached, with a full meeting of the Scottish Negotiating Committee for Teachers (SNCT) planned for December 18th to sign-off the agreement.

Negotiations over this year's pay offer have been a lengthy, and often frustrating, process. The teachers' side of the SNCT submitted the 2017 pay claim at the appropriate time – in late 2016 – in preparation for negotiations ahead of the scheduled April settlement date.

While negotiations on pay are seldom straightforward, particularly during a time of enforced austerity with a 1% cap on public sector pay in place, the progress of this year's discussions was influenced by several external factors.

The Scottish local authority elections, held in May, were a significant complicating factor in the discussions. The period of political purdah that preceded the election, coupled with the campaigning activities of councillors, meant there was an inevitable delay in pay discussions.

Following the election itself, there was also a significant degree of upheaval within COSLA and early difficulties in the management side putting a new negotiating team in place at the SNCT.

A first offer based on the 1% public sector pay cap had been quickly rejected by the EIS and by the teachers' side of the SNCT.

After several rounds of talks, a further offer – based on differentiated awards at different grades and at different pay-scale points – was mooted. While this was an improvement on the 1% offer, and did make an attempt to address specific issues about recruitment and retention difficulties, it was ruled out by EIS Council due to concerns over its divisive nature.

A further set of talks followed and now, as we enter Winter, it appears as though negotiations are about to reach a conclusion. We highlight more detail on the potential offer – which will not become official until the SNCT meets on December 18th – in our EIS Council report on page 4 of this edition.

The gains that have been made in these talks, though not sufficient to compensate for years of pay stagnation, represent the largest percentage terms

increase of any public-sector settlement this year.

The time to raise the stakes on pay is coming, however, and coming soon. The EIS AGM determined last June that the 2018 pay claim should be accompanied by a significant campaign in order to secure a substantial pay increase for all teachers. Work on this pay claim is already underway, with the intention of submitting it before the end of this year.

The campaign will be launched shortly after Christmas. Following years of austerity and real-terms pay cuts under the pay cap, it is clearly now the time for a return to fair levels of pay for all teachers.

This will not be an easy fight. The pay cap is to be lifted, but both the Scottish Government and local authorities will point to the wider economic situation and the continuing UK-wide austerity programme.

Industrial action, including the prospect of strike action, may be necessary to support our campaign for a fair pay increase. While we hope industrial action will not be required, it is a step we must be prepared to take if necessary.

Whenever the EIS takes the decision to move to industrial action, it does so decisively and to good effect. Should we be required to move towards industrial action, it will be a substantial and sustained campaign, supported by a ballot of our members. The laws regarding trade union action are restrictive and designed to make legal strikes difficult. It is through EIS members working together in schools the length and breadth of the country that we can build a strong and decisive campaign that cannot be ignored.

Please look out for more information on the EIS Pay Campaign in your school soon, and please do all that you can to get active and support the campaign to deliver fair pay for all teachers.

Season's Greetings

As we move towards the end of a challenging year and look forward to the well-earned break, the SEJ wishes its readers all the best for the festive season and for a very Happy New Year in 2018.

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

AGREEMENT ON PAY MOVES CLOSER, AS CAMPAIGN PLANNING STEPS UP



EIS Salaries Convener Helen Connor

The final meeting of Council for 2017 discussed the developing strategy around next year's major campaign on pay, as discussions on this year's overdue pay settlement edged towards completion.

Salaries Convener Helen Connor told Council that, following EIS rejection of a mooted differentiated offer from the employers' side of the Scottish Negotiating Committee for Teachers (SNCT), negotiations had resumed and, while no further offer had yet been made at the time of Council, it was felt that progress

had been made and that an agreement would be forthcoming in the near future.

Ms Connor said, "There was unanimous agreement at the Salaries Committee that we should pursue improvements to the offer based on the same percentage increase for all teachers with no differentiation. The Teachers' Side sought an improved 'end loaded' offer based on current inflation rates. Although a 2.7% increase was resisted by the Scottish Government and COSLA, what now appears likely to be offered, subject to agreement between COSLA and the Scottish Government on how it will be financed, is an end loaded pay deal with 1% backdated across April-December, and 1% plus a further 1% payable from January forwards. The benefit of this approach is that pay scales rise by 2% and this is carried forward in full into the next financial year."

Subsequent to the meeting of Council, a date for a full meeting of the SNCT has been scheduled for 18 December. At the time of writing, it is anticipated that the new offer will be formally made, and agreement reached, at this meeting.

Salaries Committee had also begun discussions regarding the formulation of

next year's pay claim, around which the EIS plans to build a major campaign for a restorative pay award. This claim will include a clear target percentage figure, and will not be purely a narrative claim, Ms Connor said.



Mick Dolan (West Dunbartonshire), a member of Salaries Committee, said, that members would be "encouraged to hear the commitment of the Salaries Convener and Committee to pursuing the restorative pay award that was outlined in the 2017 AGM resolution."

The Salaries Committee will discuss the 2018/19 pay claim at its December meeting, while the Strategy Sub Committee and Executive are proceeding with preparations for a major EIS pay campaign, set to be launched shortly.

EIS Council Elections 2018/19

The EIS Council is the principal executive committee of the EIS. It meets around five times a year, usually in Edinburgh, and also at the AGM.

Nomination forms for members interested in standing for election to Council for 2018/19 are available from your Local Association or Branch Secretary and from the EIS website www.eis.org.uk



Executive

Vice President Alison Thornton updated Council on a number of issues, including recent changes to EIS staffing. Ms Thornton told Council that former Area Officer and recent Independent Schools' Officer, Clare Stephen, had resigned from her post in early October and left the employment of the Institute. Ms Thornton placed on record the thanks of the EIS and its members for all of Clare's work over the years. Ms Thornton also confirmed that temporary Area Officer Pat Fallow would continue in post, following the extension of her secondment.

Ms Thornton went on to update Council on plans to refurbish the Glasgow Area Office, and commended the overwhelming vote by members in favour of retaining the EIS Political Fund for the next ten years.

Education

Convener Susan Quinn advised Council of the Committee's concerns regarding the Scottish Government's proposal to merge the General Teaching Council for Scotland with other bodies to form a new Education Workforce Council. "We will deal with this issue in the appropriate ways, but we are clear that the EIS continues to believe that the GTCS is fully fit for purpose and the appropriate body to uphold professional standards for teachers."

Responding to a question from Colin Finlay (Falkirk) regarding fast-tracking of teachers, Ms Quinn said, "We will continue to oppose any short-cuts which would impact on the quality of Initial Teacher Education." Ms Quinn also highlighted that the proposed new route to teaching currently out to tender required all providers to meet GTCS requirements and to have a university partner, and noted that one expected bidder, Teach First, had withdrawn from the process following its failure to secure a partner university in Scotland.

Equality

Convener Bill Ramsay updated Council on recent work the EIS had taken part in related to Anti-Bullying Week, and said that an invitation had been extended to the new Director of the anti-bullying charity 'respectme' to speak to the Committee. See related article on p19 of this SEJ.

Mr Ramsay also advised Council that the content and design of the planned Welcome Pack for young people newly arrived in Scotland was nearly complete, and that the final text would form the basis of a number of age-appropriate publications.

The Committee had also started planning for EIS involvement in International Women's Day 2018, said Mr Ramsay.

Employment Relations

Convener Ricky Cullen updated Council on recent Benevolent matters, and welcomed a recent donation to the Benevolent Fund from the Scottish Retired Teachers' Association. The Committee had authorised 19 grants at its last meeting, and homologated a further eight grant payments that had been made since its last meeting.

On legal affairs, the Committee considered 15 legal cases and noted that a total of £72,407 in settlements had been received on behalf of four members since its last meeting.

Other Council Business

EIS Investments

Following a lengthy debate, Council approved a recent decision by Executive Committee to take no further action on an AGM Motion on Divestment from Fossil Fuels, which had been remitted for its consideration. An amendment in the name of Allan Crosbie (Edinburgh), the original mover of the AGM Motion, calling for disapproval of the Committee's decision was defeated in a vote by a count of 55 to 44.

Explaining the decision of the Committee to take no further action on the original Motion, Vice President Alison Thornton said, "Everyone who expressed a view at Executive is concerned about the environment. However, the minimum financial cost to the Institute of pursuing this Motion to divest would be £118,000 with no guarantee that it would be effective. The EIS already has an established ethical investment policy which has been in operation for a number of years."

Arguing for his amendment, Mr Crosbie said, "We simply cannot afford not to divest

from Fossil Fuels. Divesting isn't about frittering away £118,000. The 'do nothing' option is not viable."

Adding his support to the amendment, Andrew Fullwood (South Lanarkshire) said, "There are no climate change deniers in this room. We are all interested in also protecting EIS finances. All that differs is our approach to ensuring that we address these important issues."

But Des Morris, supporting the decision of Executive, said, "We have an ethical investment policy, and it is important that we remember this. Rejecting the amendment will not mean we suddenly do not invest ethically. We will continue to invest ethically and appropriately, in the best interests of our members."

Affiliation to WASPI

The EIS will seek to affiliate to the Women Against State Pension Inequality (WASPI) campaign, following a successful Motion in the name of Terri Connolly (South Lanarkshire). The Motion was seconded by Sue Burns (Midlothian) and supported by Ex-President Margaret Smith.

Each of the speakers highlighted the huge impact of recent pension changes on the retirement planning of those born in the 1950s, and the lack of information that had been sent to those affected by the Department for Work & Pensions (DWP).

Further information on the WASPI campaign and its aims can be accessed at www.waspi.co.uk

Progressive Taxation

Helen Connor (Salaries Convener) successfully moved that the EIS should support calls for the Scottish Government to use its tax and borrowing powers to establish a more progressive tax system, with the aim of better funding public services and ending austerity.

Digital Communications

David Baxter (Dundee) was successful in raising two Motions related to improving EIS digital communications, including the EIS website and the development of an EIS app for smartphones and tablets.

GTCS Registration for Instrumental Music Teachers

Registration for instrumental music teachers moved a step closer in November 2017. Following a small pilot programme, 16 representatives of the EIS instrumental music teachers' network, were awarded affiliate membership of the GTCS.

Currently, the rules and regulations governing the GTCS are based on 'Fitness to Teach' and therefore the GTCS will now seek a change to both legislation and the rules and regulations to allow registration of instrumental music teachers.

Registration has long been an aspiration for the profession. It would allow regulation of instrumental music teachers which at present have no central regulation and, for the first time, formally recognise their role and professional status within Scottish education. It is particularly relevant that, at a time of proposed savage cuts to instrumental music provision, the GTCS acknowledge the value instrumental music teachers make to a young person's learning.

Instrumental music teachers are highly qualified professionals who educate young people to very high standards; help them develop the four capacities of the Curriculum for Excellence; and do much more besides.

Since 2012, the EIS IMT Network has been working with the GTCS and, a number of stakeholders, to progress registration. Moving forward, following a review of the recent pilot programme, the GTCS will now look to expand membership to other instrumental music teachers who meet the appropriate criteria.

