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The Scottish Educational Journal



# PAY OFFER

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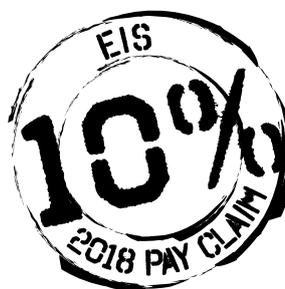
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# Everybody Out?



As this edition of the SEJ went to press, two sections of the EIS – the main body, representing teachers and associated professionals, and the EIS University Lecturers' Association (EIS-ULA) were engaged in major ballots of the membership.

The main body of the EIS is balloting members on the latest SNCT pay offer that has been made to teachers. Should members choose to reject the offer, a ballot on strike action will follow.

The EIS-ULA is already balloting on strike action, following the breakdown in negotiations with employers over a fair cost of living increase for higher education lecturers.

Added to this, the EIS Further Education Lecturers' Association is already engaged in a programme of strike action as part of its long-running campaign for its own cost of living increase for FE lecturers.

All of this means that, in the near future, all three sectors – schools, colleges and universities – could soon be engaged in industrial action at the same time. This is a remarkable situation, which is quite unprecedented in modern EIS history.

So how did we get to this point? That is a complicated question to answer. However, it is clear that the roots of all three disputes were formed in the 2008 financial crash.

That event marked the start of a decade of misery for public services and public sector workers, including those working in the education sector. Year upon year of swingeing austerity cuts to budgets, resources and staffing levels have put schools, colleges and universities firmly under the cosh.

Workload has soared, with teaching professionals increasingly asked to do more, with fewer resources, to cover for deep cuts to resources and staffing levels.

The pay of teaching professionals has, of course, also been a victim of the damaging UK-wide programme of austerity. Real-terms salaries have been cut substantially by a combination of pay freezes, pay caps and sub-inflation level pay awards over the past decade.

Increasingly, experienced teaching professionals are choosing to leave the profession early, ground down by a toxic combination of declining pay and increasing workload. These early departures, coupled with difficulty in recruiting new graduates into the profession, have heaped even more workload pressure onto those who remain in the classroom.

While the main focus of EIS campaigning at the current time is pay, it is clear that this campaign has become a lightning rod for these other issues too. As we report in the centre pages of this SEJ, a recent survey of members, carried out as part of the Value Education, Value Teachers campaign highlighted that the top three issues of concern for teachers were pay, excessive workload, and a lack of adequate support for pupils with Additional Support Needs (ASN) in schools.

It is vitally important that all members who are eligible to vote in these ballots do exercise their right to vote. The strength of the EIS is that it has always been a member-led organisation. The current campaigns belong to EIS members, and it is EIS members who will decide what the next steps should be. Be sure that you play your part in the debate, and ensure that you have your say by returning your ballot before the closing date.

## Was your SEJ late?

Your new EIS Membership Card, which is also your EIS Extra discount card, is enclosed with this edition of the SEJ. We are aware that, as a result of the more complicated fulfillment process for inserting the cards and EIS Extra brochure, delivery of this SEJ will be a longer process for this edition. While many members will receive their SEJ at the normal time, others will experience an unavoidable delay in the delivery of their copy. We apologise for any inconvenience this may cause. Due to the time-sensitive nature of SEJ content, we have also emailed a digital copy of this edition to all members for whom we hold a personal email address.

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

# COUNCIL RECOMMENDS REJECTION OF PAY OFFER, BY MAJORITY DECISION

January's meeting of EIS Council took place on the same day that COSLA leaders met to decide whether to make an improved pay offer to Scotland's teachers and associated professionals. The terms of the potential offer had been outlined in a letter sent by Deputy First Minister John Swinney to the EIS two weeks previously. So, while the detail of the offer was known, it was not certain that COSLA would agree to make the offer via the SNCT. However, early in the afternoon, the news arrived that COSLA had agreed to make the revised offer, and Council moved on to discuss the merits of that offer and whether to recommend acceptance or rejection (and a move to a strike ballot) to EIS members.

Prior to the debate on the offer, General Secretary Larry Flanagan provided a campaign update and outlined the options for balloting members. Mr Flanagan confirmed that preparations had been made for a statutory ballot for strike action on the January 7th offer, and that this would be suspended until members were balloted on the new pay offer.

Mr Flanagan also provided an update on feedback on the proposed pay offer that had been received from members at campaign meetings, via social media comments, through a sample survey and in direct communications to EIS HQ. It was not a unanimous position, he reported, with significant differences in opinion amongst the membership.

"Clearly, members are also looking for leadership from Council and the recommendation that comes from Council today will carry significant weight with members", said Mr Flanagan.

He added, "No matter what happens, and no matter what decision is made by

Council in terms of a recommendation, it will be for the members to decide what to do next."

Kenny Fella (Renfrewshire) asked if there was potential for the EIS to move to a ballot without making a recommendation to members. Mr Flanagan replied, "Members will be looking for a view from the leadership. We can, however, make a recommendation but still provide a balanced argument in the associated publicity to ensure that members have all the information that they need to make an informed decision."

### **Lengthy debate explores pros and cons of revised offer**

Following the General Secretary's report, Council moved on to debate the new offer and to agree what recommendation to make to members.

Susan Slater (Moray) opened the debate, reporting, "Our members in Moray have overwhelmingly been telling us that they are inclined to accept the offer. They have made that decision reluctantly, in some cases, but are still minded to accept what is on the table."

A differing report came from Andrene Bamford (East Dunbartonshire), who said that members she had spoken to were in favour of rejecting the offer. "Members have the stomach to take this further – teachers have had enough and want real action. This is about more than pay, and members are up for taking action."

David Baxter (Dundee) argued, "Having spoken to members in Dundee, members do see this offer as a win, and are now ready to move onto the next battle."

Mick Dolan (West Dunbartonshire) said, "In our Local Association, members are

very strongly against accepting this offer. Our campaign has been successful and is already a win, but it is not yet the win that our members are looking for."

Valerie Inkster (Shetland) said that indications from Shetland members were that they would accept the offer. "The view is that there are other fights to fight. Pay is important, and everyone cares about it, but people feel even more strongly about workload and support for ASN and now want to see us take on those fights."

Eddie Burns (South Lanarkshire) argued, "We previously rejected a mean spirited and churlish offer. When members are shown the difference between the two offers, to then ask them to accept this tiny tweak would be self-defeating."

However, Susan Quinn (Glasgow) said, "If I was making a decision today based on my head and heart, I would be saying reject. But I am here today representing my members from Glasgow, so I am not going to do that. Feedback from my Reps is that members are very divided on this offer. Glasgow teachers are split, probably by around 65% to 35%, in favour of the offer. It is very important that we put both sides of the argument to members and allow them to decide."

Des Morris (Salaries Convener), stated, "Our campaign, throughout, has been about retention as much as recruitment. I see nothing in this offer in terms of advancement that would lead me to recommend it to members."

Sonia Kordiak (Edinburgh), argued in favour of recommending acceptance, saying, "I am making this argument, having taken the majority view from members into account. It is definitely not a unanimous view, but it is a majority view. We cannot



deny that it is the best public sector pay offer that has been made this year. We now need to focus on other issues – including ASN, workload, class sizes and so on. We need to keep an eye on the bigger picture, reflect on the views of our members, and think about what is best for the union as a whole.”

Arguing for rejection, Carolyn Ritchie (Glasgow) said, “The membership is looking for leadership from us. We have built a campaign for 10% as the first step in restoring our pay. Recommending acceptance would be a massive misstep.”

Heather Hughes (West Lothian) argued, “We have to listen to what our members are saying, and many are saying that they don’t have the heart for a strike. I was surprised by that, but it is a reality. We cannot overlook that, by accepting, members would get a 9.25% increase by April and they are tempted by that. I will vote to recommend acceptance.”

But Allan Crosbie (Edinburgh) said, “I will vote to reject this offer. How are we valuing ourselves if we vote to accept this deal? We are a unique job, a unique profession. We are not being greedy – we are doing this to protect the teaching profession and protect Scottish education.”

