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The Scottish Educational Journal



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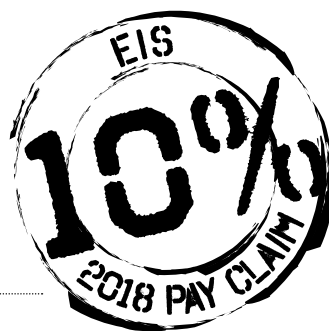
Each month we will have one draw in which we will pick two lucky winners! One EIS member will win back the cost of their annual car insurance and one EIS member will win back the cost of their annual home insurance in our fantastic free-to-enter competition.

Any EIS Member who takes out a new car and/or home policy between the 1st October 2018 and the 31st of December 2018 will be automatically entered into our draw to win back the value of their insurance to a value of £600.

Take out a new motor or home insurance policy before the 31st of December 2018 to enter our competition to win back the cost of your car and/or home insurance up to a maximum of £600. By entering your details you are agreeing to adhere to our competition Terms and Conditions. EIS Financial Services reserve the right to feature the name of the prize winner in future promotions. The competition only covers the inception premium and not any subsequent adjustments. Competition is for EIS members only and is subject to acceptable underwriting criteria.

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'Tis the Season



As we head towards the end of term and into the Festive Season, we also reach a critical point in the Value Education, Value Teachers pay campaign.

The amazing turnout at the national demonstration in late October, when over 30,000 people marched through the streets of Glasgow in support of the campaign, sent a strong warning to the Scottish Government and COSLA that Scotland's teachers have had enough of working harder and harder for lower and lower pay.

Should that warning somehow have been missed, the incredible ballot result that followed a few weeks later, where 98% of those voting rejected the 'final' pay offer, provided a clear reminder that Scotland's teachers are not for backing down. The overwhelming rejection of the offer, coupled with the very high turnout (74%), was surely a shock for those who had questioned teachers' collective strength of feeling.

These incredible displays of unity and strength quickly brought both the Scottish Government and COSLA back into discussions at the SNCT. Their pay proposal had been presented as their 'best and final' offer, as they had called a halt to negotiations with teaching unions. The attempt to divide and conquer Scotland's teachers with a cynically divisive offer, coupled with an ill-conceived attempt to 'sell' the offer to teachers with a direct (and misleading) letter issued via local authorities, only served to strengthen teachers' resolve and to unify members through their union.

At the recent SNCT Extended Joint Chairs meeting, where the EIS formally notified the Scottish Government and COSLA of the

ballot result, there was a clear acceptance that the rejection of the offer was overwhelming and necessitated a significant shift in the pay offer, if industrial action is to be avoided. The Scottish Government and COSLA expressed a willingness to re-enter negotiations, and advised the union side that they were already engaged in discussions regarding revisions to their offer.

Further meetings of the SNCT Extended Joint Chairs are planned across December. The EIS anticipates a revised proposal from the Scottish Government and COSLA. Will it be sufficiently improved to allow the EIS to recommend acceptance to its members? That is the hope, although not perhaps the expectation.

While clearly hoping for the best, the EIS has also taken steps to prepare for a move to industrial action should this be necessary. As we report in the Council News on pp4-5 of this SEJ, the EIS has set December as a final negotiating window on this year's pay offer. Provision has also been made for a special meeting of EIS Council, in January, to potentially authorise the opening of a statutory ballot on industrial action. Even at this late stage, the hope is that a fair deal will be offered and that industrial action can be avoided.

Season's Greetings to all SEJ readers

It has been a busy year for Scottish education, and for the EIS. Despite the many pressures that we have all faced in 2018, the SEJ hopes that all readers will be able to enjoy a relaxing break over the festive season and return refreshed in 2019.

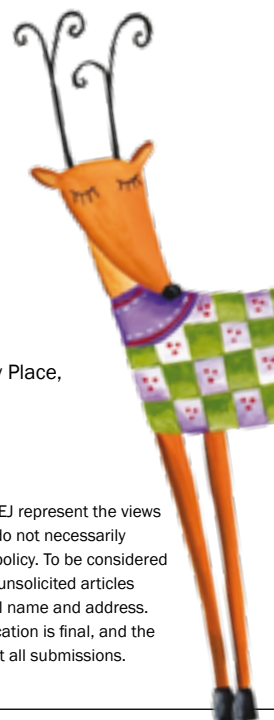
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COUNCIL AGREES PAY CAMPAIGN STRATEGY & FUTURE BALLOT TIMETABLE

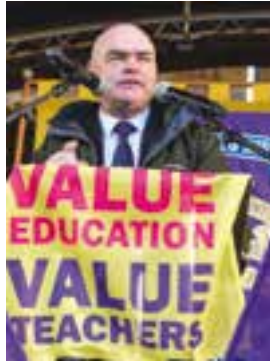
Council members gathered in Edinburgh for the final meeting of the year shortly after the result of the EIS ballot on the pay offer from the Scottish Government / COSLA was announced. Council members spoke to welcome the ballot result, and to commend the work of all those who had helped to deliver the overwhelming rejection.

Vice-President Bill Ramsay, presenting the report of the Executive Committee, provided a summary of events leading up to the ballot result, including the National Value Education, Value Teachers demo in Glasgow in late October.

“Saturday 27 October may well go down in history as a transformational day for the EIS. It was the day when many members, who might have previously seen themselves as customers of the EIS, turned out to march and realised that they are the EIS,” said Mr Ramsay.

He added, “No single affiliate of the STUC has put that many members on the streets since the Miners’ Strike of the 1980s.”

General Secretary Larry Flanagan then provided a comprehensive campaign report, and highlighted that voting patterns in the Pay ballot had been extremely consistent across the country. “In every local association area, votes to reject ran in the 97.5% - 99.5% region,” said Mr Flanagan.



Larry Flanagan

A number of questions were raised by Council members on a range of issues, including: ballot turnout (Paula McEwan, Inverclyde); maintaining

campaign momentum (Kenny Fella, Renfrewshire); data on voting patterns (Alison Murphy, Edinburgh); preparing for a statutory ballot (Michael Dolan, West Dunbartonshire); coordination with EIS-FELA and EIS-ULA (Pam Currie, EIS-FELA); and surveying members to support the campaign (Susan Quinn - Glasgow).

Des Morris, Salaries Convener, updated Council on the previous day’s discussions at the SNCT joint chairs, where the pay ballot results were formally communicated to the other sides of the SNCT. EIS representatives also highlighted the true impact of the past decade on teachers’ pay – which included Mr Morris referencing his old payslips to illustrate the deep real-terms pay cuts that teachers have faced – and the problems with morale, recruitment and retention that this has created.

“The EIS also strongly restated its view that the joint Scottish Government / COSLA letter had been an unacceptable attempt to interfere in a democratic trade union ballot and was incompatible with the Fair Work Convention”, said Mr Morris.



Des Morris

Council then gave its approval to the next phases of the Pay Campaign Strategy, including the continuation of talks at the SNCT with the expectation that

December will now form the window for negotiation on an improved offer. Council further agreed that, should no improved offer worthy of consideration by members be made during this window, that the EIS would consider moving towards a statutory industrial action ballot in support of the Pay Campaign. A proposal to make provisional preparations for a special meeting of EIS Council in January, where a statutory ballot of the membership could be authorised, was then agreed by Council.

VALUE EDUCATION VALUE TEACHERS



Picture: B Cooper

Executive

Vice-President Bill Ramsay updated Council on a range of issues, including the approval of statutory industrial action ballots of both EIS-FELA and EIS-ULA members in support of their respective pay claims. The EIS-FELA ballot was to open shortly, said Mr Ramsay, while the EIS-ULA Executive had decided to open its ballot in January in order to allow for coordination with other trade unions representing HE members.

