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A successful year – but more challenges lie ahead

With the arrival of the festive season, and heading towards a new year, now is an opportune time to look back and reflect on the past year. There can be absolutely no doubt that 2019 has been both an extremely busy and a highly successful year for the EIS and for Scotland's teaching professionals.

The most significant success was the delivery of a landmark agreement on pay, which delivered a 10% increase payable from April this year for teachers and associated professionals. This was part of a 3-year deal that included a total compound pay increase of 13.5%, with the final element (3%) to be applied to all pay scales from next April.

The pay deal was a direct result of the EIS Value Education, Value Teachers campaign which – over a two year period – built an overwhelming case for improving the pay of Scotland's teaching professionals. The campaign also brought teachers from Scotland together to battle for a common cause, while also bringing many teachers into the world of trade union activism for the first time.

With the issue of pay now settled until 2021, EIS campaigning has now been refocused on another area of huge concern for members – workload. The Value Education, Value Teachers campaign has moved onto a new phase under the slogan "Time to Tackle Workload".

Since this element of the campaign was launched, regional branch meetings have been held across the country to encourage members to take control of workload to ensure a better work/life balance.

In many ways, the EIS is pushing at an open door with this campaign. There is a shared commitment to tackle workload written into the recent pay agreement, with the Scottish Government and local authorities already signed up to action to reduce teacher workload.

The Scottish Government is promoting the Empowering Schools agenda as a means of tackling excessive workload, and this is reflected in the current EIS work in this area. In the special centre-page pull-out of this SEJ, we offer a guide to using the empowering schools agenda to cut down on unnecessary workload in your school.

Excessive workload is a burden for teachers at all stages of their career, in all sectors and at all grades of post. As with the pay campaign, where members worked together to deliver a positive outcome for all teaching professionals, the active engagement of teachers in all schools will be vital to the success of the workload campaign.

The political dimension of the campaign will step into gear next year, as the EIS seeks to promote its campaign aims of delivering class sizes of 20 and maximum class contact hours of 20. These are 'big-ticket' items which will require significant financial investment from government if they are to be achieved. But, with political parties falling over each other in the recent general election campaign to declare 'the end of austerity' and with the Scottish Parliament elections now a little over a year away, the opportunity exists to extract firm commitments for just that type of greater investment in Scottish education.

Season's Greeting from the SEJ

With preparations for festive season now well underway, the SEJ wishes all of its readers all the very best for a relaxing break and a very Happy New Year.

We hope you enjoy reading this edition of the SEJ, which includes our traditional End of Year Quiz. This always popular puzzler is more challenging than ever this year – a real workout for the grey-matter and an ideal way to blow away any post-celebration cobwebs. Turn to page 12 to get quizzing – and with a chance to win a fantastic prize added into the bargain.



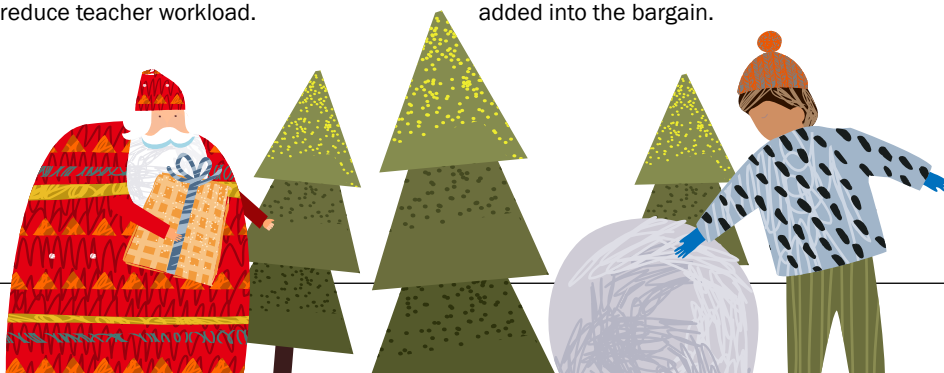
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All articles and letters in the SEJ represent the views of the individual authors and do not necessarily represent the EIS view or EIS policy. To be considered for publication, all letters and unsolicited articles must be accompanied by a full name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



Workload Campaign Continues To Build

The final meeting of Council for 2019 discussed the latest developments in the Time to Tackle Workload campaign, and looked ahead to plans for building the campaign in 2020.

Vice-President Carole Thorpe updated Council on campaign discussions at Strategy Sub-Committee and Executive Committee, including plans for regional campaign events and training for EIS Representatives to support local activity aimed at tackling teacher workload.

General Secretary Larry Flanagan told Council, "The early focus of the campaign has been on the empowering schools

agenda, emphasising how members can use this to take control of their workload. The 20/20 element of the campaign will become more of a focus in 2020 as we engage with political parties with a view to influencing manifesto pledges ahead of the 2021 Holyrood elections."

See the special pullout in the centre pages of this SEJ for guidance on undertaking an audit of workload in your school.



Executive Committee

The Vice-President also advised Council of a number of finance and staffing matters, including an update on the planned sale of EIS Financial Services and confirmation of a new Area Officer, Sarah Collins, in the Glasgow Area Office. Ms Thorpe also told Council that the recruitment process for two new National Officers for Education and Equality was underway, and that interviews would soon take place for the vacant Area Officer post in the Dundee Area Office.

Education Committee

Convener Susan Quinn confirmed that the long-awaited Palestine and Israel education resource was now available on the EIS website. See news item on p6 for further information.

Ms Quinn also told Council that the Scottish Government had re-issued advice on Scottish National Standardised Assessments (SNSAs), confirming that it should be a decision for teachers as

to when SNSAs are applied. The EIS is continuing to monitor the use of SNSAs at a local level, said Ms Quinn, to identify where bad practice is taking place and to combat that bad practice. Ms Quinn also highlighted that, where local authorities continue to promote bad practice on SNSAs, that EIS policy allows for local disputes to be declared.

Employment Relations Committee

Convener David Baxter told Council that the Benevolent Fund had recently welcomed donations from an EIS local association and from the Scottish Retired Teachers' Association. Mr Baxter advised Council that the Committee had authorised 14 benevolent grants totaling £32,500.

On legal affairs, the Committee considered 19 legal cases at its most recent meeting, and was pleased to note that a total of £82,121 had been achieved in settlements on behalf of 3 members.

Equality Committee

Convener Nicola Fisher told Council that work to update Bullying and Harassment advice was nearing completion. The new advice, which will include newly updated sections on social media abuse and parental harassment, will be relevant for members and EIS reps.

Ms Fisher also highlighted the findings of the EIS poverty survey, which indicated an increase in the impact of poverty on young people in schools. See feature on p10 for more on the survey and EIS work in this area.

The launch of new EIS Welcome Packs for newly arrived young people was also highlighted in Ms Fisher's report. It is hoped that the new packs will become part of teachers' initial work with young people who are newly arrived in Scotland, said Ms Fisher – for example, as part of initial exposure to use of the English language in schools. See feature on p8 of this SEJ for more information on the Welcome Packs.

Salaries Committee

Convener Des Morris updated Council on the latest discussions at the Scottish Negotiating Committee for Teachers (SNCT). At the last SNCT meeting, the Scottish Government side tabled a paper entitled Reducing Unnecessary Workload Through Increasing Teacher Agency and School Empowerment. The paper contains proposals aimed at addressing teacher workload, aiding recruitment and retention in the teaching profession, and enhancing teachers' professional development. This paper will be discussed at future meetings, said Mr Morris.

The SNCT will also be taking forward a Review of Job-Sizing, and the establishment of independent analysis of teachers' pay and conditions to feed into the next round of pay negotiations. The requirement for both pieces of work was previously agreed and incorporated into the existing pay agreement earlier this year.



Motion – Impact of Computer Games and Social Media

John Black (Aberdeenshire) was successful in a call on Council to commission desk-based research on the impact of exposure to age-inappropriate computer games and social media platforms on the mental health and wellbeing of primary aged pupils.

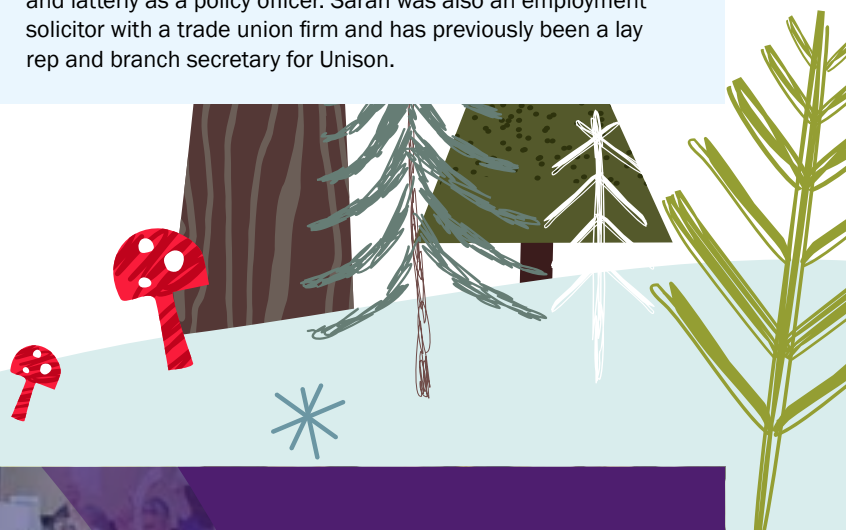
Mr Black highlighted concerns over popular video games such as Fortnite and Grand Theft Auto being accessed by children who were younger than the intended audience, and also highlighted growing concern over bullying on social media platforms including Snapchat and Instagram.