David Smith (Aberdeenshire) told Council, “Members do not want to strike. Don’t think that voting by recommending to accept we lose credibility. If we move to strike are we promising we will get members a better offer?”

Countering, Andrew Fullwood (Glasgow) said, “This has been a very long campaign, and it has been a very important campaign. It is important that we sustain the momentum in this campaign. Yes, it is tempting to bank some money now and

move on to the next fight. But we should continue to keep fighting in this campaign, as the offer on the table is not good enough.”

Striking a balanced view was Alison Murphy (Edinburgh) who said, “The response from our Edinburgh members has been very mixed. Some members are vehemently opposed, some are pragmatic in saying that we should accept. The majority remain unsure.”

Mike Callaghan (Angus) also reflected on the differing opinions amongst the membership, and said, “I thought my members were up for a fight, and I was certainly up for a fight. But, having spoken to members, many are minded to accept.”

Concluding the debate, Vice-President Bill Ramsay said, “Whatever we decide in this room here today, I will support it. What we must be clear on is that if we vote to recommend rejection, we are also voting for strike action. We must be fully convinced that we will take the members with us, if that is the decision that we take.”

In total, 27 speakers contributed to the debate, representing members right across the country and with a near-equal balance of arguments for and against the offer.

Council then moved to the vote on whether to recommend acceptance or rejection of the revised COSLA offer. Once all the votes were cast and counted, President Alison Thornton announced that the count was 45 votes for recommending acceptance, and 47 votes to recommend rejection and a move to a statutory ballot for strike action.





## Week of Social Media Highlights the Value of Instrumental Music

The EIS recently ran a week of social media action to highlight the value of instrumental music teaching to Scottish education. Instrumental music continues to be threatened in schools across Scotland and has been subjected to increasingly severe cutbacks in recent years. The EIS recently launched an updated Charter for Instrumental Music (available on the EIS website) and continues to call on local authorities to 'Change the Tune' by investing in instrumental music.

## EIS Welcomes Committee Call for Free Music Tuition In Scotland's Schools

The EIS welcomed the recent conclusion reached by the Education and Skills Committee that music tuition should be free to all children who wish to take part.

The EIS has argued over many years that access to free instrumental tuition should be an entitlement for Scotland's pupils and not something only available to those whose families who are able to pay fees.

It now falls to the Scottish Government and Local Authorities to ensure that the committee's recommendation is put into practice and the under-valuing of music teaching in Scotland comes to an end.

"The benefits to be reaped from learning

a musical instrument are lifelong. The EIS support arts and culture as a means of enriching the lives of Scotland's children and recognises that the young people who engage with instrumental music at school will be Scotland's musicians of the future so we must invest in them now.

However, whilst we welcome this intervention from the Scottish Parliament, we need to stop the buck passing between the Scottish Government and Local Authorities over whose responsibility this is. Ring fenced funding would ensure an even playing field across Scotland.

## Impact of Work Emails on Mental Health And Wellbeing

The EIS has published new advice for members on accessing work emails during non-working hours.

The EIS is concerned that pressure to access work emails during personal time is contributing to an excessive long-hours culture for teaching staff. The new advice has been specifically prepared for lecturers within the EIS University Lecturers' Association (EIS-ULA), but is also relevant to staff working in other sectors.

Commenting, EIS General Secretary Larry Flanagan said, "Emails have become an increasingly prevalent feature of everyday working life, including within the education sector."

"Advances in technology, such as the boom in the use of smartphones and other mobile devices, have increased the pressure on employees to be constantly 'on-call' and ready to respond to communications at extremely short-notice."



## New Legal Officer joins HQ team

The EIS recently welcomed a new Legal Officer, **Sonia Kerr**, into the Employment Relations department at EIS HQ.

Following some years working in the offices of former MP, Dame Anne Begg, and Catherine Stihler MEP, Sonia trained as a solicitor with Moray Council. She qualified in 2014 and continued to work for the Council in their Litigation and Licensing team, principally advising in relation to education, housing and equalities.

In her new role with the EIS, and alongside the EIS's other legal officer, Laura O'Neill, Sonia will be supporting members by providing advice and representation on a range of legal issues relating to employment and their GTCS registration.

## First Year of SNSAs Confirm Teachers' Concerns

The EIS has again highlighted teachers' concerns over the use of Scottish National Standardised Assessments (SNSAs), in evidence submitted to the Scottish Parliament's Education and Skills Committee Inquiry into the first year of SNSAs in Scottish schools.

Commenting, EIS General Secretary Larry Flanagan said, "The EIS is of the firm view that all assessment, both by its design and method of delivery, including feedback to children and young people, should genuinely support learning."

A copy of the full EIS submission is available at [www.eis.org.uk](http://www.eis.org.uk)

## Almost £230,000 Compensation Paid to Scottish Teachers Injured at Work

The EIS secured almost £230,000 in compensation settlements for members injured at work over the past year. The payments were awarded for a wide range of workplace injuries, including those caused by accident, assault or poor working environment. This figure is significantly lower than in 2017 of more than £450,000.

The decrease in compensation settlements in 2018, compared to the previous year, marks an improvement in the safety of Scotland's educational establishments; however, there is still a long way to go towards the aim of eliminating workplace injuries in our schools, colleges and universities altogether. The most common cause of injuries remains 'slips, trips and falls.'

These types of incidents are entirely avoidable with correct adherence to appropriate health and safety procedures in the workplace. Schools, colleges and universities will never be entirely risk free, but it is essential that all facilities are as safe as possible for learners and staff alike.

# EIS PAGE SCHOLARSHIP 2019/2020

Application forms are now available for the 2019/2020 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

Walter Hines Page (US Ambassador in London during the First World War) gave great encouragement to the founding of the English-Speaking Union in 1918.

The Scholarship is awarded annually to a teacher/lecturer in a Scottish school/college and is intended to promote the research and exchange of educational ideas in the field of communication between Britain and America. The successful Scholar travels to the USA to study a specific aspect of American education which interests her/him and which is relevant to her/his own professional responsibilities.

The value of the EIS Page Scholarship is £2,400 which gives the Scholar the opportunity to travel widely in the USA. Throughout the tour, the Scholar is the guest of the American Branches of the English-Speaking Union.

Besides being EIS members, applicants must also have taught for at least 5 years.

Recent articles from previous recipients of the Scholarship can be found in the following editions of the SEJ - October and April 2018 and December 2017.

### Requests for further details and application forms

**Write to:** The EIS Education Department at 46 Moray Place, Edinburgh, EH3 6BH

**e-mail:** [Imeechan@eis.org.uk](mailto:Imeechan@eis.org.uk)

The closing date for submission of applications to the Education Department is 15 March 2019.



# Into Teaching

## Event for New Teachers

**Your Professional Learning:** Gillian Hamilton (Strategic Director, Education Scotland)

**Professional Update:** Ellen Doherty (Director, GTCS)

**Working Time Agreements:** EIS Organisers

This event is for EIS members that are in the first four years of their career.

More information can be found on the EIS website  
[www.eis.org.uk](http://www.eis.org.uk)

**Saturday  
2nd March**

**10.00am - 2:00pm  
EIS, 46 Moray Place,  
Edinburgh**

**To register for this event  
and for more information  
contact Jennifer Cook:**

[jcook@eis.org.uk](mailto:jcook@eis.org.uk)

# CONSULTATIVE BALLOT ON SNCT PAY OFFER

## USE YOUR VOTE!

**The EIS is currently in the midst of a consultative ballot on the latest pay offer made to teachers. The revised offer, based on a 3 year deal (2018-2020) with pay rises of 3% for each year plus an additional 3% payable this year, was tabled by local authorities through the Scottish Negotiating Committee for Teachers (SNCT).**

At its January meeting, by majority decision, the EIS Council voted to recommend rejection of the latest offer and to move to a statutory ballot on industrial action. At the time of writing, EIS members are currently being balloted on the offer, with the result expected to be announced on Friday 22 February.

Commenting, EIS General Secretary Larry Flanagan said, "The EIS launched its Value Education, Value Teachers pay campaign one year ago, and the campaign has been a great success in putting the issue of teacher pay back onto the political agenda. The campaign has also energised teachers across Scotland, increased the involvement of members of the union at both a local and national level, and highlighted other challenges facing teachers such as severe workload and supporting pupils with additional support needs. At every stage, this has been a member-led campaign and this will continue to be the case as we move forward with this ballot and beyond."