Council also approved a recommendation from the Executive Committee that Local Association / Self Governing Association subscriptions should increase by an average of 4% for 2019/20. This will mean that LA/SGA subscriptions will now range from £11.28 to £26.16 per annum, depending on banding.

Education

Convener Susan Quinn updated Council on the announcement by the Deputy First Minister that Recognising Positive Achievement (RPA), also known as the 'Fallback' option, would be removed in relation to National 5 for the next school

year. The EIS had, since the Spring, called for an early decision to be made regarding the arrangements relating to 'fallback'/RPA at National 5 to allow schools to plan, said Ms Quinn. Ms Quinn added that members were being advised to engage in discussions at school and departmental level on senior phase presentation policy, taking account of the removal of 'Fallback'/RPA and the desire within the system, in keeping with the rationale of the CfE senior phase, to move away from annual presentations in favour of greater depth of learning and curriculum diversification.

Equality

Convener Nicola Fisher (EIS Ex-President) provided an update on a wide range of issues, including the launch of the Scottish Government Hate Crime campaign. The Committee had welcomed the launch of this campaign, said Ms Fisher, but noted its regret that gender-based crime against women and girls had been omitted, as misogyny is not currently categorised as a hate crime. The Committee had agreed to write to the Scottish Government to highlight this issue, said Ms Fisher.

Employment Relations

On Benevolent matters, Convener Ricky Cullen told Council that the Committee had considered 18 Applications for Assistance and authorised 17 grants totaling £40,750 at its last meeting. On legal affairs, the Committee had considered 20 cases and noted that a total of £57,000 in settlements had been achieved on behalf of two members.

Salaries

In addition to his update on Salaries matters, Convener Des Morris reported on developments at the SNCT Career Pathways panel which was set up following last year's pay agreement to consider career progression and retention issues. On Pensions, Mr Morris reported on the latest meeting of the Scottish Teachers' Pension Scheme Advisory Board, where issues related to accrual rates and contribution rates for the CARE (Career Average Related Earnings) scheme had been discussed.

EIS COUNCIL ELECTIONS 2019/2020

*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 2019/20 are available from your Local Association or Branch Secretary and from the EIS website

www.eis.org.uk

St Andrew's Day Rally

The EIS was well represented at this year's St Andrew's Day Anti-Racism March and Rally in Glasgow. EIS delegations from across the country joined the march, which was led this year by the family of Sheku Bayoh, the trainee gas engineer who died in police custody in Fife in 2015. This year's march was on the theme, "Still we Rise", and brought together trade unions from a wide range of sectors across Scotland.

See report, p18



Equality and the Teacher Workforce

Commenting on the publication of the Teaching in a Diverse Scotland – Increasing and Retaining Minority Ethnic Teachers in Scotland's School Report, EIS General Secretary Larry Flanagan said, "Scottish schools have much to gain from recruiting and retaining teachers who can bring additional social, cultural and linguistic capital into the profession.

"The existence of an ethnically diverse teaching workforce would enable the profession to be confident that it is drawing

on the same broad range of cultural and social experiences as the pupils and families served by schools, and to use a wider range of cultural resources in their teaching."

"Concerted efforts to diversify the profession would also demonstrate that teaching is valued by all sections of the community, and would provide role models for young people, who 'can't be what they can't see'. We would also encourage schools to intensify their efforts to promote

anti-racist approaches, as this will promote more inclusive working and learning environments for BME staff and pupils.

"And of course, BME teachers have the same concerns as their colleagues about declining take-home pay and excessive workload, which urgently need to be addressed if more teachers from all backgrounds are to be recruited and retained."

EIS-FELA opens statutory industrial action ballot of college lecturers across Scotland.

The move follows protracted discussions on a pay offer, and comes as a result of the failure of college management to offer a fair cost of living pay increase to Further Education lecturers.

Approval for the ballot was granted by the EIS Emergency Committee at a meeting, specially convened, last month. The ballot opened on Wednesday 28 November and is due to close on Wednesday 19 December.

EIS General Secretary Larry Flanagan said, "EIS-FELA members are asking only for a fair cost of living increase, and this has been refused by management side negotiators."

Gwen Mayor Trust

The Gwen Mayor Trust recently agreed its funding awards for the year. The Trust was established in memory of Gwen Mayor, the teacher and EIS member who was amongst those murdered in Dunblane Primary School in 1996. The Trust supports projects in nursery and primary establishments across Scotland. See our special feature in the next edition of the SEJ for full details of this year's funding awards.

Picture: A recent thank you card send to the Trust by Castle Hill Primary ELR, which benefitted from Trust support last year.




EIS Briefing Paper on Holocaust Education

The EIS has published a briefing paper to support EIS members in their provision of Holocaust Education, which the EIS believes should be embedded as a key feature of the Curriculum for Excellence, as one means of delivering the inclusive education system and society we wish to see. The EIS opposes racism and all forms of prejudice; we want educational establishments to be safe, inclusive environments for all children, young people and staff. Holocaust Education can play an important part in bringing that about.

Holocaust Education enables learning about racism and fascism and the dangers that each poses to human society. It has the potential to empower young people to use their voice, and have the courage to speak out about prejudice, hate and oppressive behaviour.

To access the EIS Briefing Paper, visit:
www.eis.org.uk/Anti-Racism/BriefingHolocaustEducation

See Holocaust Education Feature, pp14-15

OVERWHELMING REJECTION OF 'FINAL' PAY OFFER FROM SCOTTISH GOVERNMENT AND COSLA

EIS members overwhelmingly rejected the 'final' pay offer put to them by the Scottish Government and COSLA in the recent ballot organised by the EIS.

In an incredible show of solidarity, over 98% of those voting in the EIS Pay ballot rejected the offer. Turnout in the ballot was more than 74%. Both the turnout and the scale of the rejection are unprecedented and represent the most overwhelming ballot result in modern EIS history.

The EIS, and other teaching unions, submitted a pay claim of 10% for the year. The offer from the Scottish Government and COSLA was based on a 3% cost of living increase for teachers and associated professionals, plus some additional changes to the main grade pay scale for unpromoted teachers.

Commenting, EIS General Secretary Larry Flanagan said, "In late October, Scotland's teachers sent a strong message to the Scottish Government and COSLA, about the deep discontent amongst the profession, when well over 30,000 took to the streets of Glasgow to march in support of the EIS Value Education, Value Teachers pay campaign. The near unanimous rejection of the pay offer is a landmark result, one of the strongest rejections of an offer in EIS history, and one which is indicative of the current mood of Scotland's teachers, increasingly agitated on pay but angry also at excessive workload, mainstreaming on the cheap, and austerity driven cuts to resources. EIS members have sent a very clear signal to the Scottish Government and COSLA with this ballot result, that change is needed."

EIS President Alison Thornton, added, "Teachers have shown patience and restraint over the past decade, and indeed during the long-running negotiations on the 2018 pay offer. But this result demonstrates clearly that Scotland's teachers have had enough; and are demanding action. We hope that Mr Swinney and COSLA are paying attention.

"Despite the attempt by the Scottish Government and COSLA to 'persuade' teachers to accept this divisive pay offer, our members are united and absolutely determined to secure a fair pay settlement for all teachers and associated professionals. The EIS continues to hope for a negotiated agreement, but we are fully prepared to ballot for industrial action should this be necessary to secure a fair deal. We urge the Scottish Government and COSLA to return to the negotiating table with a greatly improved offer, before it is too late."