The Motion, which was seconded by David Smith (Aberdeenshire), was passed overwhelmingly by Council members.

New EIS Area Officer in Glasgow

Sarah Collins joined EIS on the 11th November, as the new Area Officer for Glasgow, Argyll & Bute, Shetland, Orkney and Western Isles.

Sarah previously worked for the Scottish Trades Union Congress as a young workers' organiser and latterly as a policy officer. Sarah was also an employment solicitor with a trade union firm and has previously been a lay rep and branch secretary for Unison.



EIS COUNCIL ELECTIONS 2020/2021



All members can stand for election

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 2020/21 are available from your Local Association or Branch Secretary and from the EIS website www.eis.org.uk

GTCS Registration for FE Lecturers

Considerable progress is being made on the programme to register college lecturers with the General Teaching Council for Scotland (GTCS). Two key sub-groups have recently been set up to help develop pathways to registration for lecturers.

A College Lecturer Registration Working Group (CLRWG) including representatives from GTCS, EIS-FELA, Colleges Scotland, Scottish Government and universities offering the Teaching Qualification in Further Education (TQFE) has been working on the development of a bespoke registration model for college lecturers since early 2019.

The registration programme is being carried out in response to the National Joint Negotiating Committee settlement agreement of 2017, which requires registration of college lecturers with the GTCS.

Two new sub-groups have been set up which will report to the CLRWG. The first is a Professionalism sub-group which will focus on ensuring that the distinct identity of the college sector is reflected in any registration and regulation arrangements. The second sub-group is a registration group which will investigate registration criteria.

Kenneth Muir, Chief Executive and Registrar of GTCS and Chair of the CLRWG, said: "These sub-groups are looking in detail at the processes for registration and regulation of college lecturers in Scotland. It is a complex programme, which will respect the distinct identity of the college sector and ensure the professionalism of lecturers is recognised and developed through professional learning. Registration will enhance and raise the profile of college lecturer professionalism across the country."

Larry Flanagan, EIS General Secretary said: "The EIS has long supported registration for the country's college lecturers, and looks forward to participating in the work of the new sub-groups. The dedication and professionalism of lecturers is key to the provision of a high-quality educational experience for college students, and GTCS registration will provide a welcome recognition of the value of the professional lecturing staff working throughout Scotland's college sector."

Lecturers can register with GTCS today via: www.gtcs.org.uk/registration/further-education-lecturers.aspx

COMING SOON!
Look out for the e-zine from the college lecturers' registration working group.

New Teaching Resources - Palestine and Israel, Understanding the Conflict

Last month, President Donald Trump announced the US's retraction from its previously long-held position that Israeli Jewish settlements in the occupied West Bank are in breach of international law.

The Israeli government welcomed the US declaration.

The UN continues to uphold the position that the settlements are illegal.

The Palestinian Authority has consistently called for the removal of the settlements which have steadily increased in number since 1967, now housing more than half a million people, arguing that their growing presence on Palestinian land makes it almost impossible to make a future Palestinian state a reality.

Clearly, the conflict in all its complexity continues. As does the international

interest in it arising from its significance both past and present.

The Palestine Israel conflict, originating in 1948, remains central to contemporary geopolitics and influential too in our domestic politics, featuring regularly in our print and broadcast news, and on social media.

It is far from straightforward for adults seeking to understand the intricacies of the conflict let alone children and young people. In a turbulent world in which there are many conflicts such as this one, it is essential that pupils are equipped to navigate contested topics, evaluate evidence and arrive at their own conclusions.

With this in mind, the EIS has made available a skills-based teaching resource focused on the conflict between Palestine and Israel on our website. Entitled Palestine and Israel, Understanding the Conflict, it initially started as a joint production with various partners,

including Education Scotland. After some years in development, the EIS assumed ownership of the resource earlier this year and gave it something of a refresh in terms of updates and design, with the intent of making it available to as many teachers as possible and as an accessible starting point for young people in schools to learn about the conflict.

The materials, containing both Student and Teacher Guides, as well as links to relevant film and other media, are pitched at CfE Levels 2/3 and Levels 3/4, for use in both Primary and Secondary. They are primarily intended to be used in their digital version though printable PDF versions are available to download also. The suggested learning activities can be adapted by teachers to suit the needs of their learners as appropriate.

Palestine and Israel, Understanding the Conflict is perhaps of most interest in the teaching of Literacy and English, Social Studies, and Citizenship and can be found here:

www.eis.org.uk/Policy-And-Publications/Palestineisrael

@eisunion in social media



Our best has not been good enough

by Michael Rosen

Teachers!

Go out and tell the children
the way the world is.

Go out and tell the children
that this is the way
we made the world.

But what if the children ask us
if the way the world is
is not good enough?
What if the children ask us
if the way you made the world
is not good enough?

Tell them that we are the people
who know best.

Tell them that we are the people
who have always known best.

Tell them that we have told you
to tell the children this.

But what if the children say
they have seen what's coming?

What if the children say
that when they are old
you will be gone?

What if the children say
that they don't want
to live and die in a desert?

What if the children say
that your best has not
been good enough?

What if the children say
it's nearly too late?

This poem was originally published in the November/December 2019 edition of the National Education Union (NEU) magazine, Educate. Reprinted with permission.
www.neu.org.uk/educate

The prominent children's novelist and poet Michael Rosen is the author of more than 140 books. He served as Children's Laureate from June 2007 to June 2009.
www.michaelrosen.co.uk



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Ceud Mìle Fàilte as EIS Launches Welcome Packs for Young People Newly Arrived in Scotland



Last month, Hillhead High School in Glasgow played warm host to an EIS event to launch our suite of Welcome Packs created for migrant and refugee young people who have recently arrived in Scotland into new school communities.

Chairing the event, Equality Convener, Nicola Fisher, opened with a welcome to around 50 attendees from GTCS, ADES, local authorities, EAL staff, EIS local associations, the Glasgow Girls Campaigners, artist Jamie Squire, and EIS staff who had worked on the Welcome Packs. The attendance of so many from such a range of organisations, she said, showed the warmth, sincerity and size of the welcome that Scotland extends to refugees, asylum seekers and refugees.

Headteacher of Hillhead High School, Karen McAlaney, also welcomed the assembled guests to the school where more than thirty languages are spoken among the students, highlighting its ethnic, cultural and linguistic diversity. Karen was joined in extending this welcome on behalf of Hillhead by eight young people - Ahmed, Keri, Sara, Sania, Abdulrazak, Efrain, Ellie and Abdul - each of whom said a word or two of welcome in their first language. Hearing those words of welcome spoken in mother tongues as diverse as Spanish, Urdu, Arabic, Catalan and Scots was a fittingly inclusive beginning to the event.

EIS Anti Racist Sub Committee Convener, Khadija Mohammed, then spoke about the 'What, Why and How' of the EIS

Welcome Packs - their contents and rationale, and EIS plans for distribution to individual young people.

She explained that the Equality Committee had worked on the research, design and writing of the Packs since 2016 when an AGM motion from Glasgow Local Association had sought their creation as a gesture of welcome from the EIS to children and young people from migrant and refugee backgrounds.

Attendees heard that the Welcome Packs are specific to three age ranges, P1-P4, P5-S3 and S4-S6, and are designed to inform young people and their parents of their rights within Scottish education, as well as giving some background information about Scotland as a country, and conveying a positive, welcoming message to the young people about Scotland as their new home.

Khadija outlined the contents of the Welcome Packs which comprise colourfully illustrated 'Welcome to Scotland', 'Going to School in Scotland' (or 'Welcome to School in Scotland' for S4-S6) information booklets, and a companion guide for parents/carers, together with some

stationery and books gifted by the EIS and sister education union, the American Federation of Teachers.

In explaining the rationale for the Packs, Khadija referenced the unequivocal instinct of EIS members to defy the hostile environment for migrant and refugee people deliberately fostered by the UK Home Office and the right-wing press and media in recent years.

EIS members, Khadija said, wanted to show their commitment to the welcome and protection of the young people who were arriving in Scotland, either with their families, seeking a better life; or without their families, having been forced to flee political upheaval, violence and threats to their safety. "These Welcome Packs," she said, "are part of the EIS contribution to ensuring the realisation of the human right to education and all the benefits that should bring, for new young Scots."