Further information will be available on the GTCS website over the next few months, or members can contact John Harris (jharris@eis.org.uk) with any questions.

EIS Members Vote Overwhelmingly in Favour of Retaining Political Fund

Members of the EIS have voted overwhelmingly in favour of retaining its Political Fund. The ballot, which closed at the end of October, provided a clear indication that members support the need for the union to continue its important campaigning work.

Commenting on the overwhelming support of retaining a political fund, EIS General Secretary Larry Flanagan said, "The EIS is both a trade union and a professional association with a commitment to promote and defend Scottish education and Scotland's teachers in all contexts, including the political one."

Mr Flanagan continued, "The ability of the EIS to continue to campaign on a political level is absolutely essential. This is highlighted by the many challenges currently facing Scottish education and our members in the form of workload, teachers' pay and changes to the curriculum."

This positive result secures our ability to continue to campaign for Scottish education, its teachers, lecturers, pupils and students.

EIS POLITICAL FUND BALLOT

The results were as follows:

Members voting to retain the fund – **97.3%**

Members voting against retaining the fund – **2.7%**

EIS Research Grants 2018-19

Interested in undertaking an action research project in your school or college? Apply for a £500 research grant from the EIS. Further information can be found at: www.eis.org.uk/CPD/ActionResearchGrants.htm



Independent Review of Student Support

The independent review of student support which was commissioned by the Scottish Government was released on 20 November.

The EIS believes that equal access to education should be a right for all, and that the ability to access further or higher education must always be based on the ability and willingness to learn and not on the capacity to pay.

EIS General Secretary Larry Flanagan said, "While Scotland has taken significant steps to widen access to tertiary education in recent years, it is clear that much more still needs to be done to ensure that young people and potential adult learners are not debarred from accessing courses for financial reasons."

It is hoped the Scottish Government will review all the evidence from the independent report, and take bold steps to ensure that student support is enhanced to promote equity of opportunity for all learners.

The EIS believes that a return to a system of student grants and the removal of the prospect of debt from student loans would both widen access to education and provide a knock-on boost to Scotland's economy.

EIS Car Winner Announced

Mr Andrew O'Halloran was announced as the lucky winner of a brand new Renault Clio Play following the prize draw that took place last month.

The draw was organised by EIS Financial Services and their Insurance partner, Cornmarket Insurance Services, as part of the launch of a new bespoke insurance scheme for EIS members.

Andrew is pictured accepting his new car from Nicola Fisher (EIS President), Chris Bain (EIS Financial Services) and Libby Morgan (Cornmarket Insurance Services) at his secondary school, Annan Academy, in Dumfries and Galloway.

Commenting on the win, Chris Bain, EIS Financial Services MD said 'We are extremely pleased for Andrew. The draw was a great way to promote the insurance scheme and the benefits it brings to EIS members. The scheme has grown rapidly and we have received superb feedback on savings made by those who have used the service'.

Photo: Graham Edwards



St Andrew's Day Anti-Racist Events

On Saturday 25 November, the STUC held the 'St Andrew's Day anti-racism march and rally' in Glasgow.

The theme for this year's march was, "No Racism: Educate, Agitate, Organise." The EIS was well represented at the event with members from across Scotland, and from every sector of education, gathering in support of the march and to say no to racism and to promote equality, fairness, and justice for all citizens of Scotland.

Also on the 25 November the EIS, along with the STUC and other unions, staged a counter demo at Holyrood in opposition to the hard-right rally planned by the FLA/VAT. The Football Lads Alliance (FLA) is an organisation which claims to be against extremism but which has at its core people associated with hard right racist politics and Islamophobia.

In October the FLA announced it was launching in Scotland. The plan was to rally in Edinburgh in conjunction with Veterans against Terrorism (VAT). The date chosen was 25 November because anti-racists would be in Glasgow at the annual Scottish TUC march. The launch failed. There was not a single Scottish speaker nor an identifiable Scottish football supporter visible.

More information about the ways in which the EIS supports anti-racist education can be found at: www.eis.org.uk/Equality/Anti-racism.htm





Teachers' Pay Must Be Improved

As 2017 draws to a close, it looks increasingly probable that Scotland's teachers will finally receive their pay settlement for the year. Long-running negotiations, via the Scottish Negotiating Committee for Teachers (SNCT), are also approaching their conclusion as this edition of the SEJ goes to press. As we explore here, this pay award will be just the first step in a major campaign to deliver improved pay levels for all of Scotland's teachers.

It is clear that Scotland faces a recruitment challenge in many parts of the country, and that action must be taken to ensure that more teachers are trained, recruited and deployed within our schools.

However, despite the current difficulties in teacher recruitment, the EIS has remained consistently clear that there cannot and must not be any dilution in teaching standards in the drive to recruit more people into the classroom.

The EIS has consistently argued that, instead of lowering our high standards, it is essential that we improve the terms and conditions of our teachers by reducing workload and offering fair pay, to make teaching an even more attractive career choice for highly qualified graduates.

As we highlight in the Council News section on P4 of this SEJ, it does now appear

as though we are close to achieving a settlement for this year's pay award. This is long overdue and, though likely to exceed any other recent pay award in the public sector, unlikely to compensate for years of real-terms pay decline at a time of substantial inflation.

It has been a long struggle, through many rounds of negotiations, to push local authority employers and the Scottish Government to improve their offer above the 1% increase that was previously rejected by the EIS. It now looks likely that an offer of a total 2% increase at all grades and all scale points will be offered by employers, with 1% backdated to April 2017 and a further 1% increase due from January 2018.

While a 2% increase on all salary points would actually represent a victory in the face of the 1% public sector pay cap that

remains in place for this year, it is clearly not the restorative pay award that we want to see following years of pay restraint, pay caps and real-terms pay cuts.

The EIS Salaries Committee, Executive and Council have taken the view that it is important to agree a settlement for this year for a number of reasons – including to ensure that all teachers do receive some uplift in pay, to achieve an equitable settlement for all teachers, and to establish a higher baseline salary at all grades and scale points ahead of the vital 2018 pay negotiations.

Added to this, the 2017 EIS Annual General Meeting resolved to build a major campaign for improved pay, to be linked to the 2018 teachers' pay claim. The announcement that the Scottish Government plans to lift the public sector pay cap in 2018 is clearly a welcome

Education Bill Consultation

development, and will be helpful in the coming campaign for a significant uplift in teachers' pay levels.

Recent research findings and international evidence have also provided substantial supporting evidence in the case for improved pay for teachers.

As we reported in the previous edition of the SEJ, independent research by academics at Bath Spa University confirmed the high levels of stress-related pressure on Scotland's teachers and highlighted the highly worrying statistic that 40% of the profession would seriously consider leaving the profession.

Added to this, a major comparative report produced by the OECD (Education at a Glance 2017) confirmed that "Contrary to the general trend across OECD countries, teachers' salaries in Scotland were worth less in real terms in 2015 than they were in 2005."

Based on inflation, Scottish teachers would need at least a 12% increase in pay to restore salaries to pre-austerity levels. If Scotland's teachers were paid an additional 12%, then Point 6 of the main grade scale would be £40,054. This is in line with the new top of the unpromoted scale for college lecturers, which was established following a period of sustained industrial action by EIS-FELA members in colleges across Scotland.

Although the practical, operational and moral cases for increasing teacher pay are clear, it is also clear that this will not be easily achieved. The EIS is organising and preparing a major campaign to fight for fair improvements in teachers' pay – but this will require the active support of all members if we are to be successful. All options, including industrial action up to and including strike action, will be considered as the drive for improved pay moves forward.

Planning is already well underway, and further details will be announced soon as we proceed with the 2018 pay claim and the EIS campaign for fair pay for all teachers. Please look out for more information in schools soon, and do all that you can to get involved to ensure a positive outcome on teachers' pay.

The Scottish Government recently launched a consultation on the provisions outlined in the Education (Scotland) Bill, and the EIS will play an active part in this consultation process. As we highlight on p20 of this SEJ, the EIS has already expressed serious reservations about the Scottish Government's plans to scrap the General Teaching Council for Scotland, and replace it with a new Education Workforce Council. A working group of EIS Office Bearers and Committee Conveners have started work on a response; here are some of their early thoughts:

- The Headteachers' Charter is potentially useful but is already becoming a proxy for dispute between the Scottish Government and local authorities; this is unhelpful for schools and teachers. There has been a missed opportunity to talk about enabling schools, the teacher voice, professional entitlements and to focus on cultural change.
- No rationale has been given in the Consultation for the structural changes in governance sought. The EIS supports promoting the notion of Headteachers as leaders of learning & teaching and of devolved management of schools but the need for a Headteacher charter to achieve this is not explained. Assertions have been made about the Charter with no acknowledgment that many Headteachers already fulfil the role of leader of learning.
- The EIS believes there are potential pedagogical benefits of Regional Improvement Collaboratives but not if they become a further layer of management.
- Change proposed by the Government risks being a top down process, as is not being driven by the teachers. Successful change needs the support of the staff that are a key part of the Government's proposals.
- The Consultation ascribes Headteachers with sole responsibility to make decisions. The EIS recognises the key role of Headteachers but also favours decision making to be distributive and shared within schools.
- The EIS supports the development of the democratic schools agenda in order that the expertise of all teachers is reflected in the leadership of curriculum and pedagogy.
- Future curriculum/assessment/reporting/teaching changes should be implemented more slowly.
- Increased funding for education is needed to enable the development of and adherence to, progressive pedagogies to address the specific needs of learners from poor socio-economic backgrounds - teacher numbers, class sizes, specialist ASN provision are key.
- Staff appointments should not be made by single person appointment panels i.e. Headteachers alone: this is poor employment practice; contrary to public sector appointment processes; risks challenge based on equality legislation.
- Proposals regarding Headteacher powers over staffing lack specificity – what is allowed and what is not? Local Authorities as employers impute certain responsibilities.
- SNCT and LNCT agreements need to be adhered to; the rights of teachers need to be sacrosanct.
- The EIS supports devolved management of schools which allows for appropriate funding decisions to be made at school level. The EIS believes that such decisions should be carried out within a democratic school model, in which decision making is shared between staff.

Make your views known: The EIS is responding to the Consultation, and our response will be published on our website at www.eis.org.uk

Individual members or branches may also wish to respond to the Consultation. This can be done online via www.gov.scot/Publications/2017/11/9712

The closing date for the receipt of consultation responses is **Tuesday 30 January 2018**.

Starting Out – Focus on NQTs

The SEJ spoke to some of Scotland's newly qualified teachers, as they settled in to their induction year in schools across Scotland. Here, they share their views on the early days of their teaching careers.

What first made you want to pursue a teaching career?