### The Offer

The pay offer of 25th January on which you are being balloted breaks down as follows:

A three-year deal of 3% in April 2018 with additional 3% in January 2019, 3% in April 2019 and 3% in April 2020 with an amended main grade pay scale from August 2018.

\*£1600 cap for those on £80k+ salaries applies in year 1 only.

For full details on the offer, including a copy of the official offer letter and all associated pay scales, visit:  
[www.eis.org.uk/snctballot](http://www.eis.org.uk/snctballot)

### Accept or Reject?

Members are encouraged to consider the recommendation of the Institute and to vote to reject the pay offer and move to a statutory ballot for strike action.

Council, however, agreed to furnish members with key points from both sides of the argument in order to promote genuine debate and discussion. Ultimately, the decision lies with you, the members.

This has been your campaign; this is your union; and you decide what happens next.

**Whatever your view,  
please use your vote.**

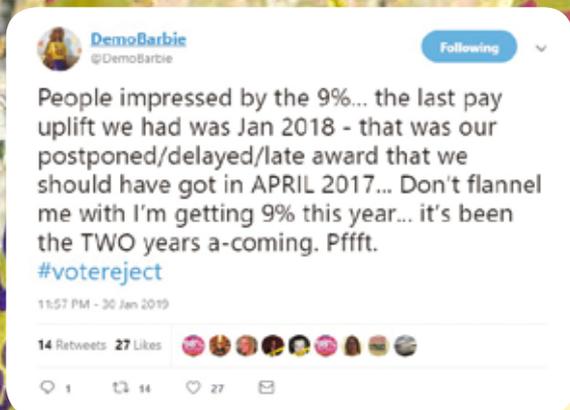
**VALUE  
EDUCATION  
VALUE  
TEACHERS**

**Ballot Opened  
Thursday 31st  
January 2019**

**Ballot Closes  
Thursday 21st  
February 2019  
5:00pm**

# SOCIAL MEDIA - WHAT THE MEMBERS SAY

## TWITTER



## FACEBOOK

**Peadar Mackin:** The EIS have made a wise choice to send out clear arguments for and against this offer.

**Wee Annie McHendo:** I really agree our salaries should go up to reflect our training, expertise and workload... I wonder if a lot of people want to reject because of workload frustrations and perhaps that needs to be addressed separately?

**Kastillo Karbonell:** Brexit is coming!! The offer is okay!! Accept the offer!!

**John Melone:** Lots of good points being made here and it's great that teachers are sharing views. My take is we should accept the offer. We must ask if we are really going to go on strike over a small potential upgrade to the deal.

**Maggie Grant:** We are worth so much more than this! Vote to reject!

**Alice O'Dowd:** 9% then 3%... Think its best we're gony get.... Being on 41k instead of 36k by next April not that bad a deal.

**Matthew Watson:** We must reject this. Any teacher that looks into the detail of this offer will surely vote to reject. If we want to claw back some of our losses in pay over the past 10 years we have to reject this and fight for what we deserve.

**Andy Pinder:** If we give in now they will see us a soft touch in the future. Reject, not as good as they are trying to make out.

# Negotiations are Key to Avoiding Further Strike Action



**FE lecturers across Scotland were on strike, joined picket lines and took to the streets in January in pursuit of a cost of living pay rise. Strike action is not something that any trade unionist takes lightly, and for Scotland's 5,000 FE lecturers, this was the third period of industrial action in three years.**

College lecturers have not had a cost of living pay rise since April 2016. During that time, college support staff have had pay rises in line with public sector pay policy, and incredibly, college principals and senior management – at least one of whom already earns more than the First Minister – have continued to award themselves pay rises on top of already inflated packages.

At our negotiating meeting with the Employers on 13 December, we submitted a revised pay claim in a final attempt to kickstart negotiations and avert strike action. Management then refused to meet for further negotiations ahead of the first strike day, demonstrating their disregard both for teaching staff and for our students.

In 2017 we took sustained strike action to win equal pay and harmonised terms and conditions for every FE lecturer in Scotland. This was a hard-won campaign which ended years of inequality for lecturers, and which at its heart was a fight to defend the very existence of national bargaining in the face of opposition from Principals many of whom had long seen local colleges as their personal fiefdoms.

By the nature of equal pay and harmonisation, some lecturers have had a pay uplift as recognition that they had been underpaid for years. Other lecturers – including lecturers at some of the largest colleges in Scotland – have had nothing.

After our first day of solid strike action, Management finally returned to the negotiating table on 24th January with



a belated response to the pay claim we submitted in December 2018. Although some progress was made at this meeting with the new offer finally breaking the link between equal pay and cost of living, it was in reality a worse offer for virtually everyone in the sector.

The Management's new offer remains unconsolidated in years 1 and 2, and even this element is drastically reduced—to £425 in Year 1 and £200, in Year 2. The consolidated part of the offer—the only part that actually gives a meaningful pay rise—is 3% for those earning less than £36,500 and 2% for those earning more. However, the transition to the new pay scales means that for the vast majority of our members, the consolidated offer drops from 2.5% to just 2% to cover a three-year period, and this is clearly unacceptable.

Management's justification for this paltry offer consists of one word—AFFORDABILITY. So just how much would it cost to give lecturers a cost of living pay rise? Management claimed that the recent support staff deal cost £14m, a deal upon which we based our most recent claim. The revised pay claim from the EIS, submitted in December, was costed by Colleges Scotland and validated by the Scottish Funding Council (SFC) at £31.4m.

We questioned how there could be such a differential between the support staff settlement and our claim, given that there

is an approximately 50:50 split of support and teaching staff in the sector, and we were asking for a broadly similar deal. Salary and pension differentials would lead to some gap, but over twice as much?

A closer inspection of the figures identified the discrepancy. Management had chosen to submit the figures to the SFC for the support staff deal on a year by year basis (ignoring the cumulative effect of consolidation) while applying a different methodology to the teaching staff claim—a method which strangely enough maximises the cost.

This would be bad enough—but the SFC, charged with the independent validation of national bargaining costs, failed to highlight this discrepancy—a failure which gave succour to Colleges Scotland's position that our claim was unaffordable.

When the EIS challenged the SFC's "validation", it became apparent that the REAL cost of the support staff deal was £31.2m, just £300,000 less than our claim. This destroys the argument around affordability. Colleges Scotland heralded the support staff settlement as 'affordable' and 'a £14 million investment in support staff', 'providing long term stability' for the sector. The DFM also publicly lauded this '£14 million' settlement as a positive step for the sector.

Now that we know that the costings are so similar, why are Colleges Scotland not prepared to invest to the same extent in its lecturers? Why has it applied different standards in its calculations of our claim?

We met management again on Thursday, 31 January. Despite our best efforts to reach a settlement on that date and a conditional offer to postpone further industrial action in the sector, Management are still considering our proposals. It's time for management to up their game and give lecturers a fair cost of living pay rise.

- Pam Currie, EIS-FELA President



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# EIS offers an Anti-poverty PACT for the Profession

**The Equity-Related Professional Learning Project - now PACT - has its roots in discussions emanating from the 2017 International Summit on the Teaching Profession. The resulting innovative agreement between the EIS and the Scottish Government is to produce a union-led offer of Professional Learning on poverty, co-designed by teachers, delivered by teachers, and for teachers.**

This ground-breaking project is contextualised within the Scottish Government's programme of commitments on tackling poverty, and will build on and utilise the EIS's strong track record of anti-poverty partnership working and campaigning. In continuing to address the need to develop and refine appropriate policies and pedagogical approaches to poverty, it will aim to enhance the ability of schools to take account of and respond to the needs of young people experiencing socio-economic deprivation.

The recent Education Scotland and SCEL Professional Learning Scoping Study (2018) shows that teachers overwhelmingly see the purpose of Professional Learning as, "To improve the lives of children and young people." We have registered a clear desire within the profession for PL addressing the causes, nature and consequences of poverty, and how teachers can best support learners living in poverty.