Khadija went on to highlight how, with the help of local authority colleagues, the EIS will distribute the Welcome Packs to 4000 young people across all 32 local authorities in the coming weeks.

Euan Girvan, former EAL teacher of the Glasgow Girls at Drumchapel High School, then treated the audience to a performance of his recently authored 'The Tale O' the Glasgow Girls', a narrative poem written in Scots with realism, wit and wisdom, and which captures the fascinating story of the Glasgow Girls campaign against child detention and for the rights of refugees and asylum seekers.

This extract from Euan's poem describes the courageous response in the early 2000s of the school community and the asylum-seeker children that he

"the EIS will distribute the Welcome Packs to 4000 young people across all 32 local authorities"





taught when the Home Office began its draconian campaign of dawn raids and detention in the community of Drumchapel:

“At schule, asylum-seeking children just fell down tae the ground

They feared that they, their families, would be next to be detention bound

The Drumchapel children were appalled this was happening to their friends

The staff were shocked that these children were being traumatised again.

The Heidie wiz on the phone tae find where they had been taken

Staff and pupils signed petitions on behalf of those forsaken

And seven lassies came together with wan united aim

To dae anything they could tae get their dear friends back again.”

The combination of Euan’s stirring words and his powerful performance in reading the poem in its entirety, moved a few of the audience to tears at its poignancy, many to laughter at its humour and all to resounding applause at its conclusion.

The final speaker of the evening was Glasgow Girls campaigner, Roza Salih, who spoke of her experience of strong women, strong men and young people coming together in common cause to fight for the rights of refugee and asylum-seeking children. She congratulated the EIS on the creation of the Welcome Packs, the booklets being inclusive of all children in terms of their illustration and in the way they encourage young people to talk about the similarities and differences between Scotland and their home countries, in terms of things like language, food and music. There had been nothing like this when she was at school, she said, so Mr Girvan as her EAL teacher had been an invaluable support. Roza then went

on to emphasise how the Packs had the potential to change children’s lives, showing newly arrived young people that they are wanted and welcome as a valuable part of Scottish society.

Roza thanked the EIS for allowing her to contribute to the senior and parent/ carer booklets by providing information about university scholarships and other funding which asylum-seeking young people are now able to access as a result of her campaigning. Having experienced barriers to Higher Education herself, now with an Honours Degree in Politics and Law, Roza goes on fighting for the realisation of the rights of refugees and asylum-seekers. “I try to break barriers for other children,” she said.

Nicola Fisher then brought the event to a close, thanking all who had contributed to the creation of the Packs - from the EIS Equality Committee and Department, to the Graphics and Print Department, to friends and family who had assisted with translations, to the artist, to Roza, and to local authority colleagues.

Thanks also go to Euan Girvan who assisted in proof-reading the booklets and sharing insights in terms of content from the perspective of his specialist experience of working with refugee and asylum-seeking young people.

The strong collective effort from both within and beyond the EIS on this project really does reflect the depth of the commitment to welcome those new young Scots from migrant and refugee backgrounds, who bring their unique talents and experiences, together with their enrichingly diverse languages and cultures, to our school communities.

The EIS and its friends and allies across Scottish education who helped create and are helping distribute the Welcome Packs, are saying it loud, saying it clear, that refugees, and migrants...and a’ Jock Tamson’s bairns... are welcome here! ■

“the Packs have the potential to change children’s lives, showing newly arrived young people that they are wanted and welcome as a valuable part of Scottish society”





Tackling Poverty and Inequality

As part of our campaigning activity around Challenge Child Poverty week, Assistant Secretary Andrea Bradley sat down with Bill Scott, the Chair of the new Poverty and Inequality Commission, set up to advise the Scottish Government on its progress in meeting the objectives of the Child Poverty Act.

During this interview we asked Bill more about the Commission, the causes and effects of child poverty, and the role of education in tackling poverty and inequality.

Andrea Bradley – Bill, you've recently been appointed Chair of the Poverty and Inequality Commission. Can you explain for our members the purpose and role of the Commission? What's its aim?

Bill Scott – It's a statutory commission, so it's actually been established in law, to guarantee our independence from government and our key roles are: to scrutinise the government's performance in reducing child poverty; to advise the

government, when asked, on how they could better achieve their targets; and to advocate for the reduction of poverty throughout wider Scottish society, to ensure that all parts of Scottish society are involved in reducing poverty, from the public sector, through business, the third sector and local communities. So, it's quite a wide-ranging remit that we have.

AB - I'm also interested to know the view of the Commission in relation to the role of education in tackling poverty, and child poverty within that.

BS – I think I can say with confidence that the whole of the Commission feel that the impact on children's lives is enormously damaging. All the evidence that is out there from public health, all the statistics we gather, show that that impact in childhood can have lifelong implications.

Shortened lifespans, poor health for the rest of their lives and a huge reduction in the life chances of ever having a

decently paid job. So, what happens is the perpetuation of inequality.

Education has got a key role in giving children the skills that they need to have a successful adult life, and unless they succeed at school it is really difficult to put it right later. So, absolutely, the Commission are 100% behind efforts to try and involve the education sector in tackling poverty...

I think you probably know better than I how hunger affects children's performance in school, and I just think it's morally reprehensible that in a country as rich as ours, that we cannot find the money to make sure our children are being properly fed. I think we do need to do more where school meals are concerned.

AB – The [most recent EIS child poverty] survey reveals that 30% of our members are saying that they're seeing an increasing number of children having to drop out of instrumental music tuition. This is in local authorities where they

charge for that. So, we've talked about issues around basic survival, things that you need to live, but this is about nurture. This is about developing all the skills and talents of young people, and some young people are not being enabled the opportunity to participate like that.

BS – It's one of the things I'm most concerned about. It's crushing children's creativity. This inability to take part in music, dance, all forms of creative art. And you think of Scotland's musical background in traditional music, modern rock music, etc, where Scotland has made a much bigger contribution to world music, than the size of country you would expect it to have made, and now young children from poorer backgrounds are being denied that opportunity because it's not just at school...Afterwards, the conditionality that surrounds benefit entitlement, it can actually stop them practising to become musicians, even if they have the chance at school. So again, I just see it crushing

of poverty. So that's coming on stream in October 2020, we hope, all being well. There's a really strong human rights focus within the work that's in development at the moment, and I was keen to know how the Commission views human rights, and the influence of the human rights agenda, in relation to tackling poverty. How important do you think that is going to be in the work of the Commission?

BS - I think that it is absolutely essential that we view poverty as a human rights issue. The UN Convention on the Rights of a Child says that no child should be going hungry, without shelter, without being able to access benefits that they should be entitled to. And if you look at that it says 'ANY' child. It doesn't say 'any TWO children', because the current UK Government have introduced a two-child limit on support through the benefit system, which I think is just fundamentally wrong. It's an attempt at social engineering to try and limit family size based on their wealth... I want to

that have been set within the Child Poverty Act? So, by 2030, which is only eleven years from now, less than 10% of children living in relative poverty, less than 5% in absolute poverty, less than 5% in combined low-income and material deprivation, and less than 5% of children in persistent poverty. What do you think needs to happen to move us decisively enough from where we are now, to where that piece of legislation has said we must be, by 2030?

BS – I think these are very, very ambitious targets. They would move us into the Scandinavian territory in terms of having child poverty really reduced to a level where as few children as possible are experiencing that for prolonged periods. But, to realise these ambitions, we are going to have to see, really, a step change in our approach to poverty, and it will take action at all levels of Scottish society – governmental, private sector, public sector, down to local community level if we really want to achieve this.

The big levers are in the Scottish Government's hands, but some of them aren't there, they're at UK Government level. That means, if anything, the task is even harder, but if it's going to happen, we have to see real redistribution of wealth in our society.

The 'Spirit Level' and other books written on this show that in unequal societies, all levels of society suffer from inequality, not just those in the poorest sections. So, if we can move to that wellbeing economy, it's also in line with climate change, it becomes a sustainable economy where everybody benefits from economic wellbeing. If we do everything for profit, it won't result in good and wellbeing to every member of society. So, let's look forward to a wellbeing economy. And I think that would make a real difference to our society if we begin to measure our economic performance in the wellbeing of our citizens. It's a much, much better way of doing it ■



young people's life chances, that they're denied these opportunities to develop their talents.

AB – So, the Commission might be interested to know that the EIS is currently working in partnership with the Scottish Government on designing and developing a programme of professional learning for teachers that's about the impact of poverty in education. It's called the 'PACT Project', and PACT aims to enhance teachers' understanding of the nature of the causes and consequences

see the UN Convention on the Rights of a Child adopted, and other UN Conventions that are relevant, because we need to become a child-centred society. Not just person-centre, a child-centred society, because the next generation, we have to invest in them, so that we actually have a future.