Daniel Denholm (Canmore Primary): I was playing football full time, but I was at a stage where I needed to think about longer term career prospects. I enjoyed working with children on community projects while playing football, which gave me the push to pursue this route. After working as a high school classroom assistant I became a classroom assistant at a primary school and I really enjoyed the different day to day challenges. This experience has been crucial in implementing strategies to build relationships with learners in my classroom today.

Nicole Chalmers (Harris Academy): I did not realise that I wanted to teach until I was at university, for my undergraduate degree. I was part of a few outreach programmes that involved going into primary schools to teach basic coding through the use of LEGO. I thoroughly enjoyed teaching the pupils and I felt as though I learned a lot from them. I then took a teaching module as part of my undergraduate degree, I thought it would be really easy. I was pleasantly surprised at how challenging it was, but I absolutely loved it.

Matthew McAteer (New Elgin Primary): I have always wanted to be a teacher. I was fortunate that when I was going through primary school in Northern Ireland that I had a series of enthusiastic and engaging teachers who gave me the idea that teaching could be my own career when I finished school. As I went through secondary school, and into university, I continued to meet individuals who would present the teaching career as something highly rewarding. In particular, my family and my girlfriend were supportive in fostering my ambition to teach. I feel a sense of purpose and achievement when teaching, and despite the challenges of ensuring that each and every child's needs are met under my responsibility, I still have the same spark that led me to a career in teaching.

Hannah Smith (Buckie Community High):

I have always enjoyed teaching and helping others, as I was brought up by parents who valued education, progression and the bettering of oneself. They were supportive in my career choice, enabling me and my four siblings to achieve our best in both school and university. Growing up in an environment that values education gave me a drive to pay it forward and to help future generations. So I have wanted to be a teacher since I was a little girl. For five years I worked for an educational charity in schools across Edinburgh and the Central Belt and I thoroughly enjoyed working with and teaching the young people there. This experience fuelled my decision to gain my PGDE so I could combine my passion for teaching and my passion for art.

How did your experience of Initial Teacher Education help prepare you for life in the classroom?

Daniel Denholm: I feel it gave me strong foundations and I learned a lot from my placements in particular. However, I felt it was difficult to apply the theory we were taught without seeing how it works on learners. Now I am in the classroom consistently, it is easier to implement ideas passed on to myself via my lecturers. One thing that I feel ITE did not do was prepare you for setting up your classroom, procedures and routines. This is a big part of day to day teaching

Nicole Chalmers: Most people compare ITE to learning how to drive and I could not agree more! I was shocked that I was allowed to teach in my undergraduate module. There was a lot that I did not know and was also unaware of. Being at university for ITE and being on placement were two completely different aspects. I enjoyed placements more as you learned a lot on the go. However, the theory at university definitely helped me through my placement. Much like driving I think it was crucial to learn about the theory –

pedagogy – before going out and teaching. Every school is different and there is only so much preparation ITE can give you.

Matthew McAteer: I attended the PGDE programme 2016/2017 with the University of Strathclyde, and looking back I can note the difference that the year made on my teaching. In a single year I was able to develop the crucial skills such as lesson planning, classroom management, and behaviour management that I use daily in my classroom. The staff at the University of Strathclyde delivered not only the necessary inputs so that my understanding of the Scottish curriculum was developed, but they also provided support by being available for advice during blocks of placement. I felt confident and enthusiastic about beginning my teaching career because of my experience of Initial Teacher Education.

Hannah Smith: I found the most beneficial and influential elements in my training were definitely the school placements. I was very lucky with the placement schools I experienced; I had the opportunity to work in two fantastic art departments, one in Johnstone High and the other at Largs Academy. The support I was given in both these departments was impeccable; the staff were so friendly and passionate. I found, however, that the lectures within University were less than appropriate or beneficial, requiring more tailoring towards the level I intended to teach. I have luckily landed in a school with a very supportive department head and caring senior leadership team, I have felt welcome here which gives me added confidence to be the classroom.

Now that you are in your induction year, have you faced any unexpected challenges?

Daniel Denholm: Yes, every school has different policy, environments and priorities. I have had to learn the way that

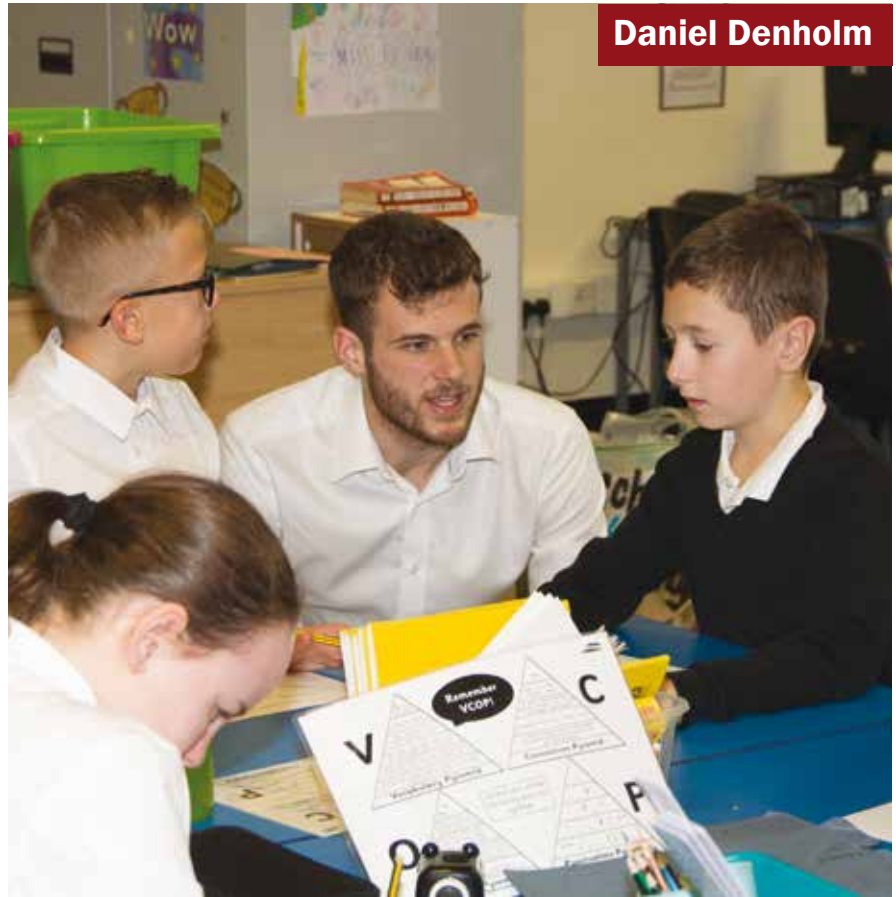
Canmore operates within its learning community. Although I was aware that Canmore Primary was an open plan school, I was perhaps naïve to the challenges that this possesses. Classroom organisation takes centre stage, with major focus having to be placed on class transitions. If these are not planned and structured well it can lead to time being wasted due to learner disengagement.

Nicole Chalmers: I used to think I was a very organised person but I'm finding it difficult to stay organised in the school that I'm in. I am sharing classrooms and although I was used to doing that as part of the ITE placements, it still feels different. My time management is definitely improving, it has to if I want to be prepared for the next class in a different room. It can be very challenging.

Matthew McAteer: I don't imagine that you can be fully prepared for your NQT year because no class is ever the same as another, and the strategies that you might use in one scenario may not be effective in another. The responsibility of ensuring all potential barriers to learning are addressed can be challenging due to the busy nature of classroom life. I am thankful, however, because I have been surrounded by experienced and skilled practitioners in my school who have been able to provide me with the advice needed to address any challenges I am facing in my developing practice.

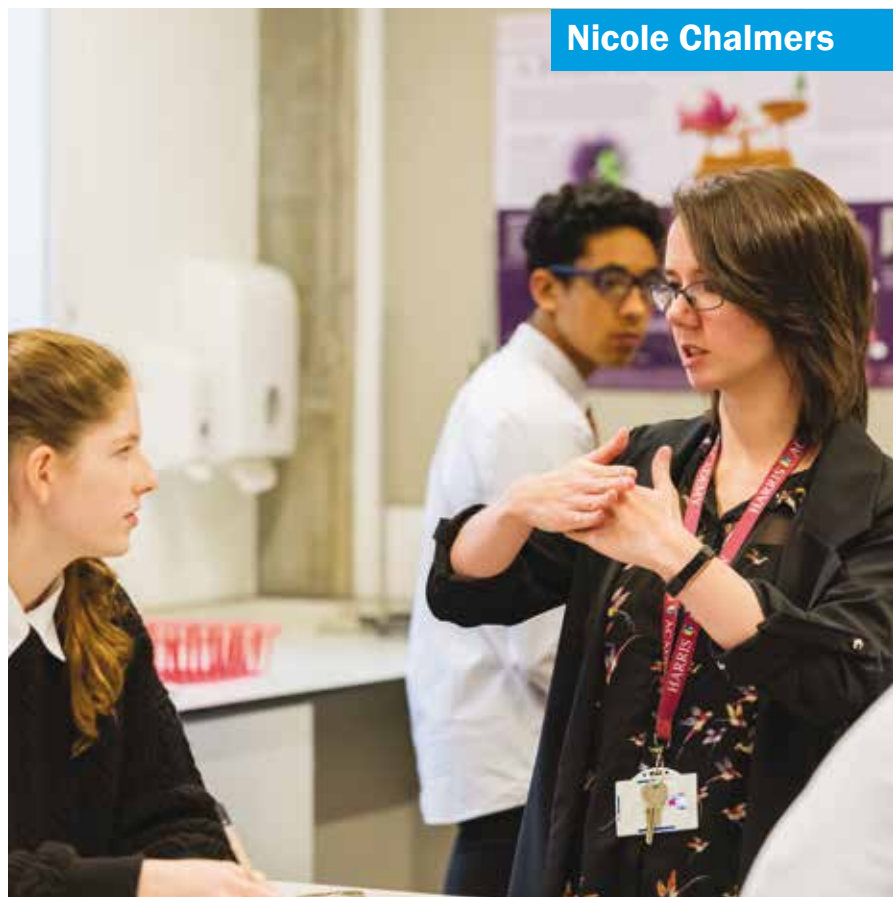
Hannah Smith: I haven't really faced any unexpected challenges within the classroom in regards to the pupils or the teaching but I have found trying to update the GTCS profile a challenge. It is the only part I am not enjoying as I find the process a little frustrating, especially when it times out and deletes what I've written. I didn't expect this element to consume so much of my time, I would prefer less typing and more teaching.