## What's In a Name...

PACT sets out to support the development and realisation of a 'pact' – between the EIS and the Scottish Government; between teachers and learners; between Headteachers and teachers; between schools and families and communities; and with local authorities. The 'pact' is based on the premise that Poverty is an ideologically-based and systemic problem that should not exist in one of the richest countries in the world. It demonstrates an active commitment from both the Scottish Government and education professionals to ACT – to collaborate in ensuring that we are doing all that we can to 'poverty-proof' the school experience for our young people.

PACT aims to take teachers from awareness into action, seeking to empower teachers- to make a difference in their own settings, using education as an instrument of social justice.

## Design, Piloting and delivery

The EIS is clear that socio-economic barriers cannot be addressed by a one-off professional learning session. Anti-poverty work needs to be embedded into the policies and practices of the school, from the practicalities of uniform to the more complex issues of pedagogy and assessment. The PACT offer of professional learning will recognise a range of participant roles and responsibilities

**"The EIS is pleased to be working with the Scottish Government on this important project, which continues our shared commitment to tackling poverty however its effects manifest themselves in education."**

**Larry Flanagan**  
EIS General Secretary

**"In our efforts to create a world-class education system that delivers excellence and equity for all, closing the poverty-related attainment gap is this government's defining mission"**

**John Swinney**  
Deputy First Minister

**"When you're poor, you give up on your dreams."**

**Pupil P6**  
Cost of the School Day Dundee

**"This partnership approach to the development and delivery of professional learning for teachers and headteachers, focusing on addressing the effects of poverty in education, has the potential to make a significant difference to the lives of many young people in Scotland."**

**Gillian Hamilton**  
Strategic Director, Education Scotland, and Chair of the PACT Project Advisory Board

within a flexible programme structure, involving a multi-modal approach to take account of the identified needs of participants and create a suite of resources including face to face workshops and presentations, as well as online content and publications.

In the design of the professional learning materials, we will aim to address the educational impact of poverty in relevant cultural and political contexts by connecting theoretical learning, informed by a range of sources from academic research to grassroots organisations and lived experience, to practical approaches that can be applied in the classroom and embedded into school life.

The PACT team is in the fortunate position of being able to draw on the expertise of the Project Advisory Board, and a range of well-established EIS Networks, for example Learning Reps and Equality Reps, and they will become key partners in the project, from the design phase to the delivery of the learning offer. Indeed, a key feature of the face to face element of the professional learning offer is that it will be delivered by EIS Equality Reps and Learning Reps.

## Poverty and Human Rights

We know that teachers and schools can't solve poverty; and we know that poverty can act to undermine the extensive work put in to supporting every learner to reach their potential. But ... do we know that poverty is a violation of human rights? The UK government, as a signatory to the International Covenant on Economic, Social and Cultural Rights has committed to Protect, Respect and Fulfil, e.g.

- the right to a standard of living adequate for the health and wellbeing of yourself and your family (art. 11)
- the right to free choice of employment and just and favourable conditions of work (arts. 6 & 7), and
- the right to social security (art. 9).

In the face of narratives that portray people in poverty as lazy, benefit scroungers, and fraudsters, PACT will offer a body of knowledge and experience as part of a different

narrative: one that supports the dignity and human rights of young people, their families and communities. In doing so, it not only supports the ongoing work of the Scottish Government and Parliament, and builds on the existing 'Rights Respecting Schools' initiative, but also clearly links in with our own Scottish Youth Parliament in their 'Right Here, Right Now' campaign and our Children's Parliament in their 'Unfearties' work.

The recent report of Philip Alston (2018, p.1), United Nations Special Rapporteur on Extreme Poverty and Human Rights, refers to the U.K thus:

"14 million people, a fifth of the population, live in poverty. Four million of these are more than 50% below the poverty line, and 1.5 million are destitute, unable to afford basic essentials. The widely respected Institute for Fiscal Studies predicts a 7% rise in child poverty between 2015 and 2022, and various sources predict child poverty rates of as high as 40%. For almost one in every two children to be poor in twenty-first century Britain is not just a disgrace, but a social calamity and an economic disaster, all rolled into one'.

Our research work ensures that the PACT Project will be securely rooted in that reality, underpinned by a wide and robust research base that will inspire confidence in its learning offer, and enlivened by a forum for ongoing professional development and collaborative working.

Since starting on the Project at the end of November, as Co-Leaders we have been engaged in both face-to-face and desk-based research, looking at what lies beneath the surface of attitudes and beliefs, hearing about the importance of a sense of place, and noting over and over how crucial the 'whole-school ethos' is in empowering teachers and young people in their desire to be agents of change.

**We know that teachers want to offer the best to learners, and we want to offer the best to teachers, through practical professional learning that can be taken back into the classroom - in the words of the Scottish Youth Parliament, 'Right Here, Right Now'.**



Kait (L) and Sandra (R) at the children's parliament holyrood exhibition, U.N. international human rights day 2018

## Sandra Scott

Project Co-Leader (Pedagogy)

I am an experienced teacher and trade union activist, currently seconded to the EIS. While in my substantive post as an EAL Teacher and Equalities Lead, I was also a member of the Edinburgh LA Executive and EIS Council.

My experiences in teaching and activism have shown me that poverty underpins many complex patterns of social exclusion which create barriers to achievement and adversely affect health and wellbeing.

As co-leader of the project, I hope to empower schools to challenge the stigma of poverty by supporting teachers to use education as an instrument of social justice.

## Kait Laughlin

Project Co-Leader (Community)

Bringing many years of anti-poverty, community engagement and human rights practice and research experience to the project - including work in education - I relish the opportunity to help foster deeper engagement between schools and young people from low income families and communities.

My goal as co-leader is to actively facilitate the empowerment of teachers and schools to make an everyday difference to those young people's lives, and to support the work of fully embedding anti-poverty awareness and practice in schools across Scotland.

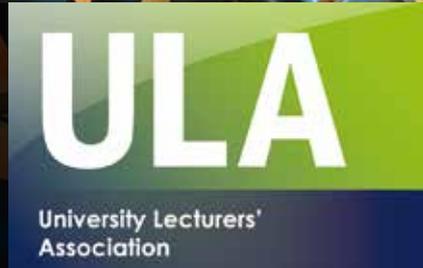
## Get involved!

The PACT team would really value your input to the project. Please get in touch - we want to hear about your ideas, reflections and experiences.

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# Calling Time on More for Less EIS-ULA Statutory Strike Ballot Over Pay



**The EIS University Lecturers Association (EIS-ULA) recently opened a statutory strike ballot of its members in support of its pay campaign. EIS-ULA has been in dispute with the employers' group, the Universities and Colleges Employers Association (UCEA), since July 2018 over a failure to agree a cost of living pay rise.**

In March 2018, the EIS-ULA lodged a joint pay claim for 2018/19 with the other four trade unions who participate in the New JNCHES pay negotiations, the negotiating framework for Higher Education institutions across the UK.

In May 2018, the employers issued what was described as a full and final offer, consisting of a headline pay uplift of 2% for academic staff and academic related staff. They refused a request for a nationally agreed payment to recognise excessive workloads and repeated their refusal to facilitate a Scottish Sub-committee of New JNCHES – despite it being a part of the New JNCHES Agreement that underpins the national bargaining arrangements.

Following an initial consultative ballot, the EIS-ULA rejected this offer and lodged a dispute at New JNCHES over a failure to agree. Despite a willingness to negotiate on the part of the ULA throughout the dispute process, there was no movement from the employers in terms of improving the offer for our members.

The 2% uplift for university lecturers is in stark contrast to what is happening with senior staff pay, who (on average) continue to enjoy real terms pay increases. Last year, twenty-nine universities in the UK increased their vice chancellors' pay by more than 10% at a time when lecturing staff received a 1.7% pay rise. Remuneration packages for senior staff also included perks like keeping pension contributions when their pension pots have 'maxxed out' and performance bonus payments. Overall vice chancellors' pay increased by 3.2% last year, almost double the percentage that other HE staff received.

Despite all of this, UCEA has refused to re-enter pay negotiations for the 2018-19 round and called on HEIs to impose their pay offer. This illustrates the employers' attitude to collective bargaining and to their employees' pay.