AB – Bill, aside from the educational interventions that you think need to occur, what wider societal actions and changes do you think are needed to take place if Scotland is to meet the targets

This extract has been taken from video footage of our interview with Mr Scott. The full film can be found on the EIS website at: www.eis.org.uk/Child-Poverty/BillScott

THE GREAT EIS END OF YEAR QUIZ 2019

BY TANTALUS

Like mulled wine and 'Chitty Chitty Bang Bang' you only try this once a year. So sit back, arm yourself with pen and paper and begin.

Thereafter, transfer your answers to the entry form on page 14. Send your entry to QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh EH3 6BH.

The winner will ultimately receive a jolly good prize. All entries should be received by FRIDAY 17 JANUARY 2020.

GOOD LUCK AND ENJOY!



Section 1 2019 - Were you paying attention?

1. Which country achieved the first soft landing on the far side of the Moon on 3 January 2019?
2. In February, a summit between North Korea–United States was held in which country?
3. Which Desperate Housewives actress was sentenced to 14 days in a Federal Prison for her part in the American college admissions bribery scandal?
4. Sadly missed, for which short children's story is author Judith Kerr best known?
5. In June, the BBC announced that it will stop providing free television licences from June 2020 for people over what age?
6. Which MP started the year as a Labour MP becoming a Change UK MP before becoming an Independent MP before finally defecting to the Liberal Democrats?
7. Scotland played Ireland, Russia, Japan and which other country in the 2019 Rugby World Cup?
8. Who replaced Darcey Bussell as a judge on Strictly Come Dancing?
9. Who retired after 33 years presenting BBC Radio 4's Today programme?
10. In November, who was elected as the new House of Commons Speaker to replace John Bercow?



Section 2 That's Entertainment

1. Which band had a hit with the song That's Entertainment in 1981?
2. Countdown is a long-running game show on Channel 4. Who is the longest-serving member of the show's current on-screen team?
3. Who wrote the classic piano song The Entertainer in 1902 which was adapted for the movie The Sting by Marvin Hamlisch in 1973?
4. Which former Olympic Gold Medalist won Celebrity MasterChef 2019?
5. Who played the iconic titular nanny in the sequel Mary Poppins Returns?
6. The latest instalment of which movie franchise was filmed in Edinburgh in September 2019?
7. Which computer games console launched in Europe first? (a) The Microsoft Xbox (b) the Sega Dreamcast (c) the Sony PS2 (d) the Nintendo GameCube?
8. Which organisation's public mission is to provide "...distinctive output and services which inform, educate and entertain"?
9. In which European city did musicians stay and write immortal music in the Eighteenth and Nineteenth centuries?
10. In the UK version of Cluedo, if a player enters the secret passage in the Study in which room does the player emerge? (a) The Lounge, (b) The Dining Room (c) The Kitchen (d) The Library.



Section 3 Food and Drink

1. Diane Abbott MP was forced to apologise after a photo emerged of her sipping a can of which alcoholic drink on a train?
2. The following line of dialogue is spoken by a customer Mr. Hamilton in an episode of Fawlty Towers. What was Mr. Hamilton trying to order?
"It's celery, apples, walnuts, grapes! In a mayonnaise sauce."
3. Which single country supplies 45% of the international avocado market?
4. Crème de cassis is a sweet, dark red liqueur made from which fruit?
5. Which herb is usually used in the production of pesto?
6. What is the main ingredient of Hummus?
7. What is the maximum number of Michelin Stars that can be awarded to a restaurant?
8. Where in Scotland is 'Reestit Mutton' now solely produced reflecting the influences from Scandinavia where similar techniques are used for preserving meat?
9. Gewurztraminer is a high quality, spicy white grape which produces classic varietal wines in which region of France?
10. What name is given to the fortified wine produced with distilled grape spirits exclusively in the Douro Valley?



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Section 4 The Lyrics Round

Here at Tantalus Towers, we constantly review feedback with the aim of improving your Quiz. This year ALL lyrics come from songs published in the Twenty-First Century. No Abba. No Beatles. No Queen to name but three. But we have given you a clue with the year of release. Simply identify the artist and the song containing the following lyrics. Go!

1. "I've been dancing on top of cars and stumbling out of bars
I follow you through the dark, can't get enough." (2019)
2. "Don't you remember how I used to like being on the line?
I dreamed you dreamed of me calling out my name
Is it worth the price?" (2015)
3. "I'm off the deep end, watch as I dive in. I'll never meet the ground
Crash through the surface, where they can't hurt us." (2018)
4. "Presents, what a beautiful sight
Don't mean a thing if you ain't holding me tight" (2013)
5. "I'm a hot air balloon that could go to space
With the air, like I don't care baby by the way" (2013)
6. "I got that sunshine in my pocket. Got that good soul in my feet.
I feel that hot blood in my body when it drops." (2016)
7. "I'm in California dreaming about who we used to be
When we were younger and free." (2015)
8. "Tryna stand up on my own two feet. This conversation ain't comin' easily
And darling, I know it's getting late. So what do you say we leave this place?" (2019)
9. "I've been reading books of old. The legends and the myths
Achilles and his gold. Hercules and his gifts." (2017)
10. "You held me down, but I got up (hey!). Already brushing off the dust
You hear my voice, your hear that sound. Like thunder, gonna shake the ground." (2013)

Section 5. And finally...It's a Name Changer

1. The Chinese capital Beijing was known as what until 1979?
2. The Turkish capital Istanbul was known by what other name until 1930?
3. Which US city is known as The Big Easy?
4. Until July 1990, Snickers were sold in the UK under what brand name?
5. The Romans called it as Eboracum and later the Vikings called in Jorvik. By what name do we call this city today?
6. Starburst's 1998 name change arose because Mars wanted to create brand consistency for the sweet across the global market. Under what name were they previously sold?
7. The Ford Cortina was the UK's best-selling car of the 1970s. It was replaced in 1982 by what name of car?
8. St Petersburg in Russia was known as what from 1924-1991?
9. What was Taiwan's previous name when it was discovered in 1542 by Portuguese sailors who named it "beautiful island"?
10. The O2 Arena in London was formerly known as what before being rebranded in 2005?



QUIZ ANSWERS

RETURN TO: QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh EH3 6BH.
All entries should be received by FRIDAY 17 JANUARY 2020.

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.



ULA Must Build on Ballot Results

Recent weeks have seen the return to industrial action in the Higher Education sector, with 60 branches of the UCU coming out on strike in defence of members' pay, terms and conditions and pensions.

The EIS-ULA stands in solidarity with its sister trade union and although it was disappointing to narrowly miss the 50% turnout threshold set by the anti-trade union laws, the numbers voting in favour of taking industrial action – 84% - cannot be ignored. The dissatisfaction and depth of feeling of our membership is evident and coming to grow.

Members are angry and frustrated with what is happening in our profession. The casualisation of the workforce, the poor pay uplifts, the inequity in pay and the gender pay gap, the increasing workloads, and the poor organisational environments which put pressure on staff and result in anxiety, stress and ill health – are all ongoing issues across the sector and they are not going away.

The ULA's previous campaign on "Calling Time on More for Less" highlighted the time members give to their employers free of charge, over and above what's expected. On average members provide £17,672 of unpaid labour to their employers through the additional hours they unofficially work. Members are now thinking twice about taking work home and reports suggest that goodwill can't always be counted on.

The majority of the institutions in which our members work are indicating they are in deficit, so it should be of no surprise that when finances are tight, the focus of management is to save money and look for ways to get more from our members. Austerity is not going to go away and neither will the pay squeeze or the pressure on our members to go above and beyond! However, we need to stop and reflect.

With a growing ULA membership, we need to continue to build at branch level. The effort that has gone into organising

the recent statutory ballot and the work the branches have undertaken to drive the vote out locally, have laid the foundations for the ULA going forward. It is clear that building the branches and organising them are key to ensuring that we are better able to support our members and gain their support when it comes to future ballots.

The local issues that face all branches are what interest and galvanise members. Success in resolving local issues increases branch membership and confidence to be able to stand together as a collective.

Going forward it is clear that increasing our membership, serving our members, campaigning on issues that concern them and organising are the key steps not only in standing by the UCU in the current pay dispute but in preparing with the joint trade unions, for the next round of negotiations in 2019-2020.

- Tom Keegan, EIS-ULA President

TIME TO TACKLE WORKLOAD

a school starter!

Excessive workload was identified in last year's member survey as second only to pay as the issue of greatest concern to members. Teachers' contracts stipulate a 35-hour week and yet EIS surveys show that teachers work on average over 46 hours a week.

As part of the pay deal, it was agreed by **all parties** that measures were required to tackle this issue. One pathway identified is greater teacher agency and autonomy, as part of the empowered schools agenda, as a means of giving practitioners more direct control over workload priorities.

How might that be achieved?

As a first step, we are advocating that schools audit their existing practice and **collectively** agree as to what can be done to reduce workload and bureaucracy. This involves prioritising what is most effective and stopping that which is least.

The basic yardstick for all of us is the statement from the Deputy First Minister: "If it adds no value to the learning and teaching of your pupils, then don't do it."