>>>



Daniel Denholm

Photo: Johnstone Syer

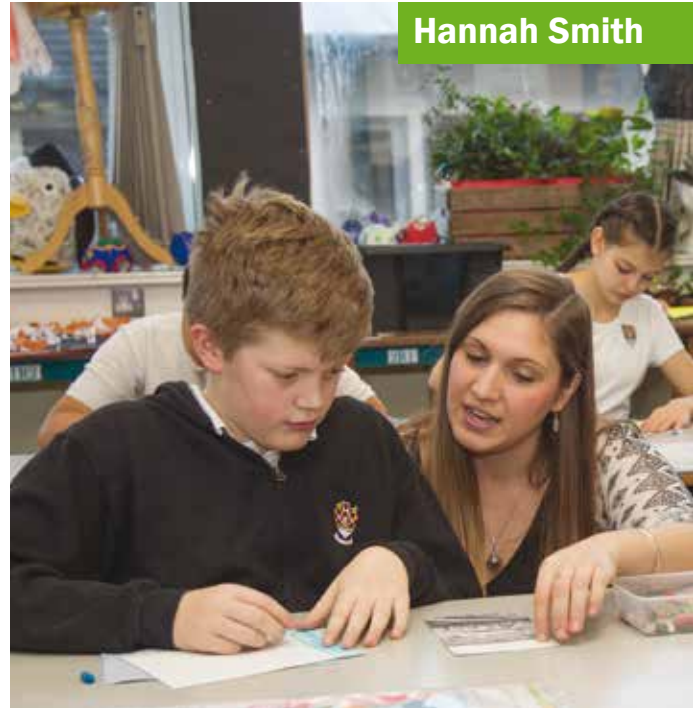


Nicole Chalmers

Photo: Mark Jones



Photos: Lenny Smith



What aspects of your new teaching role are you enjoying most?

Daniel Denholm: Although it may sound like a cliché, I am really enjoying working with the learners. The human element of teaching is a big reason I wanted to get into it. Seeing the learners' progress gradually day by day.

I am also enjoying having my own class room. This has meant planning and delivering for long term ideas which I hadn't been able to do on placement. My colleagues have been very supportive, giving up their own time to help me if I am experiencing stress over a lesson or a school procedure.

Nicole Chalmers: Getting to know the students has been the most enjoyable. When I was on placement for ITE, I never had enough time to really get to know the pupils. I am finding it a lot easier to build up relationships with the pupils, not all of them, but most. Getting to know all the individual personalities is without a doubt the best part. I'm working in a great department where there is a lot of support and that helps. I also had two students tell me that they really enjoy physics – the subject I teach – and that made my day.

Matthew McAteer: There is a lot that I am enjoying so far on my NQT year. I have been able to develop a greater depth of professional knowledge just from

interacting with my class when delivering lessons. I had recently enjoyed working with my stage partner during our Harvest topic, through which we hosted an open afternoon for senior citizens in which our classes performed a range of Doric and Harvest themed poems, songs and dancing. Adjusting to the role of a class teacher was daunting at the beginning, but now I feel better suited to matching my school's routines and expectations.

Hannah Smith: I absolutely love the passion from the students; I have some really enthusiastic young people! It is so infectious and it's just such a fun and productive environment to be in. They really enjoy the subject and want to spend extra time in the department, more than just their allocated periods or Art Club; they just don't seem to ever want to leave.

How involved have you been with the EIS in your school, and what might enable you to become more involved?

Daniel Denholm: In all honesty, it isn't something which I have given a lot of thought to. My sole focus and energy has been on making my probation year as smooth as possible by dedicating my time to Canmore Primary and its community.

I think when I am more settled, I may investigate this further.

Nicole Chalmers: I have not been involved in anything with EIS in my school. I know who the representative in my school is, it helps that they are also in my department. I would be more involved if I knew more about what is going on in my school. I'm not sure what happens, but I do know who to go. During ITE you are told you should join a union as you might need to use them someday but no one has ever explained more than that. I could also put in more effort, I do get the EIS leaflets posted through my door, and unfortunately I still have not read any of them.

Matthew McAteer: I signed up with EIS when I attended my induction dates in August before the term began. Staff in my school were very welcoming, and I was quickly informed who were the respective union Representatives. I have had no reason to approach my union representatives because no such challenges have arisen which would require their assistance.

Hannah Smith: My department head is the EIS representative so I am kept up to date with anything and feel that she is supportive of me as well as everyone in the school. With having the Rep in my department it means that I can become more and more involved quite easily. I have noticed that other members of staff have a close and good relationship with her too and find her approachable, enabling anyone to get involved.

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The Gwen Mayor Trust

Supporting arts projects for children



The Gwen Mayor Trust was established by the EIS in memory of Gwen Mayor, the primary 1 teacher at Dunblane Primary School who was killed alongside 16 of her pupils in the 1996 tragedy. The purpose of the Trust is to advance education by providing financial support for projects in connection with the arts, culture, music or sport. Gwen Mayor's daughter and a former colleague from Dunblane Primary School are among the Trustees to the Fund.

In this special feature, the SEJ looks back at some projects across Scotland that benefitted from the support of the Gwen Mayor Trust over the past year. We also highlight the details of this year's successful applications, following the recent annual Trustee meeting where all applications for assistance were considered.

Gwen Mayor Trust awards 2017/2018

The Gwen Mayor Trust recently announced its awards for 2017/18. 11 projects from across Scotland have been successful with amounts ranging from £300 to £1000 being awarded. A total of 7,382.23 has been awarded from the Trust fund this year.

Amount (£)	Total Cost of Project (£)	School	Project
£700	£900	Croftcroighn Primary School, Glasgow	To create a piece of mixed media artwork for display in the two secondary schools Croftcroighn feeds into, to act as an environmental reference point for new secondary pupils.
£700	£996	Alves Primary School, Moray	To teach Primary 3/4/5 class to play ukulele.
£700	£1,000	Uryside School, Aberdeenshire	To enter the I-Rock Competition, a junior version of the popular Rock Challenge.
£1,000	£1,000	Nether Currie Primary, Edinburgh	To plan, organise and run the 'Easter Extravaganza' performance.
£650	£700	St Ignatius Primary, North Lanarkshire	To form a 'Forest Club' which will support the maintenance of the wooded area within the school.
£700	£2,800	Castlehill Primary, Glasgow	To create a sensory garden within the school grounds.
£500	£1,000	Balornock Primary, Glasgow	To develop the infant playground and create opportunities for outdoor learning.
£600	£1,000	Saint Mary's Primary, South Lanarkshire	To start an after-school photography club in early 2018 for P4-P7s.
£540	£972	Auctertool Primary, Fife	To set up football and netball clubs.
£300	£700-£800	South Morningside Primary, Edinburgh	To raise pupils' attainment in PE focusing on Sportshall Athletics.
£992.23	£992.23	Buchanhaven Primary, Aberdeenshire	To create open reading spaces throughout the school.

Total number of successful applications = 11 Total amount awarded = £7,382.23



Denny Primary School, Denny



Denny Primary School in Falkirk were delighted to receive funding from the Gwen Mayor Trust last year to help fund and develop their school choir. The number of children taking part in the choir has significantly increased during the last year and due to the success of the Senior Choir we have started a Junior Choir for pupils in Primary 1-3. We now have over 100 pupils attending our choirs and finding enjoyment through singing on a weekly basis. Thanks to the Gwen Mayor Trust for their support.

David Hedley, Principal Teacher

The Royal High Primary School, Edinburgh



Since getting a class set of ukuleles from the funding we were able to provide whole class lessons. This year primary 6B are having regular lessons and performed in our Harvest assembly. They will be performing again at Christmas and are looking forward to doing it. The confidence of the pupils has greatly improved through learning an instrument.

Irene Megaw, Teacher

Tulliallan Primary School, Kincardine



Tulliallan Primary submitted a bid for funding to support sports development in our school. We wanted to build on the skills and enthusiasm shown during badminton instruction from a visiting specialist. The grant money was used to buy our own equipment to improve the accessibility of badminton for all and to make it sustainable within the school. The grant also allowed us to purchase equipment suitable for younger pupils and children with coordination difficulties. Pupils have shown a keen interest in joining local badminton groups and we are entering a team into the Badminton Scotland event.

Carol Porterfield, Teacher

Orchard Primary School, Wishaw



With Orchard Primary's award from the Gwen Mayor Trust we are establishing a sustainable jewellery after school club within the school. We have taken this across our learning and formed a partnership with one of our parents who designs and makes her own jewellery. The grant has enabled us to develop skills for life in our young people and it has supported a parental partnership which has enriched the life and learning of the school.

Jill Woodward, Headteacher

Dunblane Preschool Play Association

DPPA are a charitable organisation who run various groups for children aged 0 - 5 years, from baby group through to playgroup. The fund awarded by the Gwen Mayor Trust enabled us to purchase 2 large pieces of fabulous play equipment to create a mud/texture area within our garden. These are items which we would not have otherwise been able to afford due to tight budgets. The children never tire of exploring their muddy play area and it promotes lots of imaginative, messy play whilst experiencing all the benefits from being outdoors.

Sarah Rennie, Convener, Dunblane Community Preschool

Keig School, Aberdeenshire

Keig School was delighted to receive £700 from the Gwen Mayor Trust. The money was spent on new blouses, dancing shoes and sashes for our P3-7 Scottish Country Dancing Teams. We were very grateful that the funding meant that every child in P3-7 could participate and we were able to enter 4 teams to the Scottish Country Dancing Festival in March 2017.

Jane Murison, Headteacher



THE GREAT EIS END OF YEAR QUIZ 2017

BY TANTALUS



The Great EIS End of Year Quiz - the one you have all been waiting for. (Or if you prefer not to end a sentence with a preposition, the one for which all of you have been waiting.) Best completed with lashings of ginger beer on 26 December 2017. Accompanied with either a bag of Jacob's Twiglets or a carton of Bendicks Bittermints. Either way, send your completed entry form (page 18) to **QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh EH3 6BH**. The winner will then receive a jolly good prize. All entries should be received by **FRIDAY 12 JANUARY 2018**.

ANSWER GRID OVER THE PAGE >>>

Section 1: 2017 - Were you paying attention?

1. Who in January claimed that crowds at Donald Trump's inauguration ceremony were the largest ever at such an event and that the press had deliberately under-estimated the number of spectators?
2. In February, while the cast and crew of La La Land celebrated on stage winning the Best Picture award, one of the film's producers announced that another film had won the award. What was the name of the other film?
3. What video game console was released worldwide on 3 March 2017?

4. In May, who was confirmed as the new lead judge on BBC One's Strictly Come Dancing taking over from Len Goodman?

5. What item was relaunched on 24 May 2017 at a price of £49.99, after originally launching in the year 2000 for a launch price of £129.99?

6. Andy Murray's last competitive match in 2017 was a Wimbledon quarter-final defeat in July. Who was his opponent on that day?

7. The images of what items appeared on a series of 10 stamps released by Royal Mail in August?

8. Who gave birth to Alexis Olympia Ohanian Jr. in September?

9. Written in 1966, whose PhD thesis entitled Properties of an Expanding Universe was accessed 2 million times in October and crashed Cambridge University's website on the day of its release?

10. Chronologically, which was the last country in 2017 to qualify for the FIFA World Cup Finals to be hosted in Russia in 2018?