CONSULTATIVE BALLOT
RESULT

98%
VOTED REJECT
TURNOUT **74%**

**VALUE
EDUCATION
VALUE
TEACHERS**

BALLOT RESULT LEADS TO FURTHER DISCUSSIONS AT SNCT

The overwhelming rejection of the 'final' offer from the Scottish Government and COSLA led to the re-opening of pay discussions via the SNCT. Shortly after the EIS ballot result was announced, a meeting of the Extended Joint Chairs of the SNCT was held where the EIS, and other teaching unions, formally presented their ballot results.

The teachers' side emphasised that the emphatic rejection of the offer in these ballots clearly demonstrated the mood of members. The teachers' side then revisited the basis of the claim, highlighted the deep real-terms cut in teachers' take-home pay over the past decade, confirming that teachers' representatives would expect a significantly improved proposal for consideration at the next meeting.

A further meeting of SNCT Joint Chairs was scheduled for Monday 3 December, shortly after this edition of the SEJ went to print. The expectation was that the Scottish Government and COSLA would come to this meeting with a revised pay proposal for consideration. Please see the EIS website and social media accounts for updates on these SNCT pay discussions.





Tens of Thousands Hit the Streets

Strong Message Sent: Value Education, Value Teachers!

In late October, over 30,000 teachers and supporters of Scottish education brought Glasgow city centre to a standstill to demand a fair pay settlement for Scotland's teaching professionals. From Lerwick to Lockerbie and Stornoway to Stonehaven, teachers made their way to Glasgow in support of the EIS Pay Campaign. This incredible show of strength and solidarity sent a very clear message that the Scottish Government and COSLA cannot ignore – it's time to Value Education and Value Teachers!

Demo Facts and Figures:

- Over 30,000 people – teachers, parents, and supporters of Scottish Education – took part in the March and Rally
- Every single EIS local association was represented at the rally, with delegations and banners from all 32 local authority areas
- The March route from Kelvingrove Park to George Square covered approximately 2.5 miles
- The front of the march arrived in George Square over an hour before the back of the march had even left the park
- The March brought Glasgow City Centre to a halt for well over 2 hours
- The March and Rally was described by observers as “the biggest single union mobilisation in recent history.”



You Were EPIC!





SMASHING THE PAY GLASS CEILING

The gender pay-gap is a persistent problem across a wide range of professions. Is it an issue for teachers? The SEJ looks at the evidence.

Teaching is a predominantly female profession, with women making up 77% of the total workforce in Scotland. Seen by many as a “caring” profession, does teaching suffer from the gender bias we see elsewhere in society?

The gender pay gap is not conjecture; it was demonstrable when Glasgow City Council introduced a new pay and grading scheme in 2006, which was supposed to put an end to pay inequality based on gender. At the same time workers in school administration, learning support, nurseries, home care, cleaning, and catering – all traditionally female roles – were paid less than those in similar council employment, such as refuse collection carried out predominately by men. A tribunal decision

has since found that this practice was unlawful, yet the women in question have still to be compensated.

In the same week that over 30,000 teachers and supporters were marching in Glasgow in support of our pay campaign, 8,000 low paid women were taking strike action to right this wrong, demanding equal pay after a decade of discrimination.

The Glasgow example is not isolated. Research suggests that women are paid less than men in 90% of the UK employment sectors. This gap between the average salaries of men and the average salaries of women exists because too often certain key roles within society are defined as “women’s work”, and “women’s work” is traditionally undervalued and underpaid.

A significant body of research demonstrates the effects of occupational segregation on pay. For example, whilst

it is illegal to pay workers differently based solely on their gender, there is a long-established trend indicating that male dominated industries attract higher levels. This is true even when there are comparable levels of education or training required across these industries. The table bottom left shows that industries with around 80% men earn roughly £10,000 more per year than teachers – around 80% of whom are female.

Fully qualified teachers in Scotland start on £27,438 and reach the top of the main-grade salary at £36,480, meaning that even at the top end of their salary scale teachers are earning considerably less than those in other industries.

Over four decades have passed since the Equal Pay Act which sought to bring parity between male and female workers in the UK. Because of determined activists, women now have full legal protections enshrining their right not to be discriminated against because of their gender. However, it is important to remember, how much still needs to be done to ensure this equality is guaranteed.

The gender pay gap is real, still exists, and the teaching profession suffers from it.

Teachers play a vital role within our society; this needs to be recognised and rewarded. ‘Value Education, Value Teachers,’ therefore, is a strapline that captures a campaign which is about much more than simply pay.

Occupation (UK wide)	Mean Annual Pay	% Men	% Women
Civil Engineers	£42,705	86%	14%
Mechanical Engineers	£45,266	95%	5%
IT and Telecoms Professionals	£46,254	85%	15%
Higher Education Teaching Professionals	£45,201	55%	45%
Architects	£43,619	71%	29%
Police Officers (sergeant and below)	£40,530	72%	28%
Secondary, Primary and Nursery Education Teaching Professionals	£32,015	28%	72%
	Top Main-grade Pay		
Teachers in Scotland	£36,480	23%	77%

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Warsaw, Poland - September 1, 2012: Holocaust memorial - a building from Warsaw ghetto with pictures of Jews on the facade.

Learning the Lessons of the Holocaust

When the full realisation of the terror, horror and murderous brutality of the Holocaust dawned in the years following 1945, the international community declared, 'Never again.' Governments and citizens across the world resolved that the lessons of this barbarous episode of human history must be and would be learned, so that there would be no repeat of the industrial-scale savagery.

Yet in the decades which followed and until today, it has become starkly apparent that human society struggles to learn the requisite lessons of history: East Timor, Cambodia, Rwanda, Bosnia, Sudan and Myanmar, all sites of gross human rights abuses and mass genocidal killings of those identified as 'other' by those wielding power.

Hence the call by EIS members at the 2017 AGM for 'a campaign to establish Holocaust Education as a feature of the Curriculum for Excellence'. In taking forward this work, in addition to preparing a briefing for members on good practice delivery of Holocaust Education, the Education Committee was keen to lead the way in offering professional learning to members in this area. With this in mind, the 'Sharing Practice on Holocaust Education' Seminar was held in the Lighthouse in Glasgow on Saturday 3rd November, with three EIS members having generously agreed to give of their time to present at the event.

The Seminar was chaired by EIS President, Alison Thornton who delivered a warm welcome to around 40 attendees and indicated that the EIS's new Holocaust Education Briefing would be formally launched during the course of the morning.



Andrea Bradley, Assistant Secretary, Education and Equality, gave the first presentation, setting the Seminar within the context of the wider work of the EIS on anti-racism and anti-racist education, including Holocaust Education. She referenced the longstanding reputation of the EIS as a campaigner against homophobia and transphobia, sexism and misogyny, anti-disabled prejudice, anti-Muslim prejudice and anti-Semitism. The litany of phobias and 'antis' could be disheartening, she said, but she affirmed the EIS belief that racists and prejudice-holders are made, not born, thus the absolute necessity of education as an antidote to the poisonous potential of racism, religious prejudice and intolerance, and other brands of prejudice-based hate.

Andrea outlined the relationship of Holocaust Education to the four capacities of CfE and to the Equality Act which places a duty on local authorities to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between people who share a protected characteristic and those who do not; and to foster good relations between people who share a protected characteristic and those who do not.

Andrea stressed the need to inoculate, through education, children and young people from the attitudes and actions which if unchecked, incrementally can lead to acts of genocide. She underscored the need for sustained efforts to instil the values of equality and justice, and the capacity for understanding, empathy and tolerance in our children and young people – otherwise hate speculatively waits in the wings.