Other frameworks to guide consideration are existing collective agreements, especially in terms of teachers' contracts:

'The individual and collective work of teachers should be capable of being undertaken within the 35-hour working week.' SNCT Appendix 2.7.

'Teachers will not be asked to undertake administrative and non-teaching duties which are generally undertaken by support staff' SNCT Appendix 2.6

'School improvement plans should set out agreed actions to reduce bureaucracy and tackle workload' SNCT Appendix 2.18

Action required

Collectively, as a staff, set up a process to audit practice in your school against the parameters set out in this leaflet.

This approach has been followed in a number of schools already with tangible results for staff in those establishments. The process should be collaborative and collegiate and include all staff.

The additional inset days have proved to be useful starting points – remember, tackling excessive workload is what they were intended for.

School audit committees can play a role in coordinating and overseeing the process, but it is critical that all staff are involved either through whole school activities or departmental groups.

Some starter questions

Has your school looked seriously at "de-cluttering" the BGE curriculum or is it still overloaded with initiative weeks which increase workload?

Are staff routinely doing administrative tasks they shouldn't be?

Is your school's WTA (Working Time Agreement) realistic in its assessment of the time needed for certain tasks?

Schools may differ in what they see as the key issues, but by way of a starter some commonly identified drivers of excessive workload are set out below (they are not new!)

Forward Planning

Excessively detailed weekly forward plans, and medium term and long-term plans (i.e. school year) are key drivers of excessive workload and unnecessary bureaucracy. The advice is crystal clear, and agreed to by all.

*“Forward planning should support **professional dialogue** rather than simply fulfil an audit function.”*

“Forward planning is a professional tool to assist teaching and learning. Teachers should plan to the level of detail which will work best for their pupils. This will vary with the teacher’s level of experience... so there should not be a

“one-size-fits-all” approach. Daily plans should be brief and mainly for teachers’ use (e.g. a diary approach.)” (Tackling Bureaucracy report)

“Weekly/daily forward plans do not need to plan, assess, record and report at the level of each and every Experience and Outcome.” (HM Chief Inspector of Education, 2016)

NB - Whilst a school’s curriculum planning documents may be asked for by HMIE Inspections, individual teachers’ forward plans are **not** required by HMIE.

Action required

In an empowered school forward planning should be driven by professional dialogue rather than auditing or preparing documents. It is neither good nor acceptable practice for weekly planners to be submitted to school management for the purpose of audit. If that is the practice in your school, it needs to be challenged.

An audit should be carried out using the above guidelines and then changes agreed where required.

If necessary, contact should be made with your local association secretary as LNCTs have a role in creating forward planning guidance for teachers and monitoring implementation.

Assessment

Professional judgement should be at the heart of classroom assessment; there needs to be greater trust in teachers and less evidence hoarding for audit purposes. Over-recording of the assessment of pupils’ work, is time consuming, repetitive and of limited value in raising standards.

“Assessment judgements, particularly within broad general education but also in the senior phase of CfE, should be based on evidence drawn mainly from day-to-day teaching and learning. Tracking pupil progress and moderation is important; however, there is no need to produce large folios of evidence to support this. Assessment within CfE is based on the exercise of professional judgement” (Tacking Bureaucracy report)

“Avoid spending time on assessment activities which do not help to identify children’s and young people’s next steps in learning. Do not over-assess learners or assess the same content repeatedly in different ways. Do not create large portfolios of evidence.... Avoid duplication and keeping evidence of every detail within the Benchmark.... Avoid spending too much time collecting a wide range of evidence for moderation purposes. Do not track and record progress against individual Es and Os.” (HMIE)

Action required

Initiate a review of you school assessment approaches with the commentary as a guide.

Are there procedures which are more about evidence gathering than assessment for learning? What could you not do?

Use the EIS assessment checklist, as part of your audit. You can find it here: www.eis.org.uk/Content/images/education/NIFAdvice.pdf

Does Your School’s Assessment Policy Pass the EIS Test?

Question	Answer
1 Does all assessment genuinely support learning?	YES ✓ NO
2 Are formative assessment and teacher professional judgement central to assessment practice?	YES ✓ NO
3 Has time been allocated for meaningful professional dialogue and moderation to inform teacher judgement of pupil progress?	YES ✓ NO
4 Do teachers have autonomy to use professional judgement in determining how and when pupils are assessed?	YES ✓ NO

SQA Assessment, Verification and Marking

Changes to SQA examination courses have driven additional workload and stress. Often, these changes have been exacerbated due to late notification – sometimes whilst the course is live.

Much of the challenge to SQA will require to come at a national level but there are areas for schools to consider for example, internal verification and both marking and cross marking should be minimized; and schools should identify how duties in other areas might be alleviated to free up time for teachers to adapt planning and resources to accommodate changes

Additional pressure has been created for many classroom teachers by the creation of Faculties, which in some instances has meant work previously carried out by a subject PT has been “delegated” to main grade teachers.

The EIS favours subject PTs as a management model and is clear that this significant flaw in the operation of faculties should be challenged. Include this area in your audit.

Action required

Has your school reviewed its SQA procedures to minimise workload implications? If not, it should.

Where there are national changes, such as in the recent changes in the specifications for Physics and Biology, the EIS will engage with the SQA – feedback from members is critical to evidencing concerns.

At a school level, are verification procedures excessive? Is there overdemand around evidence gathering? Are unit qualifications still being “banked”, adding to the marking burden? Is sufficient time allocated within your WTA for marking, taking into account varying demands across subjects?

Tracking and Monitoring

Excessive recording of pupils’ progress is one of the clearest drivers of workload. This may include creating large portfolios of evidence, inputting large amounts of data in computerised (ICT) record systems (e.g. SEEMIS) or disproportionate demands about evidencing marking of pupil work.

Some record systems/portfolios track and record progress against every E & O, despite advice to the contrary, and/or over-complicate progress tracking by using terms such as ‘developing, consolidating, secure’ for each level. ICT systems can require a lot of effort and time from teachers but lead to little actual impact on teaching and learning or guidance for pupils.



Action required

As part of your audit, using the question “Does this add to pupil learning?”, assess whether your reporting and recording are excessively complex or onerous, and seek to agree ways in which they may be streamlined or improved.

Where ICT increases workload, then its use should be reviewed within the Empowered School.

Is there a need at LNCT level to review guidance on proportionate reporting systems for early years settings, primary and secondary schools? If so, raise this with the Local Association Secretary.

School Culture / Management Style

Whilst the policy of seeking and promoting a collegiate culture within Scottish schools is long established, many members do not describe their own school as “collegiate”.

Where a school (or part thereof) is not collegiate then workload is often controlled by headteacher/SMTs and teachers often cannot target their time or have a team approach to planning or assessing work. It is worth noting that previous EIS surveys have revealed a positive correlation between teacher wellbeing and school collegiality.

The SNCT’s Code of Practice on Collegiality states:

“The collegiate school utilises and develops the skills, talents and interests of all staff and involves all staff in the key decisions affecting the life of the school as a whole.”

As far back as 2015 the Working Group on Tackling Bureaucracy stated in its follow-up report:

“The most significant progress in tackling bureaucracy is through taking a collegiate approach.

Professional dialogue is essential to agreeing the actions that need to be taken to tackle unnecessary bureaucracy and judging their success. If Headteachers have not already done so, they should discuss with their staff how best to tackle bureaucracy and include agreed actions in School Improvement Plans.”

Action required

Teacher agency is a key element of an empowered school.

Is the lack of collegial working a factor in excessive workload in your school? Do you have genuine consultative processes? Are you able to challenge school practice? If not, what needs to change?

This is not an adversarial campaign – all staff members at all grades face unacceptable levels of workload and we strongly advocate a collaborative and collegiate approach through the empowerment agenda to this issue.



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USING OUR PROFESSIONAL VOICE



Embracing the opportunities of empowerment through school based activism is the key for members in reducing excessive workload, argues Dundee Local Association Secretary and EIS Executive member **David Baxter.**

At the September meeting of Council, Larry Flanagan unveiled the twin track approach that the EIS will campaign on, to reduce the excessive workload of the teaching profession. The next part of the campaign will focus on lobbying the Scottish Government to recruit more teachers. An increase in the number of teachers is needed to reduce class sizes to 20 and teaching time to 20 hours.

It is the initial part of the campaign that I would like to focus on. The empowerment

of teachers to take control of their workload and reduce excessive workload by fully utilising our professional voice.

The tools for teachers to take control of their own workload already exist. The teacher contract as set out by the SNCT, gives clear indications on the time spent on teaching; preparation and correction and collegiate activities within the context of a 35-hour week. While we know that the time spent teaching (22.5 hours) far outweighs the time spent preparing to teach and is greater than the OECD average (17.5 hours), the

closed nature of the 35-hour week gives Scottish teachers a level of protection not found in other professions. We also have the tackling bureaucracy documents, multiple agreements on workload and a previous pay deal that placed tackling excessive workload into every school improvement plan (SNCT 15/54).