- (a) Sweden (b) Peru
(c) Australia (d) Denmark

WIN £250 John Lewis Voucher

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Section 2: Beside the seaside, beside the sea

1. The waters of the River Danube flow into which sea?
2. Which band made its first appearance on Top of the Pops in 1974 with the song Seven Seas of Rhye?
3. In one of the most anticipated sporting events of the 20th century, and the subject of a major film released in 2003, what was the name of the horse beaten by Seabiscuit at the Pimlico Race Course, Baltimore on 1 November 1938?
4. Published in 1953, and winner of the Pulitzer Prize for Fiction in the same year, who wrote The Old Man and the Sea?
5. What was the name of the submarine in 20,000 Leagues Under the Sea written by Jules Verne?
6. La Mer, composed between 1903 and 1905, is the most popular and widely performed concert work of which composer?
7. The central parts of which European city consist of 14 islands?
8. Who wrote the poem which opens with the following lines?
"I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,"
9. Which BBC Sitcom was located in Walmington-on-Sea?
(a) Hi-De-Hi (b) The Good Life
(c) Dad's Army (d) Fawlty Towers
10. In the novels A Song of Ice and Fire, what name is given to the body of water separating the continents of Westeros and Essos?

Section 3: Food and Drink

1. In France, Sauvignon Blanc is cultivated along the banks of which river?
2. Which product was launched in the USA first?
(a) Coors Light Beer
(b) Haagen-Daz Ice Cream
(c) The McDonald's Happy Meal
(d) Bud Light beer
3. In which region of Italy is Chianti Classico produced?
4. Which British Prime Minister has a variety of tea named after him?
5. What colours are the quarters of a typical Battenberg cake?
6. The UK had the first overseas branch of which American fast food restaurant chain when it opened in Preston, Lancashire in May 1965?
(a) McDonald's (b) Pizza Hut
(c) KFC (d) Burger King
7. Cremini, Enoki and Morels are edible types of what foodstuff?
8. In the children's TV series, The Herbs, what type of creature was Parsley?
9. Along with white wine vinegar, which two other ingredients can be added to a Hollandaise sauce to turn it into a Béarnaise sauce?
10. What is the brand name of the colourless, lemon and lime-flavoured soft drink created by Coca-Cola?

Section 4: The Lyrics Round

You know the drill. It's the Lyrics Round! Simply identify the artist and the song containing the following lyrics. Where "cover versions" have been identified, marks will be awarded for either the original artist or the cover artist. Go directly to the Round. Do not pass Go. Do not collect £200.

1. "In the day we sweat it out in the streets of a runaway American dream"
2. "Tumble outta bed and I stumble to the kitchen. Pour myself a cup of ambition"
3. "Early morning when I wake up. I look like Kiss but without the makeup"
4. "Every generation blames the one before. And all of their frustrations come beating on your door"
5. "You don't have to feel like a wasted space. You're original, cannot be replaced"
6. "If you said goodbye to me tonight. There would still be music left to write"

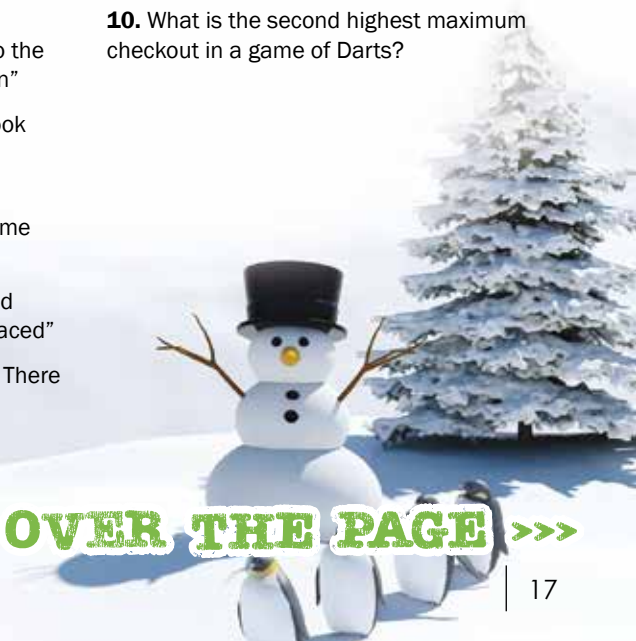
7. "Stop... being so hard on yourself. It's not good for your health"
8. "I wish I could just make you turn around. Turn around and see me cry"
9. "This is the end. Hold your breath and count to ten"
10. "I've been alone with you inside my mind. And in my dreams, I've kissed your lips a thousand times"

Section 5: And finally...

1. Referred to as Monte Cervino in Italy, what is the more common name for the Alpine peak which straddles the boundary between Switzerland and Italy?
2. Which river flows through the Portuguese capital Lisbon?
3. With what mathematical process are the two main techniques of integration and differentiation associated?
4. In which US city do the NFL team Seahawks play their home games?
5. What was the name of the Staffordshire born and bred designer who, along with Susie Cooper, made her name with the brightly coloured range of Art Deco pottery she designed in the 1920s?
6. What colour is the District Line on maps of the London Underground?
7. In the Michelin guide, restaurants are awarded one star, two stars or three stars. Which of these was the "most-starred" city in the world in December 2016?

- (a) Paris (b) New York
(c) Tokyo (d) London

8. In July 2017, the Royal Mint launched a new £2 coin to mark the 200th anniversary of the death of which much-loved British author?
9. If it is 10:30 in Edinburgh, what time is it in Beijing?
(a) 17:30 (b) 18:30
(c) 19:30 (d) 20:30
10. What is the second highest maximum checkout in a game of Darts?



ANSWER GRID OVER THE PAGE >>>

QUIZ ANSWERS

RETURN TO: QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh EH3 6BH. All entries should be received by FRIDAY 12 JANUARY 2018.

Section 1	Section 2	Section 3	Section 4	Section 5
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10

Name.....Phone.....Email.....

Address.....Postcode.....

Employees of the EIS and their families are not eligible to win the competition. Editor's decision is final: No correspondence will be entered into regarding the correct answers or the selection of the winning entry.



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Achieving Respect for All

Scotland's approach to anti-bullying



Katie Rafferty, Director at respectme, Scotland's Anti-Bullying Service, profiles the work of the organisation and highlights the publication of the Scottish Government's new anti-bullying guidance, Respect for All, which was launched in November.

Bullying is unacceptable, must be addressed quickly and should never be seen as a typical part of growing up – this is the clear vision that underpins the Respect For All, the Scottish Government's refreshed anti-bullying guidance that was launched on 15 November 2017, during Anti-Bullying Week.

The launch of this guidance marks a crucial moment for all those adults who have a role to play in the lives of children and young people. It creates an opportunity for us to reflect on what has been achieved so far and what we still need to do to ensure every child in Scotland realises their right to live free from bullying and harassment. As the national anti-bullying service in Scotland, we are looking forward to a renewed focus and energy on empowering the adults in children's lives to prevent and effectively respond to bullying.

In Scotland we define bullying as both behaviour and impact. It takes place in the context of relationships and behaviours can vary from name calling and excluding someone from a group, to spreading rumours online. The impact of these behaviours can leave children and young people feeling hurt, threatened, and left out, and they ultimately lose their sense of agency – the feeling that they are in control of their lives. This can have far reaching consequences on their lives and manifest in mental health problems such as anxiety and self-harm.

Respect For All outlines a national approach to anti-bullying in Scotland which is globally unique and underpinned by the values of fairness, respect, equality and inclusion. It has a strong focus on the prevention of bullying with one of its key principles being the promotion of positive

relationships and behaviours amongst all children and young people and adults around them. These positive relationships, nurtured by practitioners across Scotland, can help create the positive and respectful cultures in our education settings where bullying simply cannot thrive.

While focusing on prevention is vital, we know that bullying does happen and our 2014 Bullying in Scotland survey illustrated that around 30% of children and young people had said they had experienced bullying. Children and young people need consistent and effective responses from the adults in their lives when they are affected by bullying.

Our responses to bullying should focus on identifying how someone feels, helping them to cope with and respond to those feelings and regain that sense of being in control again. We need to focus on what has happened, the impact it had and what we need to do about it.

Children and young people will always tease each other, fall in and out with each other, and disagree about what they like and don't like. This is a normal part of growing up. However, in an environment where this behaviour is left unchecked, it can lead to bullying.

Respect For All contains an explicit commitment to addressing prejudice-based bullying. This is bullying behavior which is a result of prejudiced views, beliefs and fears that lead to the dislike or even hatred of individuals or groups. It can be based on any characteristic unique to a child or young person's identity or circumstance including characteristics such as race, religion or belief, disability and gender reassignment that are protected by law under the Equalities Act (2010).

Prejudice is a social problem and is not limited to schools. However schools can and do make huge contributions to social change and can prepare young people for adulthood. Consideration to these protected characteristics should

be explicitly embedded across learning to ensure that children, young people and the adults who work with them have the language, understanding and confidence to respond to prejudice-based bullying.

Alongside Respect For All we are also delighted to see the launch of 'Addressing Inclusion', a resource developed in partnership by LGBT Youth Scotland and respectme to complement national guidance and provide more specific information on how education practitioners can address homophobic, biphobic and transphobic bullying, which is available for download from our website.

The challenge for all of us now is to ensure that Respect For All delivers a consistent and coherent approach to anti-bullying across Scotland. To support this roll out, joint training events will be held across Scotland in the New Year led by the Scottish Government, Education Scotland and respectme.

Respectme will continue to offer free training, policy advice and information to help empower adults who have a role to play in children and young people's lives. We look forward to working in partnership with practitioners from across Scotland to realise our shared ambition of helping every child grow up free from bullying and realise their full potential.

Additional information

Respectme, Scotland's Anti-Bullying Service works with all adults who play a role in the lives of children and young people to give them the practical skills and confidence to address bullying behaviour wherever it occurs. For further information on the services we provide, visit: www.respectme.org.uk

Respect for All – The National Approach to Anti-Bullying for Scotland's Children and Young People can be viewed here: www.gov.scot/Publications/2017/11/6766

Protecting Teacher Professional Standards

The Scottish Government has announced plans to merge the General Teaching Council for Scotland into a new body representing teachers and others working in education. With elections to the GTCS set to take place in January, the EIS will be taking the opportunity to campaign for strong teacher representation on the GTCS and the protection of the independence of the organisation itself.

The EIS has highlighted its serious concerns over the Scottish Government's plans to disband the General Teaching Council for Scotland (GTCS) and to transfer its functions to a new Education Workforce Council whose members would be appointed rather than in part elected by the teaching profession as they currently are. The EIS believes that the GTCS must retain responsibility for upholding Standards within teaching, and approving all applications for registration to teach in Scotland's schools.

Commenting on proposals to disband the GTCS, EIS General Secretary Larry Flanagan said, "The EIS is committed to defending the role of the GTCS, in the face of this unwarranted interference by the Scottish Government on its independence. Teachers fund the GTCS through their subscriptions and have an elected majority on its ruling Council. What right does the Scottish Government have to remove that democratic accountability from the profession? The Deputy First Minister often talks of empowering teachers; a useful first step would be to take his hands off our GTCS."