Glasgow EIS member, **Kimberley Vallance** was first up thereafter to share her professional experience of delivering Holocaust Education both within BGE and Senior Phase English lessons. Kimberley expressed a strong sense of personal duty to teach children about the Holocaust and to foster empathy and compassion among learners. She detailed a series of lessons featuring learning activities focused on the experiences of refugees, which encourage learners to draw the connections between the current refugee reception crisis and the Kindertransport which sought to offer Jewish children sanctuary from Nazi persecution, as well as developing understanding of the circumstances of the Holocaust more generally.

Kimberley's powerful presentation gave many inspirational yet highly practical examples of how teaching about the Holocaust may be framed. Her lessons, she explained, had included exploration of the language and terminology of migration and refuge; analysis of media reporting of and bias towards immigrants and refugees; the dehumanisation of others; reading of relevant poetry; linking past and present; looking at testimony from Holocaust survivors, including a visit to her school by the Gathering the Voices Exhibition involving the children of Holocaust survivors; reading, writing, talking and listening activities designed to nurture in young people a sense that they are agents of change who have a shared responsibility for the world and its citizens.



John Naples Campbell, (Aberdeen City), whose family members were both victims and survivors of the Holocaust, then gave a presentation explaining the rationale for his initiation of a whole-school approach to Holocaust Education within Dyce Academy.

Key features of the subject taught in its own right to all year groups include learning about relevant terminology and definitions; the roots of and background to anti-Semitism; anti-Semitic political decision-making in many European countries; bringing the history of the Holocaust to life through personal stories, testimony and primary sources – print, digital and artefact; exploration of the choices and decisions made by by-standers, collaborators, perpetrators and rescuers; and demonstrating relevance to contemporary events. John outlined how the approaches taken are age and stage appropriate while encouraging and developing critical thinking and empathy.

Pupils in S1 and S2 develop their knowledge through an enquiry-based approach. They are each issued a 'passport' of a Jewish person living in Europe during the era of Nazi persecution. Their task is to research the journey of the passport holder and write a report reflecting their findings. In S3 and S4, the emphasis is on oracy, with pupils engaged in both individual talk presentation and structured group discussion, each having chosen a specific question related to the Holocaust to research. In S5 and S6 students are leaders of learning about the Holocaust. They act as ambassadors, making visits to and reporting back from such places of historical importance as the Anne Frank Trust in Amsterdam and what were the SS Headquarters in Berlin, as well as organising and leading Holocaust Memorial events in school. Again, an aspiration for the students is that they will grow as agents of change, challenging inequality however it manifests itself.



Finally, Falkirk member, **Nadia Robertson**, in her first year of teaching since completing her probation year, shared her experience of visiting Auschwitz with a group of children from Graeme High. Nadia explained that last session's visit to the former death camp was designed to develop young people's emotional and political literacy, and to shape their identities as global citizens, through experiential learning- which in this case, she judged to have been transformational for some of the students whose life

experiences until going on the visit had been quite limited.

Nadia described the 'profound impact' of the visit on the young people – their complete silence and utter solemnity as they took in the details of their surroundings at Auschwitz and what had happened there. The silence was broken now and again only with their questions. What? Why? How? Nadia explained that the questions continued for days after the visit to the camp – the experience had stayed with them.

“...last session's visit to the former death camp was designed to develop young people's emotional and political literacy, and to shape their identities as global citizens”

Nadia also observed the sense of 'togetherness and support' among the group after the visit; the 'shared journey' had led to a sense of 'community and cohesion' as the young people talked about their learning. They had a strong sense, she said, that the people they had learned about were 'like me'; what happened to them 'could happen to any of us' if people are by-standers to injustice and don't try to make change.

Bringing the event to a close, the President noted the silence in the room, such was the power of each of the presentations delivered. Members had much to say however in their written evaluations of the Seminar, indicating their strong appreciation of the ideas shared by each of the presenters and of the EIS 'make(ing) such training freely available, especially when exploring such monumental societal issues'.



THE GREAT EIS END OF YEAR QUIZ 2018

BY TANTALUS



The Great EIS End of Year Quiz - the one which, never knowingly ending a sentence with a preposition, is the one by which your clock is set. Send your completed entry form below to QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh EH3 6BH. The winner will then receive an amazing prize in recognition of your ability to use Google®. (Other search engines are available. Please complete this quiz responsibly and read the small print). All entries should be received by FRIDAY 18 JANUARY 2019. Enjoy!



Section 1: 2018 - Were you paying attention?

1. In January, Unilever announced it was going to close its 160-year-old Colman's Mustard factory in which English city?
2. What was the total number of medals won by Team GB in the 2018 Winter Olympics?
(a) 4 (b) 5 (c) 6 (d) 7
3. And for which sport did Team GB win its only Gold Medal in the 2018 Winter Olympics?
(a) Freestyle Skiing (b) Women's Curling
(c) Skeleton (d) Snowboarding
4. In February, which company had to close temporarily hundreds of its outlets when Bidvest Logistics was replaced by DHL as the new delivery and logistics partner?
5. In April, which band, one of the world's most successful bands with worldwide sales of more than 100 million records, announced the firing of its lead guitarist and one of the vocalists just 6 months before embarking on a 60-date tour of the USA?
6. In May, which travel company announced that it was considering the future of its Club 18-30 brand?
7. Following the resignation of David Davis in July, who was appointed Secretary of State for Exiting the European Union only to resign from that post and be replaced by Stephen Barclay in November?
8. In August, which company bought the Costa coffee chain from owner Whitbread in a deal worth £3.9bn?
9. Who captained the European Ryder Cup team to victory at Le Golf National, Paris in September?
10. In October, which former British politician was hired by Facebook to become its Vice-President of Global Affairs and Communications?



Section 2: Music

1. In music, what word is used to describe the text used in, or intended for, an extended musical work such as an opera, operetta, oratorio or cantata?
2. How many keys are there on a standard Grand Piano?
3. Which band consists of siblings Andrea, Caroline, Jim and Sharon?
4. In the original Wizzard versions of "See My Baby Jive" and "I Wish It Could Be Christmas Everyday", which brass instrument did Roy Wood play as evidenced through his appearances on Top of the Pops?
(a) French Horn (b) E flat Tenor Horn
(c) Trombone (d) Alto Saxophone
5. In which year did the song "Waterloo", which was performed by ABBA, win the European Song Contest held that year in Brighton?
6. Which American singer was backed by The Pips?
(a) La bohème (b) Tosca
(c) Madama Butterfly (d) Turandot
7. Nessun dorma is the famous aria from the final act of which opera by Puccini?

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8. Who played guitar with The Yardbirds, Cream and Derek and the Dominos?

9. Released as a single on 23 November 1987, which singer-song writer teamed up with The Pogues to record Fairytale of New York?

10. Which woodwind instrument appears on the following album tracks: Firth of Fifth (Genesis); Nights in White Satin (The Moody Blues) and Living in the past (Jethro Tull)?

Section 3: Food and Drink

1. What colour is the flesh of a pistachio nut?

2. What name is given to the liqueur flavoured with the dried peel of Laharha oranges that are grown on an island off the coast of Venezuela?

3. What can be served Benedict-style for breakfast or brunch with hollandaise sauce? (They can also be also jewelled items crafted by Peter Carl Faberge.)

4. The name of which English county comes before the word "Bronze" in the name of a breed of Christmas turkey?

5. Name the plant that is combined with dandelion to produce this type of drink?

6. Which spirit is mixed with orange liqueur and lemon juice to make a Sidecar cocktail?

- (a) Vodka (b) Gin
(c) White Rum (d) Brandy

7. Introduced in 1975, what were the original fruit flavours of the canned soft drink Lilt that gave it "a totally tropical taste"?