Yet we know through multiple EIS surveys, Scottish Teachers regularly work in excess of a 35-hour week. So why is this? It is my opinion that there are not enough teachers to cover the various demands placed on the education

School Leaders

“Effective school leaders support cultures that welcome and foster teacher agency, supporting and enabling collaborative professionalism, including teacher-led professional learning.”

Empowering teachers and practitioners

“exercise control over workload and have an effective voice in determining priorities based on what makes the most difference for learners in their context.”

system. There is a finite resource (teacher’s time) and multiple competing priorities placed on the system. As a profession we have embraced the idea of collegiality, but its delivery has been problematic.

The concept of collegiality is well embedded into Scottish Education, APPENDIX 1.4 - CODE OF PRACTICE ON COLLEGIALLY in the SNCT states the following “Collegiality at council and school levels can only exist in a climate where the views of all staff are valued and respected, where staff views are fully considered and where staff feel able to contribute to decisions on all areas of school life comfortably, openly and with dignity and where workload issues are recognised. Where such a climate exists, staff are fully involved in contributing to the life of the school and the council.”

If this doesn’t sound like your working environment, then don’t worry, you are not alone. Despite the promises made on collegiality, we still work in a top down working environment. That’s why, in spite of all the protection that our contracts could and should offer, we are working in excess of a 35 hour week.

So, what’s going to change? The big change coming to Scottish Education is the Empowered System. The agreed draft has been published on the Education Scotland website and is essential reading for teachers. By embracing an empowered system, all the partners (the EIS included) are setting out to re-establish meaningful collegiality within the system. In the section dealing with the Scottish Government and other national bodies it states as a guiding principle, “continue to work together to establish a culture of collaboration and collegiality across the Scottish education system.”

In the section on School Leaders the following is written: “Effective school leaders support cultures that welcome and foster teacher agency, supporting and enabling collaborative professionalism, including teacher-led professional learning.”

Finally, the section on empowering teachers and practitioners states as one of its key principles “exercise control over workload and have an effective voice in determining priorities based on what makes the most difference for learners in their context.”

Here we have the statements of intent that put collegiality at the key to our daily working lives. The conditions created by the empowered system draft come at exactly the right time for our workload campaign.

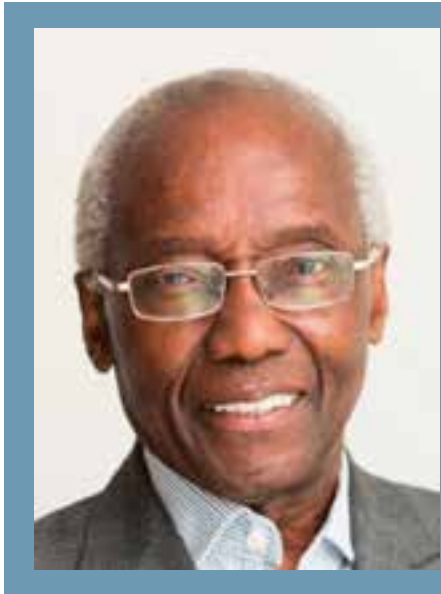
The next steps then, individually and collectively, are for us to embrace the opportunities of collegiality offered by the empowerment agenda. Everyone has a role to play. Schools need to be organised and active. The natural starting point would be the EIS branch in the school. Are you involved? Are your colleagues involved? If the answer is no to either of these questions, then it’s time to make those changes. Get to your next branch meeting, take your friends and colleagues. Excessive workload affects us all and we can’t rely on those at the top of the education pyramid to make the cuts for us or to choose our priorities for us. This needs a school by school revolution. Empowerment enables our professional voice; we need to take control. The EIS’s great strength is in its membership. The greater the involvement of our members, the more the EIS can effect change. A good example of this would be last year’s march and rally in Glasgow.

Now is the time for us to shift our focus and shift our mindset. The more organised we are at branch level, the greater professional voice we will have. It is time to work together with our colleagues and make our voice heard. Tackling excessive teacher workload will be achieved by teachers determining the priorities of learning in their establishments ■



Learning from the Past - Looking to the Future

Professor Sir Geoffrey Palmer



The EIS celebrated Black History Month 2019 with a guest lecture from Professor Sir Geoff Palmer, held at EIS HQ in Edinburgh on 30th October.

Black History Month is an annual event encouraging everyone to explore the history and achievements of black communities across the world. Celebrated during October in the UK since 1987, Black History Month exists to remind us all not only that black communities have rich and important histories of their own, but also that the African diaspora is a vital part of history and the present in all nations and cultures.

The EIS was delighted to welcome Professor Sir Geoff Palmer to help celebrate Black History Month in its Edinburgh offices, with reps and activists from across Scottish education travelling from Local Associations as far away as Clackmannanshire and Aberdeen. As EIS Equality Committee Convenor Nicola Fisher noted in her introduction, Professor Palmer himself represents the history of global migration, having been born in Jamaica before moving to London in 1957 at the age of 15. Gaining his PhD in cereal sciences in 1967, Geoff became Scotland's first Black Professor at Heriot-Watt University in 1977, by which time he was already writing and campaigning for race equality in education.

After securing the future of Scottish learning and whiskey with the creation of the International Centre for Brewing and Distilling in 1989, Professor Palmer went

on to author major works on race and Scotland. This included a major work on the connection between Scotland's wealth and its involvement in the Atlantic slave trade - 'The Enlightenment Abolished' - published in 2007. Named as one of 100 Great Black Britains, Sir Geoff was knighted for his services to human rights, science and charity in 2014, and though retired from academia, he continues to work with the Edinburgh and Lothians Regional Equality Council.

Professor Palmer's lecture for the EIS Black History Month event was titled "Learning From The Past; Looking to the Future", focusing on the topic of Scotland's historic involvement in the Atlantic slave trade. Geoff opened his talk by noting how many people are surprised to learn that Scotland has a history of slavery, despite the streets and landmarks of our cities displaying the names and wealth of Scottish historical figures intimately connected with the slave trade. Attendees heard how many of the great figures and institutions of the Scottish Enlightenment - including many academies and universities - drew their riches from trading slaves and running plantations in the Caribbean. Using the great houses of Scotland as examples, EIS members were told about how Scottish noble families such as the Gladstones, the Cunninghams and even

major figures like Robert Burns were closely associated with slavery.

Professor Palmer also described historical artefacts which show how the Scottish Enlightenment played an integral role in justifying and perpetuating the slave trade. This included legal and philosophical texts from major Scottish thinkers which argued for 'scientific racism' to reason that 'a black man could be free in Scotland, but could only ever be a slave in Jamaica'.

"To black scots, I want to say that you shouldn't feel any sense of isolation here"

The tension between a romanticised idea of Scottish 'enlightenment' and the harsh realities of chattel slavery were further emphasised by Professor Palmer exploring the economic aspects of the Atlantic slave trade. Giving the example of Henry Dundas, Geoff explained how the struggles of abolitionists to end slavery were typically fought against politicians who saw the slave trade as a business essential to Scotland's economy. Attendees were invited to draw the comparison between the historical defences of slavery on the basis of 'economic necessity' with contemporary political and philosophical arguments that 'economic necessity' and 'the needs of the market' should be reason to reject moves towards social justice. Geoff explained in detail how the inaccurate reading of figures like Dundas as an abolitionist prevents contemporary Scottish society from coming to terms with the role of slavery in its own history,

A video of Professor Palmer's Black History Month lecturer for the EIS, and more information about the Institute's Anti-Racist work can be found on the EIS Website.

www.eis.org.uk/Anti-Racism/BHM19

and understanding why chattel slavery resonates so profoundly with black Scots today.

In discussing the legacy of slavery in Scottish society and abroad, Professor Palmer was able to offer some hopeful insights. Geoff noted that 70% of surnames in the Jamaican phonebook are Scottish in origin, including his own mother's name, Lamont, which he sees as an essential starting point for developing a sense of belonging and place for black communities in Scotland. Articulating the way black history is a vital part of Scottish history, Professor Palmer said, 'To black scots, I want to say that you shouldn't feel any sense of isolation here, because you share the names, the genetics and the buildings of all other Scots and there is nothing anyone can do about that'.

Professor Palmer also noted some examples of Scottish abolitionists whose example can be celebrated, and suggested that this legacy is evident in the reparation programmes being rolled out by institutions including the University of Glasgow. Closing with some words about abolition and recognition of the horrors of slavery following from the cherishing of basic humanity, Geoff noted that 'We cannot change the past, but we can change the consequences of the past'.

These words were echoed by members throughout a lively Q&A session, and also by EIS President Bill Ramsay as he gave his vote of thanks ■



Fighting privatisation of Further Education in Shetland

EIS FELA members in Shetland College and the NAFC Marine Centre are engaged in a campaign to make the new Shetland Institute an 'incorporated college'. The new institution is due to be created in the coming months by the merger of the current council-run Shetland College, the NAFC and Train Shetland, the council's vocational training arm.