Whilst the Universities are seeking to reduce the proportion spent on pay, by systematically ensuring that the value of academics' pay continues to fall in real terms – with around 20% less purchasing power in 2018 than in 2008 – the workload and expectations placed on academic staff continues to rise. In historical terms, universities are getting more from their staff despite paying less. This has to be challenged – or it will only get worse.

After eight years of sub-inflationary pay settlements, the only avenue left open to secure a significant improvement in lecturers' and academic related staff pay is through industrial action. Since 2009, the value of members' pay has fallen by almost 20% at the end of 2018! The Employers' pay offer for 2018/19 compounds that real terms drop in the value of your pay. The reality is that Universities are choosing to invest in other areas – such as buildings – rather than in their staff.

The time has come to take a stand to secure the pay uplift which members deserve. The only avenue left to achieve this is through industrial action. The ULA has opened a statutory ballot for industrial action in pursuance of its pay claim. The ULA is recommending that members vote YES for strike action and join us in 'Calling Time on More for Less'!

**BALLOT CLOSING  
TUESDAY 5 MARCH**

**VOTE YES!  
VOTE NOW!**

# EIS SURVEY HIGHLIGHTS TEACHERS' CONCERNS ON PAY, WORKLOAD & ASN

A major survey of Scotland's teachers, carried out by the EIS, has laid bare teachers' concerns over pay, workload, and support for pupils with Additional Support Needs (ASN). The survey was carried out in December with more than 12,000 teachers taking part.

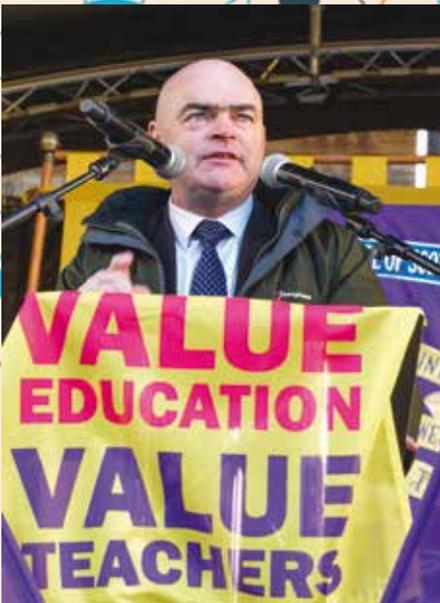


## Amongst the key findings of the survey were:

- **76%** of respondents reported that they feel stressed 'frequently' or 'all of the time' within their jobs.
- **88%** said they felt their stress levels had either stayed the same or increased over the past year.
- **64%** reported working more than 5 hours extra above their contracted hours each week.
- **35%** of those working part-time reported working more than 8 hours per week above their contracted hours.
- **82%** of respondents said they were dissatisfied with their workload levels.
- Over **78%** disagreed that there was adequate provision for children with Additional Support Needs (ASN) in their school.
- The top issue that EIS members want to see addressed by local and national government is teacher pay. This was closely followed by concerns over workload, and concerns over capacity to support pupils with ASN.

**Continues >>>**

# SURVEY SURVEY SURVEY SUR



Commenting on the survey, EIS General Secretary Larry Flanagan said, “This survey represents the largest study of the views of Scotland’s teachers in the past decade. The EIS carried out this exercise to provide an evidence base for our Value Education, Value Teachers campaign. It is no surprise that dissatisfaction over levels of pay

ranked highest on the list of concerns that teachers want to see addressed. However, frustration over high levels of workload and concerns over levels of provision for pupils with Additional Support Needs also ranked very high in the survey results.”

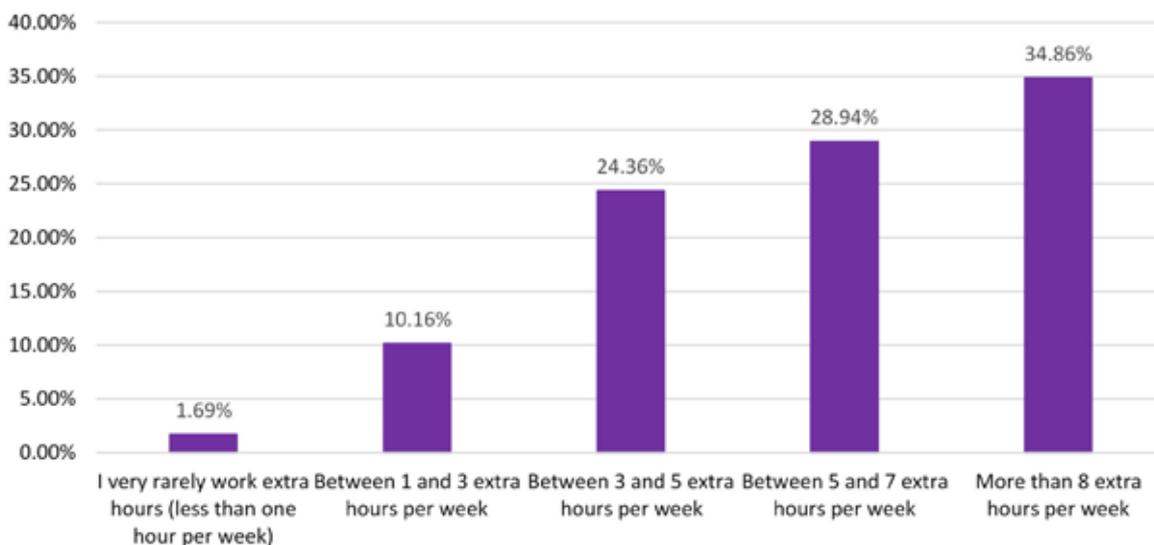
Mr Flanagan continued, “Our main campaigning focus for the past year has been aimed at securing a significant pay increase for Scotland’s teachers and associated professionals. However, the results of this survey indicate very clearly that, while pay remains the top priority, teachers are concerned about other issues also. Pay will be the main focus of our Value Education, Value Teachers campaign, until we secure an increase acceptable to our members. Once this element of the campaign is settled, however, we will refocus our campaign objectives onto the other key areas of concern identified by Scotland’s teachers.”

Mr Flanagan added, “Both excessive levels of workload and concern over levels of provision for pupils with ASN are significant issues that teachers want to see

addressed. There have been numerous initiatives aimed at reducing excessive levels of workload in teaching in recent years. Clearly, our members feel that these measures have not been successful in reducing workload to an acceptable level. Budget-driven cuts to ASN provision and staffing during the period of austerity have placed huge additional pressures on teachers and, even more worryingly, reduced the level of support available for pupils who need it. The EIS will be raising these matters directly with local authorities and the Scottish Government.”

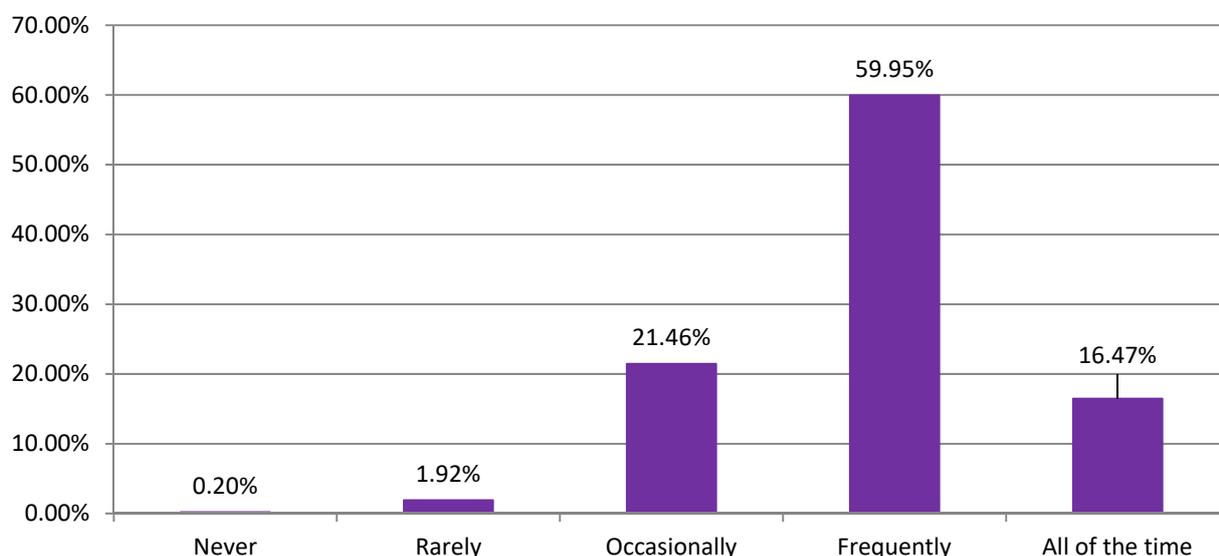
The EIS Value Education, Value Teachers survey was carried out online between 3rd December and 17th December 2018. 12,250 teachers took part in the survey over this 2-week period. A draft report of the survey’s findings was presented to the EIS Council at its meeting on Friday 25 January. A final version of the survey report will be published on the EIS website in the near future.