8. What name is given to the spice derived from the inner bark of several tree species used for making baked apples, poached pears, and carrot cake?

9. Which Hollywood actor played Captain Queeg in the 1954 film The Caine Mutiny that featured the following quote?

Captain Queeg: "Ahh, but the strawberries that's... that's where I had them. They laughed at me and made jokes, but I proved beyond the shadow of a doubt and with... geometric logic... that a duplicate key to the wardroom icebox DID exist."

10. What was the name of the band formed in Dublin 1969 that produced a hard rock version of the traditional Irish ballad Whiskey in the Jar in 1973?

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.

1. "Loneliness is a crowded room
Full of open hearts turned to stone
All together all alone"

2. "It was like shooting a sitting duck
A little small talk, a smile and baby I was stuck."

3. "I can't light no more of your darkness
All my pictures seem to fade to black and white."

4. "I've looked at the ocean tried hard to imagine
The way you felt the day you sailed from
Wester Ross to Nova Scotia."

5. "I stay out too late, Got nothing in my brain
That's what people say, mm-mm That's what people say, mm-mm"

6. "And I need you now tonight and I need you more than ever
And if you'll only hold me tight, we'll be holding on forever."

7. "There she stood in the doorway; I heard the mission bell

And I was thinking to myself 'This could be heaven, or this could be Hell'"

8. "They told him 'Don't you ever come around here.

Don't want to see your face, you better disappear."

9. "It might seem crazy what I'm 'bout to say
Sunshine she's here, you can take a break"

10. "We're all someone's daughter, We're all someone's son

How long can we look at each other, Down the barrel of a gun?"

Section 5: And finally...

1. What is the name of the Scottish Inner Hebridean island with an abbey founded by St Columba in 563?

2. Founded in 1895, in which country are Škoda cars manufactured?

3. Which actor starred in the Alfred Hitchcock films Suspicion, Notorious, To Catch a Thief and North by Northwest?

4. If Monday's child is "Fair of Face", what is Friday's child?

5. What was the name of the English novelist and playwright who wrote The Good Companions, Time and the Conways and An Inspector Calls?

6. Moldova shares its borders with Romania and which other country?

7. The type of pasta called farfalle derives its name for the Italian for which creature?

8. Name the actor whose starred in Doctor Who and played DI Alec Hardy in Broadchurch?

9. In 2017, which European country has highest population in the European Union (EU)?

10. A popular day-trip destination in the summertime from its more crowded, better known island neighbour, Ibiza, which is the smallest and most southerly of Spain's Balearic Islands in the Mediterranean Sea?

**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 8 JANUARY 2019.

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.



Still We Rise!

On Saturday 24 November, the STUC held the annual St Andrew's Day anti-racism march and rally in Glasgow.

The theme for this year's march was 'Still We Rise', reflecting the trade union movement's determination to continue steadfastly opposing racism and fascism while reactionary forces continue to seek to divide us. The theme echoes the acclaimed Maya Angelou poem of 1978, "Still I Rise", in which Ms Angelou states her resolve to rise above oppression, and emphasises her strength and resilience.

("You may write me down in history,
With your bitter, twisted lies,
You may trod me in the very dirt,
But still, like dust, I'll rise...
Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise."

- Excerpt of Still I Rise, © Maya Angelou)

There was a strong EIS presence at the march, and an EIS stall at the rally. Speakers at the rally included Aamer Anwar, the solicitor acting for the family of Fife man Sheku Bayoh, who died in police custody; Nathalia Urban, a Brazilian journalist and co-founder of #ResistBrasil, which opposes the incoming President Bolsonaro; and Wael Shawish, campaigner for Palestinian rights.

Common to their remarks was deep concern that Black and Minority Ethnic people around the world are experiencing discrimination and oppression, and that forces of reaction are on the rise. Ms Urban spoke of student surveillance of teachers in Brazil, and of Bolsonaro's encouragement of this, and said, "We urge you in Scotland to stay vigilant."

Also on 24 November, Aberdeen TUC organised an anti-racism rally, which was addressed by EIS Vice-President Bill Ramsay.

Thanks to all those who turned out to oppose racism and discrimination in both locations.

For more information on EIS approaches to challenging racism, see:

www.eis.org.uk/equality/anti-racism



EIS EXTRA

Your New and Improved Member Benefits Scheme



From January 2019, EIS member benefits will be delivered by Parliament Hill, the benefit management experts. They have over 15 years of experience in delivering membership benefits to a full spectrum of organisations, including unions, societies, trade associations and alumni groups.

The new EIS Extra member benefits scheme will give you access to a whole host of offers and discounts. Whether you are looking to save at the supermarket till, booking a new holiday or after a new deal on your insurance, EIS Extra member benefits will have an offer for you. The new service will have a live website, accessible on your desktop, tablet or phone so you can transact quickly and conveniently through the platform. The website will also host limited time special offers, to regularly bring you new deals and discounts. For local in-store offers, the new service is also delivering a new EIS Extra membership card.

These benefits will provide significant savings on the products and services you normally buy, which could even help you save the cost of your EIS membership. To help you save time and money, most of these new offers come with a National Price Promise or Provider Price Promise, so you know you're getting the best deals around.

- The National Price Promise stamp means you should be getting the best possible deal in the UK for a product or service.
- The Provider Price Promise stamp means you should be getting the best possible deal from a company.

Here are just some of the ways you will be able to save with EIS Extra member benefits:

Family savings

Whether you want to save on your everyday essentials or take the family on a great day out, there are a whole host of offers available, including:

- Up to 40% off cinema tickets
- Reduced entry to top UK attractions
- Cashback at nationwide supermarkets and retailers.

Motoring

From buying a new car to keeping one running, do it for less with offers such as:

- Great prices on new cars from Vauxhall and Fiat Chrysler Automobiles
- Discounted car leasing from Motor Source Group
- 45% off MOTs and more.

Lifestyle and shopping

For when it's time to treat yourself, make the most of offers such as:

- 12% off spa and wellness vouchers with Spafinder
- Reduced prices for beauty and salon treatments
- Discounts on domestic appliances with KitchenAid, Hotpoint, Whirlpool and Indesit
- Fantastic prices on golf green fees.



Travel

From mini breaks to dream holidays, you can design your perfect getaway for less:

- UK and European weekend trips and between 20%-75% off hotels
- All-inclusive and cruise holidays
- Rural cottages and woodland cabins
- Great rates on airport parking, airport hotels and lounges.

Work and home

To make life-easier, you can also enjoy services on:

- Childcare solutions
- Video GP access
- Reduced mobile phone contracts and tariffs
- Private medical cover.

Insurance and advice

- On top of the above benefits and discounts, you'll still have access to EIS Financial Services; an exclusive financial advisory service for EIS members and family, which includes car insurance, home insurance, travel insurance and independent financial advice.

All this and more will be coming to your EIS Extra membership benefit platform from January 2019. You should login or register on our website www.eis.org.uk and update your preferences or contact the membership department at membership@eis.org.uk to ensure you receive your discount card.

Terms and conditions apply to all benefits. See website for details.

Look out for your new EIS Extra membership/Discount card enclosed with the next edition of the SEJ. This will replace your current EIS Countdown card.



National Model of Professional Learning

A new model of Professional Learning for Scotland has been agreed and endorsed by a working group including the EIS.

A short life working group of the Strategic Board for Teacher Education has developed a new national model of professional learning, which incorporates and updates guidance previously developed separately by Education Scotland, SCEL, GTC Scotland, the Scottish Government and universities. The revised guidance builds on the work already taken forward by GTC Scotland, and includes potential uses for individuals, for school and system leaders, and for providers of professional Learning. EIS Education Committee Convener, Susan Quinn, was part of the working group.