The present proposals would mean that the new college would be established as an 'unincorporated' body. In practice, this means a company limited by guarantee with the maximum liability of directors in some cases being limited to just £1.

Like the rest of the Further Education sector in Scotland, unincorporated colleges are funded overwhelmingly by public money – but their unincorporated status allows them to wriggle out of the same level of public scrutiny, which applies to incorporated colleges. Governance arrangements are recorded at Companies House and fall under Company Law, a matter reserved to Westminster, while incorporated colleges fall under Scots law and can be called to account by the Scottish Parliament. Incorporated colleges are also obliged to comply with the Scottish Public Finance Manual which sets out relevant statutory requirements as well as promoting high standards of propriety in relation to public funds – unincorporated colleges are not.

Bizarrely, at the start of the merger process, it was initially claimed that if incorporated, the new college could not have charitable status and thus could not include the NAFC – which currently is a charity. However, given that all of Scotland's incorporated colleges are charities accountable to OSCAR, this did not appear to stack up! After challenge by the EIS, it has now been accepted that this assertion was incorrect. However, the justification for wanting to

move ahead as planned now seems to be that the new college would not be financially viable if it were incorporated – an ominous indication of the direction of the new institution for teaching staff in Shetland.

There is precedent for the creation of unincorporated colleges within the University of the Highlands and Islands. Two other partners, Argyll College and West Highland College, are run on this basis – names that should be (in) famous to those in the FE sector as the colleges with the lowest pay and worst Ts&Cs in the sector at the start of the national bargaining campaign.

When national bargaining was reintroduced in the sector in 2015, the management side fought to contain it as far as possible to the larger central belt colleges, excluding not only the unincorporated colleges at Argyll and West Highland but also the local authority run Orkney and Shetland Colleges and the national specialist colleges at Sabhal Mor Ostaig and Newbattle Abbey. The EIS successfully fought to include all Further Education colleges in Scotland in national bargaining. Having secured this commitment to national bargaining, the EIS will not now sit back and watch the governance arrangements of the new entity being diluted.

Our island colleges provide vital opportunities for remote, rural populations to gain qualifications and develop the skills needed to support their local economies – they are central in ensuring healthy, sustainable communities in which young people and adult learners enjoy the same range of opportunities as those in our cities. The EIS is supportive of the proposed merger but we will not accept the backdoor privatisation of the college sector in Shetland – please sign the petition and support the campaign!

www.eis.org.uk/FELA/ShetlandCollege

Gwen Mayor Trust

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. All primary schools in Scotland are eligible for Gwen Mayor Trust Funding. Here we look back at some school projects that benefited from Gwen Mayor Trust funding last year.



Kellands School, Aberdeenshire

As a result of the kind generosity of a Gwen Mayor Trust grant, staff and pupils in Team P3 were able to work in partnership to plan, organise and host an art gallery for members of the public and special guests comprising of over 400 pieces of artwork.

In the lead up to the event, pupils were required to apply for positions including tour guides, café and maintenance staff.

The positive feedback from the community was incredible and helped to further inspire and celebrate the achievement of learners who had committed wholeheartedly to a successful learning journey.

Matthew Gray, Teacher



Meethill School, Aberdeenshire

The photo shows the current Meethill School Choir during rehearsals using the mobile sound system purchased with funding from The Gwen Mayor Trust.

The Choir, made up of pupils from P4 to P7, performs at in-school events but is appearing increasingly often in local church and community organisation led activities.

We are very appreciative of the award from the Trust and the equipment is definitely supporting and enhancing musical performance and local community involvement with the school.

John Black, Headteacher



Cuthbertson Primary, Glasgow

We are very grateful for our Gwen Mayor funding award. It has allowed the school to purchase new sports and game equipment for our playground. This has been beneficial to all our children, but particularly those who are new to our school and have little English.

The play equipment has encouraged the children to play together despite the language barrier and our new Friendship Stops are a good starting point for our children who don't have the language or skills to navigate making new friendships.

Lesley Murrie, Headteacher

Banchory Primary School, Aberdeenshire

Thanks to the Gwen Mayor Trust, a group of P7 boys were able to purchase a drumkit, a bass guitar and amp, an electric guitar and amp and a selection of drumsticks and cables.

The boys set up a lunchtime club for P4s and had over 30 children come to play with the instruments and share their skills.

The project developed loads of new skills: budgeting, people management, time management but overall it was great fun to get started.

Jackie Fernandez





Braidwood Primary School, South Lanarkshire

With our award from The Gwen Mayor Trust, we purchased Djembe drums, boonwhackers and a class set of handy easily portable glockenspiels. The children enjoyed a full term learning to play these instruments and at the end of June during our Health Week, put on a concert using these instruments with Primary 4 children paying a tribute to Gwen Mayor and the children who lost their lives that day.

The instruments have revamped and modernised our tired musical equipment, but most importantly, inspired, excited and engaged our pupils to experiment in being creative. It was a day which warmed the hearts of many.

Joann Hansen, Teacher



Our Lady and St Joseph's Primary School, North Lanarkshire

We were extremely grateful to receive a grant of £700 from the Gwen Mayor Trust which covered our entry fees to take part in J Rock, costumes and staging. It allowed us to poverty proof our performance, meaning that every child who wanted to take part could do so without having to worry about whether or not they could cover the entry fee. We chose the theme, "You are Special!" from the Max Lucado book. Our children put on a stellar performance and have talked about it ever since!

Margaret McBride, Principal Teacher



Musselburgh Burgh Primary School, Musselburgh

The donation from the Gwen Mayor Trust made a huge difference to the production of our show. We used the donation to create beautiful props, scenery and costumes. We played to sell out audiences of 280 people each night and the feedback was fantastic.

Huge thanks to the Gwen Mayor Trust for your donation – we couldn't have done it without you.

Karen Fleming, Headteacher

The Gwen Mayor trust recently agreed its funding allocations for this year - the table below details the successful projects and the funding awarded to each.

Amount Awarded	School	Project
£500	Long Calderwood Primary, East Kilbride	The project aims to give learners the opportunity to explore their own identity through creative workshops after school.
£602.26	Shapinsay Community School, Orkney	It is hoped the project will enable the children to continue to perform with tone chimes as a group.
£870	Dalmilling Primary School, South Ayrshire	This project will continue to enhance the experiences of the children in Scottish language, culture and music.
£979.98	Locharbiggs Primary School, Dumfries	This project will promote communication, creativity and individuality through the arts.
£1,000	Towie Nursery and Primary School, Aberdeenshire	The aim of this project is to provide children, regardless of background, with opportunities to learn a musical instrument.
£1,000	St Ronan's Primary School, Innerleithen	The aim is to bring all of the children's learning together with a P3-P7 production of Disney's "The Jungle Book Kids."
£865.30	Hazelhead Primary School, Aberdeen City	Children have been renovating the playground area over the course of a few years trying to make it more inclusive.
£998.22	Strathmore Primary School	Additional funding would help to continue the Strathmore Primary Badminton Club within the school.
£950	Aberlemno Primary School, Angus	The aim of the project is to develop a relaxing, reading environment for all pupils.
£1,000	Brydekirk Primary School, Dumfriesshire	Funding for a cooker and kitchen equipment would provide Health and Wellbeing lessons relating to Food and Nutrition.
£664	Ae Primary, Dumfries	The aim of the project is to arrange a Remembrance Day Soup and Roll School Community Event.
Total number of successful applications = 11 Total amount awarded = £9,429.76		



First Minister Nicola Sturgeon at the Celebration Event in June 2018



Cowie Primary School pupils at the Celebration Event in June 2019

Reading to Learn

The EIS is working with a variety of partners to deliver high-quality Professional Learning opportunities to members. Particularly during Book Week Scotland, one such partner is the Scottish Books Trust which delivers a range of professional learning opportunities for teachers in Scotland, alongside programmes such as the First Minister's Reading Challenge.

The First Minister's Reading Challenge helps schools across Scotland grow and maintain vibrant and sustainable reading cultures, building upon the work already taking place to encourage a love of reading in pupils. Open to primaries and secondaries alike, the Challenge provides resources and support to encourage pupils to read for pleasure and explore a wide range of books, and can be undertaken in whichever way suits your school's needs. Whether using the reading passports or our library of free resources or something completely different, anything you do to embed a love of reading in your school can be used towards the Reading Challenge.

Research has shown that embracing books and reading for pleasure from a young age can increase attainment, aid the development of emotional intelligence and empathy, and improve communication skills. Books also inspire creativity and reduce the impact of stress and anxiety in young people. Reading is

four times more influential on intellectual progress in adolescence than having a parent with a degree (Growing Up in Scotland, 2019), and developing a strong reading culture in your school helps to ensure no pupil is left behind.