**Table 7: Question 6 “How many hours outside of your contracted hours (35 for 1 FTE) do you usually work?” cross-tabulated with Question 7, “I work part-time” responses**



Total Responses: 2,077

## “In a typical week how often do you feel stressed within your job?” responses



Total Responses: 11,328

## “Which aspects of your work have provided you with the greatest stress in the past 12 months?” (Please tick the top 3 issues)

Answer Choices	Responses	%
My Workload	6,785	61.2%
Completing paperwork/admin/bureaucracy	5,816	52.5%
Dealing with the additional support needs of pupils	5,754	52%
Dealing with the behaviour of students	5,716	51.6%
Inadequate staffing levels/ staff shortages/ lack of cover/ unfilled vacancies	4,676	42.2%
Responding to management requests	3,422	30.9%
Changes to the curriculum	3,166	28.6%
Violence/abuse in the classroom	2,039	18.4%
Additional tasks which require training/professional learning	2,021	18.2%
The amount of extra-curricular work	1,189	10.7%
The physical environment of my workplace e.g. heating, lighting sound, insulation...	1,149	10.4%
Responding to requests from colleagues	948	8.5%
Carrying out standardised assessments	871	7.9%
Other (please specify)	809	7.3%

Continues >>>

**“As a trade union the EIS campaigns on a wide range of issues that affect Scottish education and our members. What would you say are the 3 most important issues that you would like the EIS to raise with the Scottish Government and Local Government:” responses and percentages.**

Answer Choices	Responses	%
Teacher Pay	6,246	61.8%
Teacher Workload	6,129	60.6%
Ensuring there is appropriate resources/capacity/ funding to deliver Additional Support for Learning	5,142	50.9%
Ensuring that there is appropriate resources/capacity/ funding for all schools	4,373	43.3%
Class sizes	2,014	19.9%
Violent incidents in schools	1,965	19.4%
Changes to the curriculum	1,771	17.5%
The recruitment of more teachers	1,699	16.8%
Alternative and additional career pathways following the withdrawal of Chartered Teacher programme	1,492	14.8%
Other/ Additional Comments (please specify)	516	5.1%
Scottish National Standardised Assessments (SNSAs)	439	4.3%
Bullying in schools	258	2.6%

## Sample comments from teachers who responded to the EIS survey

- “Please keep going. We need to be valued to be the best teachers and this will help others to value education.”

- “Teachers deserve to be valued. There is a lack of respect for the extremely demanding job we do.”

- “The constant change which is both unnecessary and deleterious to teaching practice is utterly demoralising. To be told to stop doing things one knows work well and to be told to do things one knows are, frankly, utter nonsense is nauseating and actually leaves me feeling powerless, anxious and wishing to leave the profession”.

- “I would like to see something done about the level of additional extra initiatives that add to my workload which do not benefit my pupils and value more the limited time we have to teach the very broad curriculum.”

- “The presumption of inclusion in mainstream is a laudable mindset for us to have but the reality of more and more children with a huge range of additional needs coming into mainstream classes without additional support staff, adequate training or funding is setting us all up for failure. Needs of those children are not sufficiently met, needs of all others in the class are compromised because so much time and energy goes to the children with additional needs and the staff feel exhausted and as if they are failing their class overall.”

- “I feel that teaching as a profession is undervalued, given the degree of responsibility and workload required.”

- “(We need) to highlight the unachievable workload that is being thrown at us, the never-ending paperwork we have to complete, the amount of hours we are working over and above our contractual hours.”

- “I feel stressed because I can only manage to work approx. 5-7 extra hours over and above the 35-hour working week due to the fact that I have family who depend on me. I feel stressed that I never have enough time to do my job in the way that management request. The paperwork has probably doubled in the last three years and resources have been taken away.”

- “All I know is, I work over 50 hours a week and get paid for 35. I love being a teacher, but you do feel like there are not enough hours in the day. Also, apart from working so many extra hours for free, I cannot think of any other profession where you would buy your own resources to ensure the best learning experiences for your pupils!”

- “I Thank GOD for the EIS. You understand exactly what we are dealing with on a daily basis. What a difference it makes not having to explain the levels of despair and why- you KNOW already - and give a damn! Our local authority employers DON'T!”

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# Sobering Stories of the Holocaust Remind Us: Do Not Stand By

Modern Scotland is becoming a nation that is increasingly conversant with the language of trauma. Many teachers across the country have in recent years attended training on the impact of 'ACES' – Adverse Childhood Experiences – and begun to develop trauma-informed practice and pedagogy. In plainer English, we know more now than ever about how traumas such as abuse, separation from family and neglect can affect a child across their whole life course.

It was in that light that I absorbed the powerful testimony I heard on the evening of 22nd January, at a Holocaust Memorial Day Trust event in the Scottish Parliament, sponsored by the EIS and others. Attendees, including the EIS President Alison Thornton and Vice-President Bill Ramsay, were privileged to listen to several excellent speakers, but none more sobering than Holocaust survivor, Janine Webber BEM, who shared the story of her extraordinary childhood. The adversity she lived through was beyond imagining.

Before hearing from Janine, attendees were welcomed by Rachel Century from the HMD Trust, and by Kezia Dugdale MSP, who hosted the event. Kezia made three points during her introductory remarks,

stating firstly that Holocaust Memorial events provide a moment to reflect on the deaths of six million Jews, and that, staggeringly, were she to tweet that she was commemorating those deaths at this event, some people would seek to deny that the Holocaust happened. She urged that politicians call out abuse and anti-Semitism, stating that “silence equals complicity.”

Secondly, Kezia shared her learning from visiting Srebrenica: it is important to remember those who lost their lives during genocide, but it is equally important to remember those who live with the scars; trauma can be inherited; but reconciliation can be achieved even in the bleakest of circumstances.

Lastly, Kezia remarked that we live in fertile times, characterised by polarised politics and intolerance, and suggested that we all need to “remember what happens when people turn away from the light.”