To be impactful, professional learning should:

- Be purposeful and focused on outcomes and impact
- Be aligned to the needs of the children and young people and their context
- Be sustained and high quality
- Be flexible and diverse
- Be relevant and meaningful for the individual and their context
- Develop knowledge and expertise, enhance practices, build on strengths and pursue interests.



More information:
www.eis.org.uk/professional-learning/EIS

Action research grants

A summary of research carried out by Pam Currie appeared in the October edition of the SEJ. This edition we highlight research undertaken by EIS member Fiona Graham, who is a teacher at Linburn Academy, a secondary school for pupils with additional support needs arising from profound and complex learning difficulties.

Experiences of Parental Engagement in a Setting for Pupils with Complex Learning Needs

Fiona Graham, University of Strathclyde

Abstract

The purpose of this research paper is **a)** to present and explore experiences of parental involvement in the context of a specialist educational provision and **b)** to discuss the main emerging themes in relation to practice and policy.

The design of the study is essentially ethnographic, based on the collection of qualitative data derived from semi-structured interviews with the families of students in a specialist school for pupils with Complex Learning Needs (hereafter referred to as CLN).

The findings are that current models of parental involvement found in legislation and policy are disrupted by the experiences of parents and staff in one specialist school for pupils with CLN. There is a tension between the need to implement local and national policy which tends to treat parents as a homogenous group and the very varied and individual needs of families in this setting.

The research is limited by the problems implicit in generalising conclusions from such a small sample size. There are also tensions inherent in the selection process for interview candidates, as families who have elected to participate are, by definition, willing and able to engage with the school.

The implications are that the tendency of much policy and research around parental engagement to treat parents as a homogenous group limits its efficacy and relevance for the parents of children with complex learning needs.

The value of the study lies in

- a)** a challenge to existing assumptions around shared understandings of parental engagement and involvement
- b)** an increased understanding of the complexity of barriers and motivations to parental engagement in a CLN setting
- c)** the creation of an informed starting point from which this school can design and provide enhanced opportunities for parental involvement.

This research was supported in part by a grant from the Educational Institute of Scotland.

To read the full research report, please visit the EIS website at www.eis.org.uk/research/ARG

Learning for Leadership

The first cohort of teacher learners taking part in the EIS/SCEL partnership programme, Growing Teacher Leadership, met again in early November to share learning from enquiry-based practice undertaken in their own individual schools.

At the conclusion of the course the group were asked to reflect on their learning, as part of a 'Head, Heart, Bin or Bag' activity. Here's a selection of their comments:

- I've felt a new motivation, an enthusiasm for improving practice and making a bigger impact
 - A little anxious about reporting back to others – but it was very supportive
 - Desire to want to give children a positive learning experience
 - Inspired and motivated
 - Have felt that the discussions that I have had with others have been very beneficial towards my practice
 - Re-energised my commitment to research
 - I am a leader in my own classroom! I am passionate about what I do and the learners I work with
 - My enquiry was exciting and interesting to others - keep that in mind when I don't feel valued at work
- The value of carrying out professional enquiry encouraged me to really deal with a 'classroom itch' – thanks
 - Remember not to stay stagnant – just because something works well doesn't mean it can't be improved
 - This isn't a stand-alone course. This can be linked very easily into other areas
 - Using the 'itch' to drive enquiry... hadn't occurred before
 - The whole idea of research and enquiry being more manageable and doable for future
 - Why am I doing something / what is the impact on my learners and me?
 - Leadership doesn't have to mean a promoted post
 - It has made me put aside time to think about my approach through my enquiry

Learners have the opportunity to become course co-facilitators and deliver this programme to others. For more information on the Growing Teacher Leadership initiative, contact Lesley Walker:

lwalker@eis.org.uk





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The Truth Behind the FE pay Dispute

The EIS has recently opened a statutory industrial action ballot of EIS-FELA members in pursuit of a cost of living pay increase for FE lecturers. Here, EIS-FELA President Pam Currie looks at the background to the dispute and highlights the aim of negotiators to secure a fair deal for all.

EIS-FELA members in colleges across Scotland are about to be balloted for industrial action as the sector heads for its third national strike in less than three years. This is not a situation we relish, nor is it one that we could have anticipated back in March 2016 when we signed a road map to deliver harmonised national salary points and terms and conditions.

It took sustained industrial action in 2017 and the intervention of the Cabinet Secretary to force management to 'honour the deal', but progress has been made - by April 2019 lecturers across Scotland will have migrated to a national salary scale. Terms and conditions on some 'big ticket' items such as class contact time, annual leave and transfer to permanence were also agreed in November 2017, with promises that "lessons would be learned" about national bargaining and industrial relations in the sector.

A year and a half on, and it's clear that no lessons have been learned by the Employers' Association. A cost of living rise

submitted back in December 2016 has been met with bluster but little meaningful negotiation. The EIS have tried repeatedly to entice management back to the table, most recently writing to them asking them to make an offer which reflected the support staff settlement and public sector pay policy - a request met with stony silence. With management holding firm on a "final offer" that amounted to less than 1% a year for 2017, 2018 and 2019, we were left with no choice but to ballot our members, who overwhelmingly rejected the offer and voted to pursue industrial action.

Management's response has been to smear lecturers as greedy and ungrateful for the belated harmonisation uplift, ignoring the vast sums wasted on college mergers, the millions stashed into Arms' Length Foundations or the inflated salaries of senior managers. Incidentally, those senior managers are the ONLY teaching staff in FE to have received a cost of living rise since 2016. While some lecturers have had significant equal pay uplifts, they are in the minority (West Highland College languished at the bottom of the pay scales in 2016 at just £26,000 a year, but employs less than 2% of the sector's workforce). Lecturers who gained significantly from equal pay had been systematically underpaid for decades - many others gained little or nothing from equal pay, and have seen their pay rapidly decline in real terms since 2016.

Our demand is simple, management must negotiate now! We want to negotiate an acceptable cost of living pay rise for all teaching staff, on the same basis as support staff - in other words, a simple cost of living rise which is not linked to equal pay harmonisation. We want to move negotiations forward on a national set of T&Cs for lecturers, on teaching qualifications and professional registration for lecturers and a national policy on Discipline and Grievance. What we want, in short, is a national bargaining structure which delivers for the sector.

Lecturers are front and centre of Scotland's college sector and the contribution it makes to the wider economy. Whether it's delivering the STEM agenda, closing the attainment gap or providing routes into sustainable employment, colleges need to recruit teaching staff who are highly qualified and skilled in their vocational or academic area. In many high demand, skills-shortage areas, staff already take a pay cut to enter FE - doing so because they want to teach, to 'give something back' and to develop the skills of the next generation.

We are in the public sector too, and we deserve our pay rise!

Fine Tuning Excellence

The Sheraton Hotel in Edinburgh was alive with the sound of music on 14 November, as a major national conference, organised jointly by the EIS and Heads of Instrumental Music Teaching in Scotland (HITS), brought together music educators from across Scotland to celebrate the very high standard of instrumental music education in Scotland; explore issues of excellence and equity in music education; and enjoy performances by some supremely talented young people taught within the city's Instrumental Music Service. The day also served as the official launch of a new EIS Charter for Instrumental Music, 'Change the Tune'. Here, the SEJ looks back at some of the conference highlights.