Mr Flanagan continued, "At a time when we are seeking to enhance the status of teaching as a profession, in order to recruit additional high-quality graduates into our schools, this undermining of our professional standards body is profoundly unhelpful and deeply troubling. Is it coincidence that these proposals have come after a period when the GTCS has been resolute in upholding professional standards in the face of the Scottish Government's flirtation with Teach First

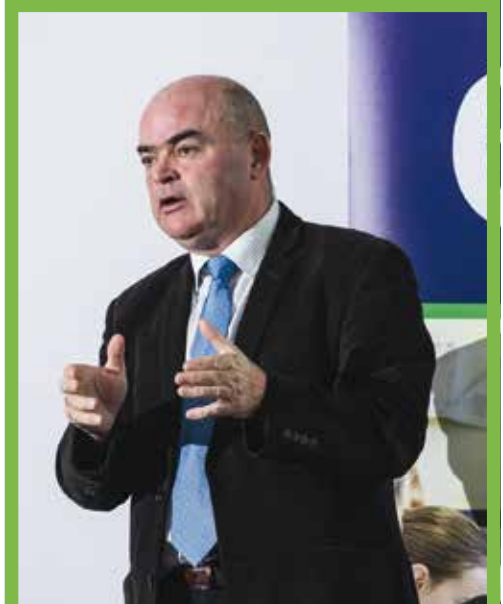
and while the Scottish Government is pursuing 'fast-track' approaches to teacher training?"

The GTCS is an independent body and the EIS believes the Government should respect the work that it does rather than seeking to undermine or control it on the basis of a centralising agenda. The GTCS is also internationally recognised as a success story and has provided a model for teaching councils globally for the work that it does to support the teaching profession in the interests of quality education.

The current proposal is to merge the GTCS with the Standards Council for Community Learning and Development for Scotland and then open it up to other education workers. The EIS is clearly not opposed to other education staff having a professional standards body but does not believe that a 'one-size-fits-all' approach is the best way to achieve this. Indeed, it has the potential to be a set-back on the road to greater quality and equity in the education system in Scotland.

Mr Flanagan added, "No evidence has been provided by the Scottish Government as to why this merger is needed or where the support for the change is coming from. It seems to be a case of the government feeling the need to 'do something' for the sake of being seen to change things."

In addition to highlighting the absence of a firm rationale or obvious support for the proposal, the EIS will be articulating a large number of objections in a range of fora over the coming weeks and months. These are outlined in the next column:



“The Deputy First Minister talks about empowering teachers; a useful first step would be to take his hands off our GTCS.”

– Larry Flanagan, EIS General Secretary

- There is no evidence-base or credible support for the proposal
- It will erode the status and devalue, the professionalism of teachers
- Teacher professional voice and influence, within the Council and Scottish Education more widely, will be muted to a large degree
- It amounts to a reduction in the level of support to the profession
- Proposed governance arrangements for the EWC will weaken democracy and accountability to the teaching profession
- Control will be shifted towards government
- Removal of the GTCS risks lowering the bar for entry to the profession.

GTCS Elections

support your EIS supported candidates

Early in the new year, elections to the General Teaching Council for Scotland (GTCS) will open. All GTCS registered teachers are eligible to vote in these elections. The EIS supports the important role of the independent GTCS in upholding high professional standards in teaching, and values the involvement of elected teacher representatives on the Council.

The GTCS is highly influential in terms of educational policy generally and has specific remits in the areas of professional standards and the new professional update scheme. At a time of great change in Scottish Education and increasing pressure in our schools, it is important that the teacher voice is heard at the GTCS.

Teachers have a majority of only one on the GTCS Council, however, the other posts are being filled by appointment, so it is essential that those teachers elected are representative of the interests of the majority of teachers and not focussed on narrow agendas.

The EIS has supported a number of candidates who meet this objective and who are classroom teachers and EIS members who command the respect of their colleagues in their schools, who are committed to promoting the highest standards within the profession and to defending teachers in light of the many challenges faced on a daily basis in our schools.

When you receive your voting papers in January please vote for all EIS supported candidates. Further information and biographical information on all EIS supported candidates will be sent to all members at their home address. Please look out for this information pack arriving in the post.

The GTCS matters for every teacher

The EIS supports the work of the General Teaching Council for Scotland (GTCS) in its increasingly important role in Scottish education. The work of the GTCS impacts on teacher professionalism and the work of teachers throughout their careers. This role is of particular importance with the introduction of Professional Update and the development of teacher professionalism:

- To be able to teach in Scotland, every teacher must be registered, and remain registered, with the GTCS
- The GTCS sets 3 professional standards; The Standards for Registration, The Standard for Career-Long Professional Learning and The Standard for Leadership and Management
- The GTCS accredits Initial Teacher Education as well as playing an increasing role in the area of professional learning
- Cases of alleged teacher misconduct or incompetence are reported to the GTCS, which has the right to use the ultimate sanction of removing teachers from the GTCS Register.

The Voting Process

Voting is solely online and your PIN to vote will be issued by the GTC Scotland by email.

All teachers on the register maintained by GTC Scotland will receive an email with ballot instructions on **Wednesday 10 January 2018** and online voting will be open from that date until noon on **Friday 2 February 2018**.



Vote Online: www.gtcs.org.uk

PAGE SCHOLARSHIP 2017

This year's Walter Hines Page Scholar, Julie Ann McGhee from North Lanarkshire, shares her experiences from her scholarship journey. The Walter Hines Page Scholarship, which is administered by the English Speaking Union, offers an annual opportunity for an EIS member to visit the USA to undertake research on an area of education that is of interest to them.



In March, I was fortunate to undertake a research trip to the USA as the recipient of the ESU's Walter Hines Page Scholarship, visiting schools, colleges, literacy councils and literacy alliances in four different states: North Carolina, New Jersey, Massachusetts and Illinois. Investigating literacy – its development, assessment and implementation across the curriculum – I was given real insight into approaches being taken by our colleagues in the United States and areas in which our system could improve.

Curriculum for Excellence has placed great importance on literacy across learning, something already embedded in the US system. In Pinecrest High School in Southern Pines, North Carolina, I was first introduced to 'Common Core', an initiative adopted by forty-two of the fifty states to ensure consistency in standards in English Language Arts and Literacy and Mathematics across the country. The standards state that: "instruction in

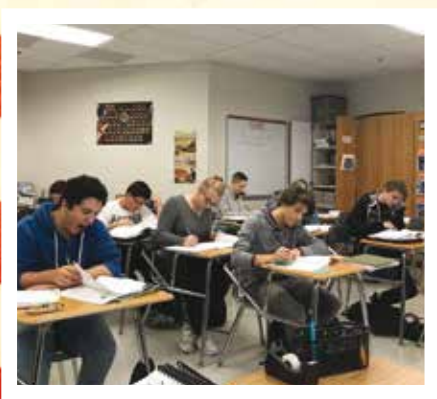
reading, writing, speaking, listening, and language should be a shared responsibility within the school." I learned that, as well as having their own subject outcomes, each discipline must also teach literacy outcomes that are specific to their subject.

In Holmdel High School in Monmouth County, New Jersey, I witnessed excellent examples of high order thinking skills being taught. In one Social Studies class, the need for high levels of literacy in order for pupils to be able to access, and progress in, the curriculum had been identified. Particular emphasis was placed on reading to analyse so that students were able to extract, understand and evaluate information from source texts.

“What became increasingly apparent to me over the course of my experience was that literacy improved with accountability.”

Students were explicitly taught these skills from the time that they entered the class at the start of a school year and they became embedded in lessons. As our own curriculum seems to move even more towards teaching exam content as specific information to be memorised, the process used to develop the critical thinking of the students in this class was inspiring. These young people were readily able to form their own opinions on the texts they read, reflect on what they gained from it and evaluate its connection to other texts and information.

I also visited the Marine Academy of Science and Technology (MAST) in Sandy Hook. MAST introduced an innovative reading project in 2010 called 'Let's Just Read' where, for around 30 minutes every day, the whole school stops what they are



doing and reads. The school timetable was rearranged to accommodate this and both staff and pupils undertook the challenge. One of the most significant results of this initiative was that the school's 9th graders' Scholastic Reading Inventory scores averaged 15 points higher than national expected growth.

What became increasingly apparent to me over the course of my experience was that literacy improved with accountability. When the students perceived that literacy was valued and important, and that it would have an impact on their grade, they took much greater care to ensure high standards. This was evident in many areas, such as when the 'mechanics' of a piece of writing represented a third of the grade in History classes. Students also viewed literacy as important when their learning of vocabulary and grammar and the work they produced on this formed part of their overall grade.

The fact that there are core subjects in American schools also seems to have an impact on standards of literacy. The prescribed curriculum of English, Science, Maths and Social Studies means that students have ample opportunity to fully develop their skills in these areas. Students can choose elective subjects to supplement these but the fact that focus remains on core subjects means that standards are higher. BGE, while giving pupils greater variety and short experiences of lots of different types of subject, removes the depth and detail and the time that can be spent on it – particularly in primary schools. While working with primary teachers in our school's primary liaison programme,

I have often heard them comment that the time they have to spend on language has been greatly diminished due to all the other areas of the curriculum they have to incorporate into their teaching. This is almost certainly a factor in the declining standards of literacy.

Despite the best efforts of the government and schools to suggest otherwise, linking literacy benchmarks in with those for English serves only to reinforce the idea that literacy in secondary schools is the domain and responsibility of English departments. Perhaps if we were to adopt a similar format as our American colleagues and devise specific literacy targets for each subject area, there may be much more progress made with regards to literacy across learning.

The accountability for literacy in US schools makes a huge difference to standards. In Scotland, we are currently in a situation where BGE pupils progress from one year to the next (although not necessarily CfE level) without achieving any of the standards of literacy. At National Qualification (NQ) level, in an examination diet of around 40 different subjects, 20 marks (20%) in the English Critical Reading paper and the ESOL paper are the only places where standards of literacy in English 'matter' – these are the only final examinations where the ability to spell and construct proper sentences has a direct impact on the result for a student in that subject. I have lost count of the number of times I have had students grumble, when confronted about spelling, punctuation and grammar, that 'it doesn't matter anywhere else' and, to an extent, this is true. It is an unquestionable fact that

unless students perceive that something is important or necessary for them to achieve, they will give it little consideration or effort. Similarly, if it does not form part of the criteria for success in a subject, why would teachers who are already so heavily burdened make time for it?