Scottish Book Trust is delighted by the range of activities taking place in schools through the First Minister's Reading Challenge. Cowie Primary School in Stirling, who won the School Reading Journey award in 2019, excelled with a multi-faceted approach to the Challenge that transformed reluctant readers in their school into engaged book-lovers. The staff modelled reading for pleasure by setting up their own book club, which helped them discover new authors and genres, and pupils benefited from the installation of dedicated reading spaces in every classroom and the opening of a new school library. The school also worked with their local authority to share their ideas and experiences with Headteachers at other schools, promoting a love of reading across the region.

Paula Harris, Headteacher at Cowie Primary School, said about the First Minister's Reading Challenge. "Over the last year, our reading culture has developed from reluctant readers in the school who are not really having many reading opportunities, either from a whole school library point of view or within the classes, to actually seeing them blossom into very engaged and excited readers."

On the school's reading culture transformation, a Cowie Primary School pupil said. "It's absolutely amazing what can happen to a school with reading."

Scottish Book Trust has also developed a new app, Bookzilla, for S1-3s that encourages reading for pleasure, whether they are already regular readers or just embarking on their reading journey. Bookzilla is free to download from the App Store and Google Play.

Register at readingchallenge.scot to access ideas to start your own school's reading journey along with a library of free resources. All schools who register by Wednesday 8 January 2020 will be entered into a prize draw to win £250 worth of books ■

"It's absolutely amazing what can happen to a school with reading."



Professional Learning to Support Teachers' Wellbeing at Work

The EIS recognises that stress and poor health are of great concern to members and have a serious impact across the profession. Last year's national Value Education Value Teachers survey, conducted by the EIS as part of the pay campaign, with over 12,000 respondents, demonstrated that 75% of teachers frequently feel stressed as a result of their workload. The EIS has also previously identified work-related stress as a key reason for teacher absence, low job satisfaction, and leaving the profession altogether.

Against this backdrop, in late October, EIS members from primary and secondary schools met at Stirling University to explore teacher health and wellbeing.

The one-day professional learning course was delivered by Stassin Training, with content co-produced with teachers to address a broad range of topics, including the importance and foundations of good mental health, secondary stress, and the work-related causes of poor mental health. Participants in this workshop were armed with practical strategies for supporting self-care and the wellbeing of

others in the workplace, as well as building their knowledge of the support services available to school staff.

The first half of the day was given over to participants exploring their own health and wellbeing in the workplace. This opportunity to share and learn with colleagues from different workplaces and local authorities was noted as the most useful and worthwhile part of the day. One participant

commented. "It's reassuring to know that I'm not alone in my need for better self-care and that self-care is not being selfish."

Members attending this course were also supported to try out practical techniques for supporting each other in the workplace. This included understanding the signs of stress and teachers' impact on each other's wellbeing, as well as simple actions they can take to address poor wellbeing in a collective way.

Many participants voiced a belief that professional learning around health and wellbeing would be of benefit to every staff member at every level in the school workplace. As a contribution towards this, the EIS with Scottish Union Learning

funding, is offering further Teacher Health and Wellbeing courses across the country in January 2020. Courses will focus on either primary or secondary school environments, and will focus learning on practical strategies for participants to support their own and colleagues' wellbeing as one way of pushing back against unhealthy workplace cultures and the pressures related to workload.

Andrea Bradley, EIS Assistant Secretary for Education and Equality, said, "The evidence is clear that teachers' health and wellbeing is already under threat from excessive workload and, in some places, workplace cultures that don't feature collegiality. Tackling these problems at the source, with EIS members being involved in decision-making about school priorities that matter to learning and teaching, and by negotiating fair and sustainable Working Time Agreements, is key. As a union we also have a responsibility to lead the way on building a culture of mutual support in Scottish education, where teachers' self-care and concern for each other is the foundation of collegiate practice and teacher empowerment."

For more information on professional learning on Wellbeing at Work, and more, visit the EIS website [■](https://www.eis.org.uk)

"The evidence is clear that teachers' health and wellbeing is already under threat from excessive workload"

Aberdeen Survey Highlights Concerns over Verbal and Physical Abuse

The increasing frequency of advice sought by members in Aberdeen City experiencing violent and verbal abuse prompted the local association to carry out a survey. The main purpose of the survey was to ascertain the nature of members' experiences, strategies in place, support available, the use of reporting mechanisms and the impact on members Health and Wellbeing.

Nearly a third of our membership (660) that included both class teachers and promoted staff responded to a 26 question survey that generated nearly 3000 written comments to the various questions.

Nearly 30% of teachers in Aberdeen (28.14%) stated that they have been assaulted by pupils in the 2018/19 session. In total 57% of teaching staff had been assaulted in the past five years.

The two main forms of assault were being punched (41.18%) or kicked (47.03%). Other forms of assault included pushing and shoving, spitting, being struck with an object and biting. Teachers experiencing verbal abuse was 53.75% with 159 members reporting

abuse around a protected characteristic covered by the 2010 Equalities Act. This included threats of violence, sexually explicit remarks and personal insults.

When asked if physical violence and verbal abuse had impacted on their Health and Wellbeing nearly 40% (37.23%) agreed and 21.65% strongly agreed. Nearly 30% agreed that they had thought of leaving the profession with 15.88% strongly agreeing to this. The survey attracted a wide range of written responses many of which highlighted inclusion as being a significant issue. Responses from members included comments such as:

- "Inclusion is right - no question, but it cannot be done with existing levels of staffing and funding."
- "More support staff to meet the needs of the children are needed. More and more children with additional support needs are in mainstream classes."

Ron Constable, Aberdeen EIS Local Association Secretary said:

"Teaching staff should never have to go to their employment with the fear of being verbally or physically abused, but it

is clear from this survey that 18% of teachers are reporting that it is a daily occurrence."

When members were asked if they were aware how to report a violent incident using the Aberdeen City incident Form, 53.14% confirmed that they did. However, 46.86% indicated that they were either uncertain or not aware of how to report an incident. This is a matter of concern that members experiencing a violent and abusive incident have the added stress of trying to access an unfamiliar system.

The only recommendation in the report was to set up a joint EIS/ACC work party to discuss the survey and engage in meaningful negotiations with the authority to fully discuss the findings and look for positive resolutions. Aberdeen City have agreed to this and we are looking forward to this opportunity to address this deeply concerning issue in Aberdeen schools.



Super Fun Quiz

1. In the song Twelve Days of Christmas, what is given on the 7th day?

.....

2. What plant-based Christmas tradition did servants in Victorian England popularise?

.....

3. According to the folklore of Austria and other countries, what horned figure punishes naughty children at Christmastime?

.....

4. How many ghosts are there in A Christmas Carol?

.....

5. What is the most popular meal for Christmas in Japan?

.....

6. Which American President banned Christmas trees in the White House?

.....

7. What Christmas themed ballet premiered in Saint Petersburg, Russia in 1892?

.....

8. Which Christmas song was written in 1962 as a plea for peace during the Cuban Missile Crisis?

.....

9. Which author wrote a novel in which it is "always winter but never Christmas"?

.....

10. Which Christmas chocolate favourite was launched in 1932?

.....



Answers Page 30

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Medium

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

Sudoku

Hard

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

CROSSWORD 107

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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 - Brownish-red desert (6)
- 4 - Season for mathematician, at times (6)
- 9 - Sprinted in Post Office after extremely high-pitched singer (7)
- 10 - Talk to win over entrhralling sect, ousting leader (7)
- 11 - Steals toilets? About time! (5)
- 12 - Remedy completely (5)
- 14 - Ordnance broadcast for ordnance (5)
- 15 - Yellowish-orange china filling mineral-rich rock (5)
- 17 - Refund record found in fish (5)
- 18 - Mix label for common social media sight (7)
- 20 - American soldier entering pub - that's only to be expected (7)
- 21 - A vehicle collected by street authority (6)
- 22 - Make a complaint against sudden loud noise (6)

Down

- 1 - Seafood said to be brawn (6)
- 2 - Disapproval from expert in influence (8)
- 3 - Ring friends for gemstones (5)
- 5 - Peacekeepers cereal welcoming a mythical creature (7)
- 6 - Bill of fare created by males and suitable for children (4)
- 7 - Gnawing mammal, not red, at sixes and sevens (6)
- 8 - A lone egg already regularly cracked forming bird of prey (6,5)
- 13 - Soup quietly consumed by Gary informally and a churchcircle (8)
- 14 - Tried and tested particle collider receiving thanks by yours truly (7)
- 15 - Horse bucking around initially temperamental extras (6)
- 16 - See warrant for small hole (6)
- 17 - Regret embracing bid, on reflection, for scoundrel (5)
- 19 - Celebrities backing flashy dresser (4)

Crossword 106 Answers



Answers Super Fun Quiz

- 1. Swans-a-swimming 2. Kissing under the mistletoe 3. Krampus 4. Four 5. KFC fried chicken
- 6. Theodore Roosevelt 7. The Nutcracker 8. Do you hear what I hear? 9. C. S. Lewis 10. Terry's chocolate orange





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