The 'Celebrating Instrumental Music: Fine Tuning Excellence' conference brought together a wide range of people who believe that music has a vital role to play in education, life and culture. Delegates were of a mind that music services should be recognised for their sterling work and defended against often brutal cuts which have, unfortunately, been a feature of recent years. Throughout the day delegates were given the opportunity to discuss and reflect on the challenges that instrumental music teaching currently faces, and also the power and worth of music teaching. Fabulous performances by Currie Community High School String Ensemble and the Edinburgh Schools Rock Ensemble certainly brought home what we are all, collectively, fighting for.

With the help of thought-provoking presentations from Paul Harris, Educator and ABRSM Examiner, and Dr Rachel Drury, Lecturer in Learning and Teaching in the Performing Arts, Royal Conservatoire of Scotland, delegates explored what music teaching is really all about, and the power of music to deliver a vast array of benefits to learners, including improved fine motor skills, improved language skills, enhanced wellbeing and more grey matter in the brain.

Delegates also heard from IM Teachers Fiona Gray and Ronan Watson, who shared their reflections on the notions of 'excellence' and 'equity', so central to educational discourse presently, as they apply to Instrumental Music provision.

With a professional learning dimension in mind, attendees also had the chance to take part in two of six workshops about topical issues, namely Instructor Wellbeing;

Group Teaching Pedagogy; Improving and Widening Access; Measuring Impact, Outcomes and Attainment; Teaching Rock and Pop; and Using Technology to Enhance IM Provision. These were well received.

Valuing Music

Opening the event, Larry Flanagan, EIS General Secretary, said, "If we believe in creativity being at the heart of the Curriculum for Excellence, the government needs to deliver on young people's entitlement to music tuition" and, referencing the ongoing EIS pay campaign, exhorted delegates to "Value Instrumental Music and Value Instrumental Music Teachers."

Speaking from a panel, Kirk Richardson, the convener of the EIS Instrumental Music Teachers' Network, said, "Scottish Government and COSLA need to stop the political blame game; they are playing ping pong, with us in the middle." Mr Richardson also spoke of the Institute's aspiration to see new investment ring-fenced for instrumental music education in schools.

Music Inquiry

Alongside Kirk on the panel were Kenny Christie, Chair of HITS, and Mae Murray from the Scottish Association of Music Educators, all of whom had earlier that day given evidence to the Scottish Parliament's Education and Skills Committee, whose Inquiry into Music Tuition is ongoing as the SEJ goes

to press. Panellists took questions from the floor on topics as varied as teacher pay, teacher stress, parents' engagement with their children's music learning and the way in which music is often viewed (unjustly) as extra-curricular, rather than co-curricular.

Closing the event, Kenny Christie thanked delegates and guests; the very able Co-Chairs Alison Thornton (EIS President) and Jane Ferguson (HITS Executive); the leading sponsor ABRSM; the supporting sponsor Trinity Music; exhibitors; organisers; and, of course, the young instrumentalists whose performances had bookended the day, and who are, as several delegates noted over the course of the day, the reason why these discussions matter so much.

A full report of the day's proceedings will be shared on the EIS website soon. In the meantime, any queries about the ongoing EIS campaign to defend music education can be addressed to National Officer Jenny Kemp: jkemp@eis.org.uk

Members are urged to read the new Charter and sing its central message loudly (that instrumental music teaching should be freely available to all children; and that local and national government must invest in instrumental music) to all who will listen. Together we can Change the Tune.



CHANGE
the **TUNE**
Invest in Instrumental Music





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Sudoku

Medium

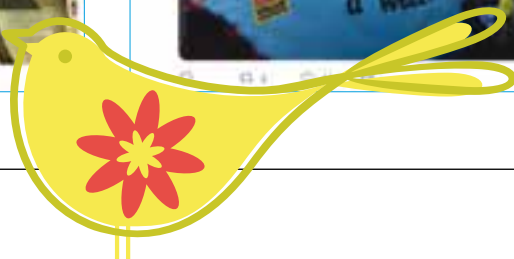
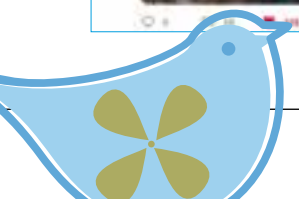
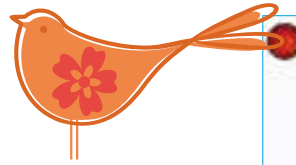
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EIS IN TWEETS

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As we highlighted in the previous edition of the SEJ, First Minister Nicola Sturgeon, while responding to questions in parliament, invited Scotland's teachers to contact her directly to share their concerns about Scottish education and their daily working lives. Many did, with a significant number also sharing their letters with the EIS. Here, we reproduce some edited extracts from just a small selection of these letters. All letters published with permission of the authors.

Dear Ms Sturgeon

I would like to thank you for the message you gave teachers recently during First Minister's Questions, that you would welcome feedback on how we feel about our job. It is reassuring to know that your government is ready and willing to listen.

Ms Sturgeon, I know that your government values children, and I applaud some of the initiatives you have implemented which demonstrate this. The baby boxes and increased nursery provision are certainly markers of your commitment to equity in early childhood. The PEF provision in schools has also been a welcome, though temporary, investment. What is still needed, however, is permanent and convincing commitment to our tweens and teens by protecting top quality education delivered by highly skilled, experienced and valued teachers. My main aim in writing to you today is to convince you of the crucial link between valuing young people, and valuing teachers by responding respectfully to our reasonable, measured and moderate request for a 10% pay-rise.

The media and members of the public often misquote the figures or focus unduly on teachers' holidays, which is a distraction

from the key issues: teachers are, in real terms, being paid less than we used to be, yet we are expected to do more and more in less and less time, with fewer and fewer resources. The result is that teaching is becoming increasingly and dangerously unattractive as an option in the post-graduate job market. As well as struggling to attract new graduates to the profession, we are also suffering from a worrying increase in the number of experienced teachers who are leaving education well before retirement age. And those of us remaining in the classroom do not judge them – we completely understand why these colleagues have decided to vote with their feet. Unless your government takes decisive and immediate action to show your support for teachers and demonstrate an understanding of the job that we do, even more of us will eventually make the same move, driven out by exhaustion and low morale, caused by decades of unsatisfactory working conditions and the realisation that continuing like this until 68 is simply not an option, no matter how passionate we are about serving our country's young people.

Again, I would like to emphasise that it is the children we are trying to protect with this campaign. The purpose of a pay-rise for teachers is not so that we can all book exotic holidays during our languorous six weeks off - it is so that when the babies you are currently bestowing with baby boxes reach high school there are still qualified, experienced, committed and valued teachers there to welcome them and guide them through their adolescence with care, compassion and the expertise required to help them achieve the qualifications needed for them to embrace their own future careers. This campaign is about protecting and improving our children's future. It is about investing in the young people whose best interests are our common interest. And investing in Scotland's children in an investment for the whole country. They are our future, after all.

Yours sincerely,
Rebecca Hoyle
East Dunbartonshire

Dear Nicola

Thank you for your offer of a listening ear. This is made more welcome after the refusal of your Government, and COSLA, to even listen to the teachers' side of the SNCT on pay negotiations.

I have met with the Deputy First Minister on a few occasions, the latest at the end of Maths Week Scotland when he talked at Edinburgh University. There was much talk by him, and practitioners, about the work we put in to engage students and to raise attainment, close

the gap, be inclusive and so on. It was, therefore, the more disheartening and disappointing when his team walked away from negotiations.

It is even more worrying when he tried to spread the suggestion that the pay offer would make Scottish teachers the best paid in the UK. I am sure you are now aware of the facts of the matter? Not only are Scottish teachers well behind others in the UK we are significantly behind others according to OECD figures.