While initiatives to improve basic literacy are admirable, taking students beyond this basic level and giving them a high degree of proficiency in literacy is something that must also be prioritised. Bringing other subjects on board with this must be something that is mandatory and not viewed, as it currently is, as something that is almost voluntary or an afterthought. Accountability for both our students and staff in literacy in all areas of the curriculum is the only way to develop our students' proficiency. Making literacy 'important' and 'necessary' in each subject is the first step in ensuring that this happens. Even in the subject where literacy is perceived to matter the most, English, only 20% of the final examination grade requires acceptable standards of literacy (portfolio of writing must also meet basic standards but there are opportunities for students to receive feedback on and redraft this work) and, from my own and my colleagues' recent experience, during the marking of these exams for the SQA we are encouraged not to be overly insistent on extremely high standards of technical accuracy in order for students to pass. One of the results of this is that students who do not have high proficiency levels in literacy gain the necessary grades in English, as well as other subjects, to go on and teach themselves – at primary level or indeed as secondary English teachers. This can only result in standards falling further.



Professional Learning with the EIS

Scottish Union Learning funded courses

EIS members have been taking advantage of high quality EIS professional learning opportunities across Scotland since the start of the academic year.

The EIS successfully applied to Scottish Union Learning allowing it to offer a range of courses, facilitated by leading providers, in locations across Scotland. Below are some highlights from just a couple of these:

Building Teacher Leadership

Roy Clunie of Social Enterprise Academy facilitated a fantastic course on Building Teacher Leadership in the scenic setting of Oban. The course took place over two Saturday mornings on the 9th and 16th September. It asked people to reflect on the leadership skills they use every day in their teaching role.

One participant said:

“Thank you for organising the event in Oban. I really enjoyed myself... getting

together with people from different regions, who have different roles and responsibilities, was so refreshing.”

Equality and Human Rights in the Classroom

This one-day course was facilitated by WOSDEC in Edinburgh, Glasgow and Inverness locations. WOSDEC offer expert learning opportunities in Global Citizenship, Learning for Sustainability and Rights-based Learning.

The course looked at the UN Convention on the Rights of the Child, the Equalities Act 2010 and rights-based learning in relation to classroom practice and was very well received by participants in all 3 locations.

One participant commented: “I’ve just finished the course and it was extremely enjoyable and gave participants like me a chance to network with other teachers and look at practical resources to use with pupils re human rights. Thank you.”

More information can be found in the professional learning section of the EIS website.

Learning Reps

Professional Learning
Help / Advice / Info

Become a Learning Rep

If you are committed to the professional learning agenda and are considering taking up this interesting, valuable role within the EIS, please contact:

Lesley Walker
Professional Learning Co-ordinator

Phone: **0131 225 6244**
Email: lwalker@eis.org.uk

Alternatively, visit:
www.eis.org.uk/LearningReps

Masters Professional Practitioner Award

City & Guilds, in partnership with the EIS, is pleased to invite applications for Unit 1 of this fully online programme, available to teachers across Scotland.

This SCQF level 11 Masters in Education (MPPA) is designed for practising teachers and educators to develop their skills and experience. The programme is a comprehensive qualification that offers structured supports for self-study, work based development activities and end of unit assignments. It is completed online via City & Guild’s Learning Assistant e-portfolio system.

Unit 1 Reflective practice, teachers and a changing context (Credit value: 30 SHE M points).

This unit will encourage candidates to reflect on their experience through critical reading and professional enquiry. It introduces participants to four recurring themes that will permeate the content and processes of the overall programme, which aspires to prepare teachers embarking on a programme of Career-Long Professional Learning. The themes are:

- Learning from experience and through reflection informed by reading and enquiry
- Principles and requirements of ‘enquiry’ and ‘evidence’ led practice

- The role of the accomplished professional as an adaptive expert in a changing context
- Understanding the implication and legal requirements relating to equalities and inclusion.

Further Information: www.eis.org.uk/external_pl/masters.htm



Constructing Teachers' Professional Identities

Research Learning from Scotland

In May 2017 the Centre For Use of Research and Evidence in Education (CUREE) launched a study to begin exploring how national policies and cultural factors influence the development of teachers' professional identities. The research was carried out on behalf of Education International (EI) and included countries and territories from across the globe.

Education International is the world's largest federation of unions, representing over 30 million teachers and education workers across the globe. The research utilised a mixed-methods approach consisting of field studies, interviews, surveys and document analysis.

1300 EIS members responded to a teachers' survey as part of this study and CUREE has published some initial headline findings.

Scottish teachers' ideals for education cluster around a series of principles. They see the promotion of student enjoyment in

education as the most important teaching aim, and ensuring success in formal examinations as the least important.

They see value in professional learning on an ongoing basis, despite feeling they are not offered incentives for pursuing this.

"My identity as a teacher is very much based on my personal knowledge that I am doing the best I can for every pupil." - Primary Classroom Teacher

Scottish teachers regard themselves as working in a top-down system, with policy makers steering at a national/governmental level.

The survey found that 70% of teachers rated 'independent teaching' as a 'major part of their role' compared to only 9% for collaborative teaching.

They feel they have higher levels of autonomy over their individual teaching and professional development, but only 15% of teachers agreed that they are given opportunities to contribute to national decisions about education.

Teachers in Scotland feel they have little or no control over:

- Their pay (97%)
- How they and other teachers are assessed (72%)
- National schemes of learning (64%).

When asked for further comments, many teachers said time constraints, or workload being dictated to them from a higher level, were having a negative impact on their teaching practice.



Centre for the Use of Research and Evidence in Education

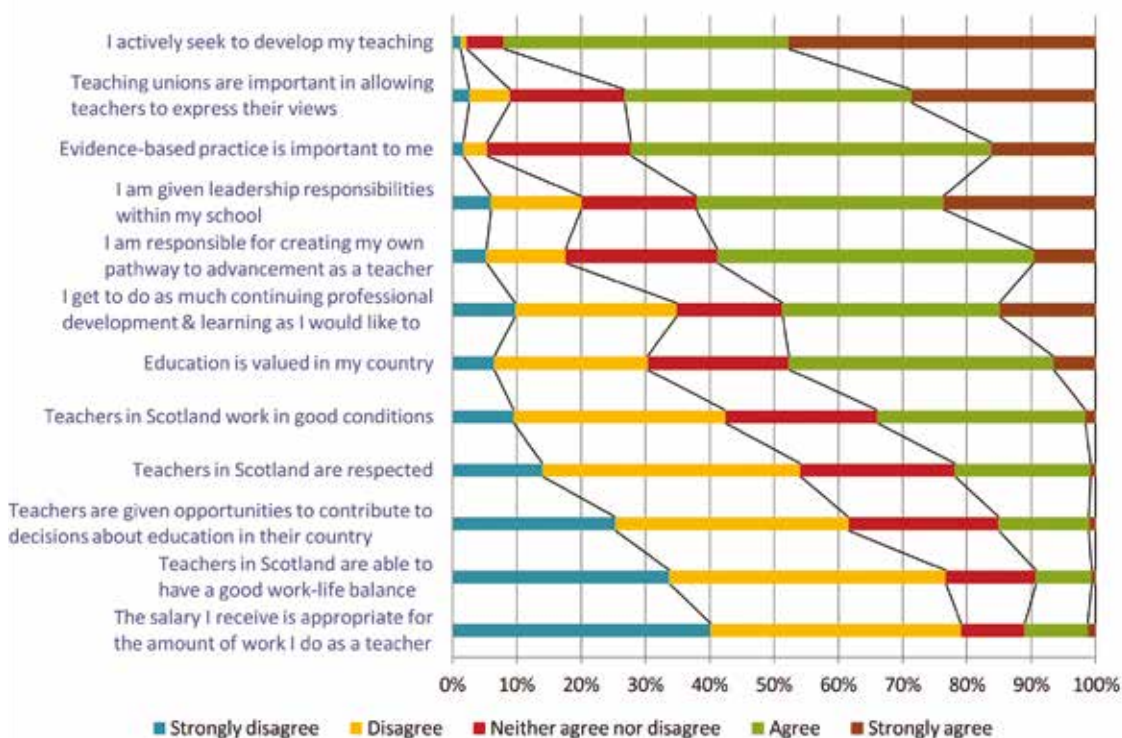


The Educational Institute of Scotland



Education Internationale de l'Éducation
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77% of teachers in Scotland do not feel they are able to have a good work-life balance



For more information, contact CUREE at:

8th Floor, Eaton House, Coventry, CV1 2FJ

info@curee.co.uk
www.curee.co.uk

@CUREE official

Conversation Piece: **Avis Glaze,** International Council of Education Advisers



Canadian educationalist Dr Avis Glaze is a member of the International Council of Education Advisers (ICEA) which is currently supporting the Scottish Government in pursuit of its stated ambition to close the poverty-related attainment gap. During the course of the last visit of ICEA members to Scotland in September, Assistant Secretary Andrea Bradley talked to Avis about the perspective that she's developed on Scottish education over the course of her recent observations as an ICEA member.

Andrea Bradley: What are your impressions of the current readiness of the Scottish education system to achieve greater equity of outcomes for children in school who are living in poverty?

Avis Glaze: As you know, I've worked in many countries and I think that Scotland, more than the majority of places I've seen, is ready to provide equity of outcomes for students, regardless of personal, cultural, demographic or economic differences.

There are so many things that I could commend about the system compared to other systems that I have seen. For example, the focus on equity and excellence is a brilliant focus, because the truth is, you never have excellence without equity. They are two sides of the same coin and Scotland gets it, so I'm delighted with that.

I am also happy with the emphasis on research, because systems must be committed to the successful practices

identified in research. What we did in Ontario really worked for us because of the emphasis on research. From the outset of our reform initiative we wanted to be a research-informed system and as we said to teachers, "No longer can we say, 'I think' or 'I feel'. That no longer works. Parents are doing their own research. They're going to the libraries and using the internet more than ever. They're asking us tough questions and we better know why we choose one strategy or one approach over another, so the focus on research is a fundamentally important strategy if we want to improve student learning, achievement and wellbeing."

Another reason I think Scotland is ready is that you're focusing on and using data-using evidence for decision making. That's the mark of a system that knows what it's doing because you're saying, "Show me the data," and you're disaggregating data, you're going deeper, you're looking at how specific groups are doing, and that is essential if we're to address the needs

of those groups. No longer can systems be good if it's a one-size-fits-all approach. One size does not fit all. I think Scotland is acutely aware of that.

Undoubtedly, funding is important but we should never think that funding alone improves pupil attainment. But money is scarce these days. I don't know of any system that thinks it has enough money or more money than they need. So, it's a matter of how systems use the scarce resources that they have in order to support strategies that work, innovation and, ultimately, student learning and achievement. I think Scotland's efforts with the Pupil Equity Fund is one way of ensuring that you are really addressing the equity and excellence imperative and going deeper, giving those who are making these decisions the opportunity to choose to apply the funding as needed. That's another strength of your system— one that is worth emulating.

The focus on information in terms of determining a student's progress so

everyone knows exactly who is doing what and where students are along the learning continuum is another positive aspect of education in Scotland. Admirably, you are focusing on professional judgement. Systems cannot improve teaching, cannot improve systems, without the goodwill and professionalism of its teachers and principals. And unless you acknowledge that professional judgement is important, then the people who we are expecting to do the work will soon become demoralised and dispirited. Scotland is putting emphasis on professional judgement. That, to my mind, shows maturity as a system. You have to trust your teachers and support them.