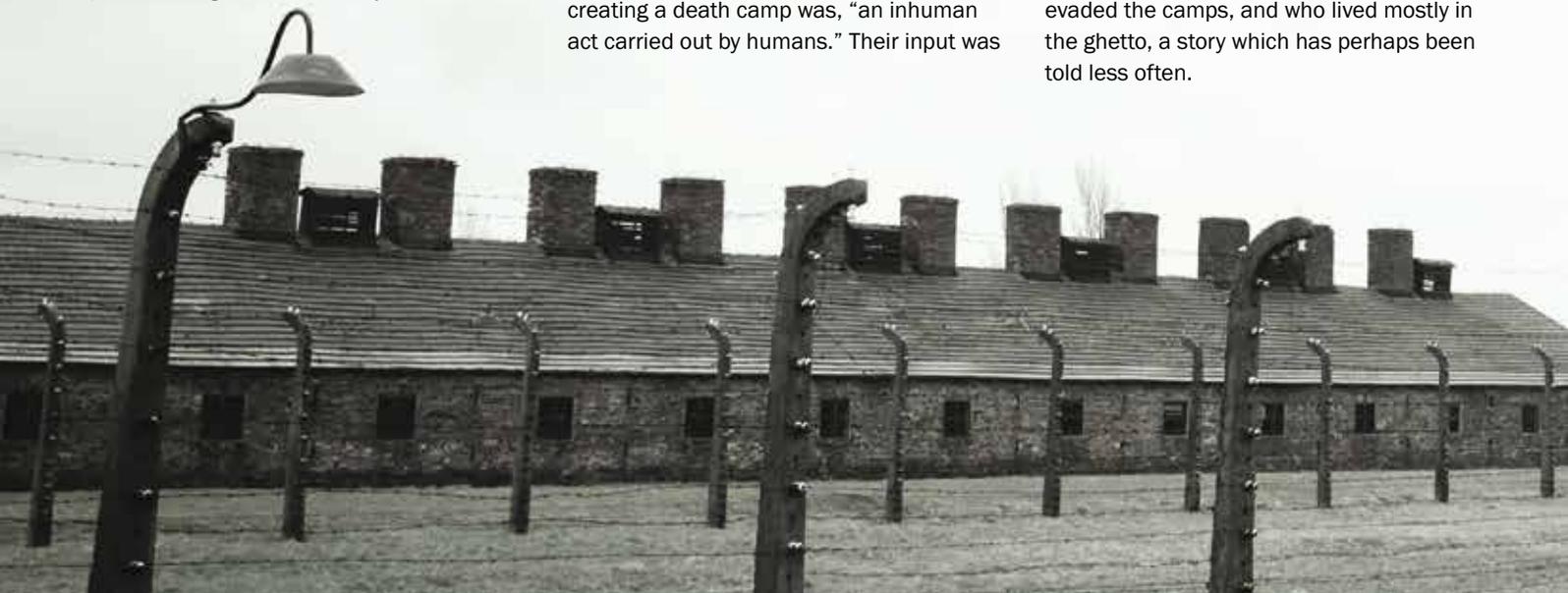
Senior pupils from North Berwick High School who had taken part in a Holocaust Educational Trust visit to Auschwitz then shared their reflections. Sophie Aitken and Campbell Notely shared their horror that creating a death camp was, “an inhuman act carried out by humans.” Their input was

followed by remarks by Sheila Watson, the event organiser, who quoted Zigi Shipper, another Holocaust survivor:

**“There is nothing we can do about the past but there is a lot we can do about the present and the future, and it’s up to young people, the most important people in the world.”**

Finally, it was time to hear from Janine, the guest of honour, who had travelled from her home in London to be at the event. Janine’s early life was characterised by loss, fear, hunger, and endless transitions from one dangerous situation to another equally or more hideous. Although she now lives in London, Janine is from an eastern Polish town called Lwów. It was home to 150,000 Jews before the Second World War; more than 90% of them perished at the hands of the Nazis, or due to starvation or disease caused by the dire conditions in the ghetto, created by the Nazi regime.

The horrors of the Nazi concentration camps are well documented, and widely known; but Janine’s story centres on the children – herself and her siblings – who evaded the camps, and who lived mostly in the ghetto, a story which has perhaps been told less often.





Janine, who was seven when World War Two started, spoke of many moves, and multiple hiding places, including a hole in the ground in which she lived, starving, with hardly any food, little light, and nothing to do but read her only book over and over again, for a year. She recounted how soon after her town was invaded by the Nazis, her father was shot by the Gestapo, and the recurring nightmares she had thereafter, of “black boots coming to get us.” Not long after this terrible loss, her mother died of typhoid, aged just 29.

What struck me when listening to Janine was how far, fast and frequently she had to run to evade death. She moved from her home to an apartment, then to the ghetto, then to a farm, then to another farm, then to that dark cramped hole (which had been dug under someone’s stable), then to a Convent, onwards to a priest’s home, then to another home where she served as a maid, and then after the war, to first one children’s home, then another. It was hard to keep up with her journey, and to imagine how terrifying it would be for a child under ten to be constantly on the run, fearful for her life, and all the while grieving her parents.

One of the saddest parts of Janine’s story was that she and her younger brother escaped the ghetto by crawling under a hole in the fence, seemingly a miracle. However, not knowing where to go or

who to trust, they made their way back. That such young children felt safer in the familiar surroundings of a ghetto mired in death, starvation and squalor than in a world where strangers could not be trusted not to be anti-Semitic is desperately sad. Knowing what we do about children and attachment, however, it is comprehensible. Escape was so near, and yet, in a hostile world steeped in prejudice, so far.

I felt humbled to be in the presence of someone who had lived through so many and such deep traumas and whose strength and resilience seemed evident (although Janine attributed her survival purely to luck). Hearing her speak of her 7 year old brother being killed in front of her by Nazi soldiers was extremely moving for everyone present. More powerful still was hearing her say, “I am not somebody who despairs or is angry.”

Janine is now 86 years old and feels passionately that Holocaust Survivors must share their stories; and that young people in particular must stand up to intolerance. In her own words, “It is so important to stop persecution; not to stand by or to be indifferent to persecution but to fight against it.”

We urge members to play their part in remembering and commemorating past genocides and preventing future ones. Holocaust Education offers a rich seam of material for independent enquiry,

the examination of moral and human rights issues, and exploration of one of the central aspects of Curriculum for Excellence, i.e. what it means to be a responsible citizen. It can be pursued across many disciplines and levels.

Crucially, educating young people about genocides, including for example the atrocities in Rwanda, Cambodia and Srebrenica, enables learning about racism and fascism and the dangers that each poses to human society. As the HMD Trust puts it, “Our world often feels fragile and vulnerable and we cannot be complacent.” We owe it to all who died, and to those like Janine who survived such terrible and traumatic events, and bravely bear witness to them today, to continue the fight against prejudice wherever we find it.

**Jenny Kemp**  
National Officer (Education and Equality)

To read more about EIS member’s approaches to Holocaust Education, see: [www.eis.org.uk/Anti-Racism/BriefingHolocaustEducation](http://www.eis.org.uk/Anti-Racism/BriefingHolocaustEducation)





# Leaders Among Equals

**Last November, 34 EIS members arrived at EIS HQ in Edinburgh for Leaders Among Equals, a 2-day residential event focused on leadership learning for new and aspiring Equality Reps.**

The event was opened by EIS General Secretary, Larry Flanagan, who welcomed delegates and gave a presentation about effective leadership, which he described as dependent on context, moral purpose and personal characteristics. He related each of these elements to the role of teachers and lecturers of imparting knowledge, shaping attitudes and engendering a sense of self in young people in the current, challenging, socio-political context of anti-Muslim and anti-refugee prejudice.

Talking next of moral purpose, Larry went on to note that as trade unionists, the assembled delegates all hold a strong commitment to social justice and addressing inequality that pervades the classrooms in which they teach. Bringing personal characteristics such as passion, courage and determination, committed, focused individuals with knowledge, empathy and above all the ability to communicate and collaborate, are very well placed to make exceptional leaders.

## Equality Reps

Delegates heard next from **Dawn Wilson**, an EIS Equality Rep in West Dunbartonshire and activist supporting LGBT inclusion and gender equality in particular. In responding to the question “Why become an EIS Equality Rep?” Dawn began by quoting H.G. Wells – “Has the world gone mad or have I?” - in relation to the emboldening

of the far right and its rise through populist movements. She talked of how some leaders are fanning the flames of intolerance, and the key role the unions have in combatting these attitudes.

Dawn’s presentation covered a range of issues: Homo-, bi- and transphobia; gender-based violence including sexual harassment; poverty including holiday hunger; and racism. Addressing each of these she commended the work of the EIS, from its Face up to Child Poverty campaign, support for LGBT inclusion in schools, Myths of Immigration series and guidance on anti-Muslim prejudice to its publications Get it Right for Girls and Supporting Older Women in the Workplace.

Dawn spoke about leaders from whom she draws inspiration, and of the power of the union, referencing the huge turnout at the Value Education, Value Teachers rally. She finished by reminding delegates that if they are not upsetting anyone, then they’re not challenging the status quo, and by quoting Nelson Mandela:

**“It always seems impossible – until it’s done.”**

Dawn was followed by Asif Chishti, a Fife-based EIS Equality Rep who was motivated to get more involved in the union after returning from a career break to find his job was no longer available to him. Having sought support from the EIS, which was able to resolve the issue, Asif wanted

to give something back. He spoke of his activism as a ‘virtuous circle’ – the act of getting involved encourages others to do likewise.