You state that education is your number 1 priority, particularly "closing the gap." This, surely, can only be attained by attracting, retaining, and nurturing a well motivated, well respected and well remunerated teacher workforce.

Can you meet this challenge?

I look forward to your reply.
Mike Smith,
Midlothian

Dear Nicola

I am an SNP member, a supporter of independence, and a teacher. For the first time ever I fear that these aspects of my life are so much in conflict that it has reached crisis point. I fought long and hard to get into the job I love and nothing will make me turn my back on it. Not even my strongly held political beliefs. I have been a vocal supporter of CfE and argued in support of the new curriculum. However, as I gain more experience in my profession, I see that education is being used as a bargaining chip for political point scoring. I hear the rhetoric that education is at the forefront of the Scottish Government's priorities but see little evidence of this.

Many excellent teachers are leaving the profession because the demands placed on teachers are simply too great. In real terms we are 24 per cent worse off since McCrone. This means fewer people are entering the profession as it is simply not as well paid as other graduate professions. Herein lies the greatest problem for the existing workforce. There are fewer of us in schools to do the job ergo we are required to do more and more with fewer resources. It is simply not possible to achieve all that is expected of us in the current situation. This means that our pupils are being let down and this is simply unacceptable. It's time for the Scottish Government to stand up and be counted.

If you really value education let's not try to do it on a shoestring budget. Pay teachers what they are worth, this will keep current teachers and encourage others to join the profession. This is the first step in bridging the gap and raising attainment. A goal we all aspire to.

Respectfully,
Dean Scott,
Fife



Dear Ms Sturgeon

I would like to say that I am a lifelong SNP voter and supporter of Scottish Independence. I am also a party member who is heavily involved at a branch level, is currently a branch office bearer and has campaigned wholeheartedly for SNP candidates in elections in recent years. I say this to make it clear that this letter is not being written to take advantage of an opportunity to criticise your government and jump on an 'SNPbad' story. I wish to raise my concerns as a Scottish teacher, concerns so grave that they have made me consider (on several occasions) whether I continue to support the party with which I have always identified so strongly.

My biggest concern is with the workload that teachers are expected to undertake on a daily and weekly basis. As you know, teachers are paid to work 35 hours a week however many, if not most, work an absolute minimum of 50 hours weekly. This is not through choice. The workload that is expected of teachers through planning, assessment, reporting in various formats and creating resources to support the vast range of abilities and support needs that are encountered within a mainstream classroom continues to grow at an extraordinary pace.

It is impossible to complete all the paperwork that is required of teachers these days within the 35 hours that we are paid. Therefore, we are expected to work overtime every single week with no remuneration for doing so. This is completely unacceptable. This is not only unacceptable financially, but the burden of consistently working far too many hours placed on teachers emotionally and mentally is getting ridiculous.



As you are aware, data from the OECD recently showed that teachers in Scotland are amongst the most over-worked teachers world-wide. This is not sustainable. As people become more aware of the workload of Scottish teachers, it becomes increasingly difficult to recruit teachers into teaching posts as well as fill Initial Teacher Education places. This is leading to a crisis where schools are understaffed. How can we close the attainment gap when our schools do not have enough teachers?

As well as the hardest working, Scottish teachers are amongst the lowest paid. You will also be aware of this information from recent OECD figures. As you know, the teachers' side of the SNCT are currently negotiating on a pay rise for Scottish teachers. Unfortunately, despite what you have said yourself on many occasions, it is becoming clear that education is not a priority for this government.

I would like to add that I love teaching itself. If it were not for the appalling workload and disappointing salary, I would recommend teaching to anyone and everyone. Seeing children develop and grow in their learning, both socially and academically is a wonderful thing to be part of. However, the way things are in the profession, it is currently very difficult to recommend to anybody.

Kind regards,
Esther McMillan
North Lanarkshire



CROSSWORD 102

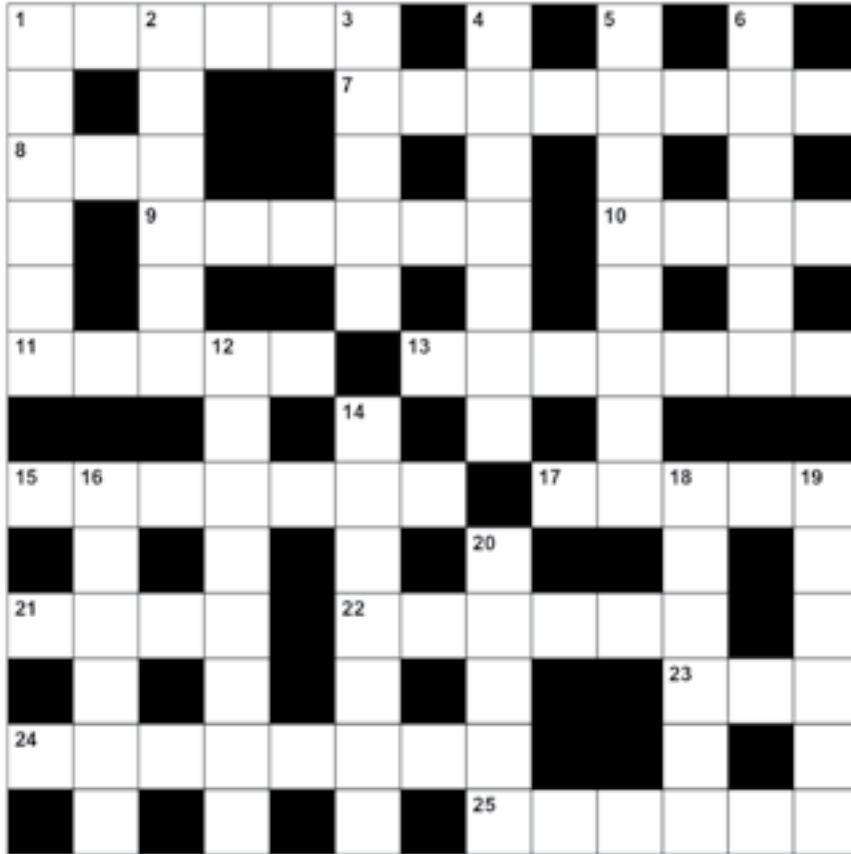
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part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



Across


- 1 - Not working, and skint by midday (6)
- 7 - Sees pros swirling strong coffee (8)
- 8 - Reject chain, oddly (3)
- 9 - Rewrite excerpt, rejecting cold authority figure (6)
- 10 - Eleven in eastern Thailand leave (4)
- 11 - Organised tacos for opera (5)
- 13 - See germ somehow comes into view (7)
- 15 - Nobleman heard on the radio to spar with music player (7)
- 17 - Game for men? (5)
- 21 - Immoral act involving parking turn (4)
- 22 - Vegetable container found in rubbish heap (6)
- 23 - Fantasy creature found in torch edges away (3)
- 24 - Make newt, nearly just released (5-3)
- 25 - Cricket side to finish saga (6)

Down

- 1 - Oppose alien vessel (6)
- 2 - Snore horribly around Welsh proprietors (6)
- 3 - Northern cut needing no introduction? Certainly not! (5)
- 4 - Record Italian home, not initially a perfect example (7)
- 5 - Look into burn in creche losing margins (8)
- 6 - Aim for a steeple (6)
- 12 - Conservative fondness for removing dirt (8)
- 14 - PM's address in harbour prediction (7)
- 16 - Referee is horribly impure (6)
- 18 - Reveal former model (6)
- 19 - Lost one's grip consuming cold enchilada, initially cut (6)
- 20 - Greek bird of prey's guttural sound (5)

Crossword 101 Answers





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