I also think you're ready because of your approach to inclusiveness, and inclusiveness not only of the student population, but of the adult population and all those who are expected to deliver- although I don't like the word 'deliver' itself- so clinical- but those who are expected to make it happen. And I see your efforts to have a shared agenda. It's not just a top down system - it's about engaging others and to be able to build all those aspirations into a vision for the system. I like systems that use words like 'collaboration'. In other words, more of the 'soft skills' which, to my mind, are the hard skills.

Andrea: Is it an entirely bright picture, then, as far as you see? Do you see any gaps in what we have?

Avis: I think it's a very optimistic picture, but, as with all school systems, I think we must challenge ourselves, consult with those we are striving to serve, and ask questions. They are the ones who should inform us of what their needs are. Good leadership today means not making assumptions about people and their needs and expectations. We must seek every opportunity to meet with them and listen to them. When I was growing up, because I talked so much, my mother used to say to me, "There is a reason we were given two ears and one mouth!"

I hasten to say that there are always issues with communication- always. If I were to ask at the airport or in a restaurant what is the focus of Scottish education, would those people serving in the restaurants be able to tell me? Are we communicating widely and deeply enough? By that I mean not in terms of one-way communication but a multi-pronged approach in which

everyone knows what we are about. That's important in stable times, but more importantly, when we are in the midst of change and improvement. We have to make it clear that whatever we are doing is not going to be done to people, it's got to be done with them, so I can always see us improving our communication style and strategy in a very multi-faceted way.

I think some places are probably still doing too much, and they have to identify just a few 'non-negotiables' that are done by everyone. I think some schools are trying to do too much. They need to focus on a few goals and work assiduously to achieve them. It is not easy, especially in situations in which children have many challenges. But it can be done.

I can also see your efforts to involve and fully engage students, parents and stakeholders so that education becomes the concern of all individuals who have a vested interest in the success of the system. This includes the grandparents and people who don't have children in school. They all benefit from a robust and successful education system- a system that produces the doctors, nurses, plumbers, electricians- all the professions that serve our needs as a society. Everyone benefits from a good education system.

Andrea: You've outlined quite a number of strengths, you've linked the strengths to areas for further development- and actually quite a multiplicity of those- so if you were to identify three main priorities for immediate attention what would they be?

Avis: I think Scotland has already identified these priorities- improving attainment levels, closing achievement gaps, among others. The whole issue of leadership development is very important. The other one is always strengthening pedagogy. In fact, as I have said before, there's a lot of research saying, if you only have money for two things to reform your system, the focus needs to be on instructional effectiveness and leadership development, and you're doing that.

And let's not forget the issues of mental health, wellbeing and citizenship development, resiliency and other interpersonal skills. Developing a global perspective, critical thinking, creativity, problem-solving and entrepreneurial skills. Those are essential skills. They are the skills that students will need to

be productive members of society. Along with high levels of attainment, they are the skills that help to build public confidence in our education system. But to me, what is most important is to also develop the skills and orientations to reach the lofty goals articulated by philosophers like Plato to create a more just and harmonious society. To my mind, publicly funded education must replicate the kind of society that we have all fought for. It must develop a sense of our common humanity with the skills of empathy and caring for one another, resulting in a citizenry that is committed to altruism and philanthropy.

Andrea: In relation to what you described and identified as priorities, what do you see as being the potential role of the EIS in assisting the agenda?

Avis: When I was the Chief Student Achievement Officer, that came at a time after many teachers' strikes. There was a lot of turmoil in the system. I have always had a lot of faith in the unions. One of the first things we did was to call them together and told them that we were prepared to give them quite a bit of my budget if they would help us to address different issues. For the elementary teachers I said, you have to help us address the poverty agenda. What does it mean? How do we reduce poverty? How do we address this issue in school?

So I gave each of the unions a different focus and I asked them to bring me back a proposal around how they were going to use the money. This was a substantial amount of money at the time. One union, for example, had five million dollars. The unions came back with their proposals about what they would do to address issues that we said were important to us. They were fully a part of the improvement agenda.

To me, it is a matter of trusting the professionals, giving them some clear guidelines, letting them come back with a proposal about what they planned to do and letting them do it.

When I look back on my career that is one of the things I still smile about. That I trusted the unions- and they delivered. They never disappointed me. They did what we would never have been able to accomplish because of the resources and the expertise that exists within the associations. If people think we can improve schools without teachers or teachers' unions, it won't happen.

Letter to the Editor

Dear Editor,

I am writing with regards to the opinion piece written in the previous edition of the SEJ (October 2017, Vol 101, Issue 5) regarding the Teach First route into teaching. I am bitterly disappointed at the biased and unfair way in which this article has been presented. In the introduction, it states that the author has a 'first hand perspective' on Teach First. Therefore, one would assume that this makes him qualified to offer an opinion on the programme. However, it actually transpires that he didn't even take up his offer so therefore knows little about the course and how much support participants receive.

I myself took part in the Teach First scheme in the north east of England for two years. I wanted to be a teacher but as a career changer and with a mortgage to pay, the only feasible way for me to go into teaching in my mid twenties was to do it through a paid route. I committed to the programme and commuted from my partners house in Paisley to Newcastle every weekend in order to complete my two years. Had this been an option for me in Scotland then I most certainly would have done it up here. Further I only ever wanted to teach. I did not, as the article implies, want to 'get a leg up in the rat race'.

I had two very difficult years of training on the job, but I was supported massively by mentors at the school and at Northumbria university, where I obtained my PGCE. I do not feel like a lesser teacher because of my preferred training route.

After the two years, I gave the evidence of my teaching to the GTCS and was granted full registration.

I now work as a primary teacher in Glasgow and I am promoted as best practice by my Headteacher to my colleagues, particularly in maths.

We, as teachers, accept that our learners learn through different ways and differentiate our lessons accordingly. Yet by promoting one side of the debate like the article in the magazine, it seems some of us are saying that everyone has to learn the same way. Teachers can train and learn in different ways, just the same as our pupils do.

I am also aware that as my union you should be representing a plethora of views and opinions.

I therefore appreciate the opportunity to offer my side of the Teach First debate, as someone who actually participated in it and who now works in Scotland.

Yours etc,

Hannah Lister, Glasgow

Editor's reply: Thank you for your letter and for sharing your perspective on this issue. The referenced article in last month's SEJ was a personal opinion piece on the part of the author, and this was highlighted in the introduction to the piece. EIS policy, as determined through the democratic structures of the EIS and the Annual General Meeting, is to oppose the introduction of Teach First (or similar schemes) in Scotland. The EIS recognises that a significant number of highly committed teachers have been trained via these schemes in other countries, and the EIS does welcome and offer support to GTCS-registered teachers who have come to teaching via this type of alternative route. As we note on page 5 of this edition, Teach First has failed to secure the required university partner and has now announced its withdrawal from the tendering process for the Scottish Government's proposed new alternative route into teaching.

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Sudoku

Medium

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

Hard

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

CROSSWORD 98

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Name

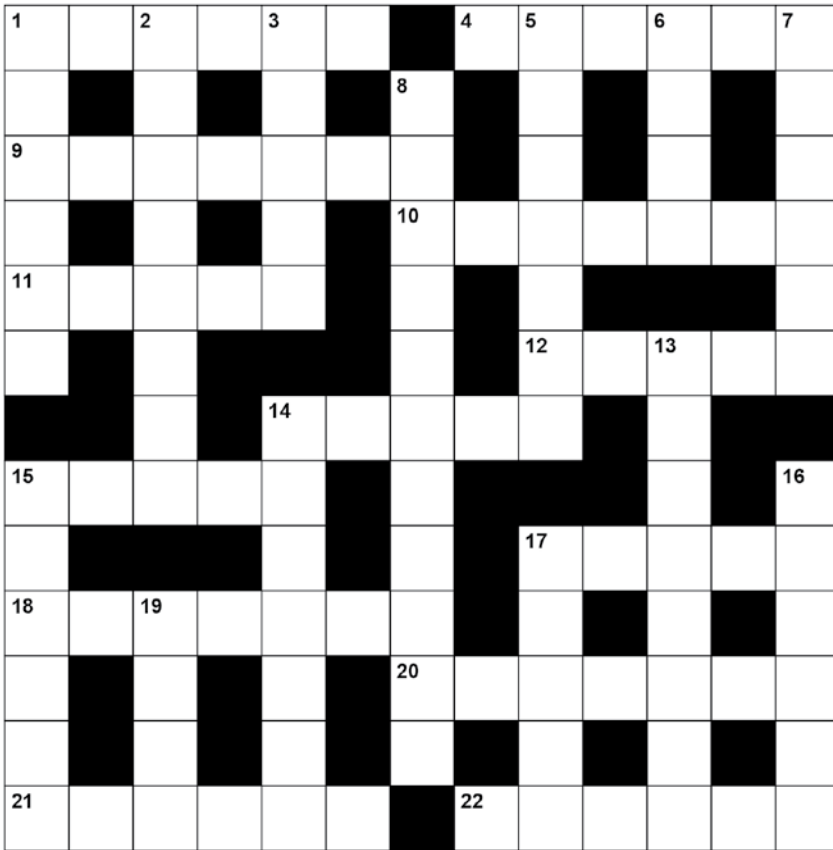
Address

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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 - Married after jockey inspected (6)
- 4 - Food seller said to be more disgusting (6)
- 9 - Artist's slippery soaps embracing one can opener (7)
- 10 - Guitar, regularly funky, Elle played with after university (7)
- 11 - Argues badly without right phraseology (5)
- 12 - Bumpy plane leads to landlocked country (5)
- 14 - Heartless rubbish about English clothing (5)
- 15 - Animal hay messily spread around inside of tent (5)
- 17 - Shakes diamonds (5)
- 18 - Small container holding MP's savoury cake (7)
- 20 - Settlement mum once ruffled (7)
- 21 - Fabricates secret, somehow (6)
- 22 - Cup game: Luxembourg involved in wager (6)

Down

- 1 - Great courage, softly replacing lost steam (6)
- 2 - Trade former church treasure, nearly (8)
- 3 - Follow headless queens carelessly (5)
- 5 - The Queen goes back, spins and goes back (7)
- 6 - Courtier oddly endearing (4)
- 7 - Drive back without a cancellation (6)
- 8 - Twice dug up the church hall? Primarily, that's nonsense! (6,5)
- 13 - Boat around cold university and a lake on time (8)
- 14 - Wettest stampede almost ruined (7)
- 15 - Boo nasty leech grasping Kelvin (6)
- 16 - Characteristic European court after a second power (6)
- 17 - Capital love for ladies' man (5)
- 19 - Craving hidden within burgers (4)

Crossword 97 Answers





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