Asif is an Equality Rep and member of the EIS Anti-Racist Sub-Committee, but he is active too in Fife Local Association, and involved also in the STUC Black Workers Committee, speaking at conference on human rights, immigration and anti-racist education. He enjoys the opportunity to learn from others and finds the national experience informs his activism locally. He spoke of the ‘fluid and flexible’ balance he has been able to strike between policy work, casework and activism within the Equality Rep role.

Asif spoke with warmth and humour of his experience growing up in a mixed-race family – “like living in 2 different worlds .... or between them” – where discussions about race and culture were commonplace within a culture of shared hospitality and hosting family at a moment’s notice; he grew up with, and is comfortable talking about race; but recognises that not everyone is. He spoke of using these skills in his Equality Rep role, where he facilitates discussion, keeps a watchful eye on equalities issues, and is part of the EIS team, without having to be an arbiter of prejudice, a tick box enabler, or indeed a branch rep.

## Positively Speaking

**Jane Cameron** made a welcome return to EIS HQ to provide an engaging workshop on effective communication.

Communicating with confidence is about achieving a goal, and Jane asked the audience about the kind of contexts in which their role is carried out and what they might be seeking to achieve. She also referenced the presentations of the three preceding speakers, drawing out their contrasting but equally effective use of storytelling, which in turn drew on their personalities and histories, bringing authenticity and credibility to their talks.

Jane encouraged delegates to consider their key purpose, and to avoid beginning with simple information giving ('my name is ... and I work for...') particularly if this is already on a slide behind you. Speakers should begin with a strong statement, make a connection, be memorable, provide examples, avoid jargon, speak slowly and repeat the key point. The hope is to encourage, motivate, inspire and enthuse, using not only your voice but language too - both of the spoken and body variety. You want others to think, believe and act as a result of what you say: Be honest, direct, assertive and clearly state your opinions; advocate firmly, but without disrespecting others.

Jane emphasised the importance of good pace, and pausing, allowing the audience time to absorb your words. Slow down, use emphasis. If you prepare well, you can be confident - focus on your goal. Use the space well if you are on your feet and don't underestimate the benefits of a physical warm up before speaking publicly - breathe, chew gum to exercise your mouth, and practice a strong stance. Use your personal stories to explain why the issue matters to you, and you will have mastered the art of positively speaking!

## Dinner and Inspiration!

Following a drinks reception delegates were seated for a Scottish-themed dinner in the Council Chamber. Jacqueline Fitzpatrick, a Lecturer at Glasgow Kelvin College and an EIS Equality Rep, was the host for the meal and introduced the evening speakers:

**Lynn Henderson** has been active in the labour and trade union movement for over 30 years and has been a full-time Officer with PCS Scotland since 2005. She is PCS National Officer for Scotland & Ireland and is currently the President of the Scottish Trades Union Congress.

Lynn spoke about her blog 'Step Aside Brother' which asks men, who may be in multiple union roles, to make space for those from underrepresented groups - women, black, disabled, LGBT and young members. Her key message was that true power is present when you give it to someone else.

You can read Lynn's blog at <https://scottishtuc.blog/2018/03/08/step-aside-brother/>

## Nadine Aisha Jassat

**Nadine Aisha Jassat** is a poet, writer, and creative practitioner whose work bridges the arts and social justice. She has been published widely online and in print, and her work has drawn acclaim: in 2018, she received a Scottish Book Trust New Writers' Award, as well as being shortlisted for the Outspoken London Prize for Poetry in Film and the prestigious Edwin Morgan Poetry Award. In 2017, she was named as one of '30 Inspiring Young Women Under 30' by YWCA Scotland.

Nadine performed a selection of poems from her forthcoming debut collection 'Let Me Tell You This'.

You can find out more about Nadine's work at [www.nadineaishaj.com/about](http://www.nadineaishaj.com/about)

## Social Enterprise Academy

On Day 2 delegates worked in two groups for workshops delivered by Jay Lamb and Jillian Robertson of Social Enterprise Academy, looking at leadership in the context of the union activist / Equality Rep role. The sessions allowed delegates to create their own learning around effective leadership and to reflect on their own qualities and characteristics. They were a mixture of theory, facilitated discussion, small group activities and coaching practice in twos and threes.

Feedback gathered on the day was very positive, particularly about the networking and social aspects of the event, but delegates were asked a few weeks later to provide further reflections. (right)



## Comments from Delegates

All the speakers were great. I enjoyed the activities in the Social Enterprise Academy training by Jillian Robertson and also the Positive Speaking workshop by Jane Cameron and the strategies discussed are beneficial. I thought it was brilliant for Jillian Robertson to allow us to take ownership of our own training during the workshop. This allowed me to think critically, problem solve and share ideas with colleagues. All the training courses provided by EIS have opened doors for diversity. Thank you!

**Mary Osei-Oppong, North Lanarkshire**

The Leaders Among Equals event came at a time for me when I was doubting my confidence in certain areas of my practice. Meeting and talking to other professionals was just great, and left me empowered with a new sense of enthusiasm to push myself forward.

**Shameen Syed, Dumfries & Galloway**

It was with a real joy and renewed zeal that I finished the Friday evening of the course. The words of Lynn Henderson and Nadine Aisha Jassat made a lasting impact as did the presentation of Fife's own Asif Chishti.

**Andrew McNeil, Fife**

The quality of facilitators/speakers at this event was excellent and the sheer variety of content refreshing. I came away with a totally different view of what leadership can entail and am inspired to try some new approaches in my job as well as my work round equalities.

**Debbie McDonald, Moray**

# Meet the Reps

The EIS shares the view of the Fair Work Convention that, "Equality Representatives have a positive impact on employer equality practice"; hence, it has been seeking over several years now to build a vibrant network of fully qualified Equality Reps, who can play a key role in delivering workplace equality. In 2018, a new cohort of trainees stepped up to take on this important role, and these twelve members have now completed their TUC accredited training course, bringing the number of fully qualified Equality Reps to 44, with a dozen still in training and a dozen more on the waiting list.

The members who completed their training in December learned more about the protections offered by the Equality Act 2010 and also, invaluable, got the opportunity to share ideas and experiences with colleagues from across Scotland. They are now raring to go! But let's hear their own take on it. You can meet some of the EIS' newly qualified Equality Reps below.



## Tony Adams

"I am Tony Adams, an ESOL Lecturer and Writer in Glasgow. I wanted to be an Equality Rep because I am aware that the Public Sector Equality Duty has its foundations in the Macpherson report of 1999 which concluded that the Metropolitan Police Service is "institutionally racist." This shifted the onus for addressing discrimination and racism from individuals to organisations, placing for the first time an obligation on public authorities to positively promote equality, not merely to avoid discrimination.

From my EIS Equality Rep training, which was very informative, hands-on, and where I met like-minded people, I have further learned that the Public Sector Equality Duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. Now that I am a fully accredited Equality Rep I look forward to playing a key role in supporting my local EIS branch in dealing with equality issues at my workplace."



## Damien Donnelly

"I'm Damien Donnelly and I'm a teacher in Glasgow. I was previously an EIS rep and during that time became more aware of all the work the institute does around equality issues. When they advertised the training opportunity for a new batch of equality reps this seemed a natural progression as I had also been heavily involved in equalities work in my school. The course deepened my understanding of how legislation protects staff, and pupils, with protected characteristics and provided an invaluable opportunity to meet colleagues from all over Scotland and hear about their experiences, as well as share advice. I look forward to finding out how I can support the work of the existing team of equality reps in Glasgow in the near future and continuing to learn more about how we can support colleagues."



## Tracy Kennedy

"My name is Tracy Kennedy and I'm a Humanities Lecturer at Inverness College UHI. I wanted to become an Equality Rep because I've become more aware over the years of the extent of injustices in society and how they permeate education too, and I want to play my part in making things better for not only adult learners, but also for staff. It was great to meet like-minded people at the training and learn more about how the union works. Now I've completed the training I am looking forward to getting involved with the union and supporting as many people as possible to help them achieve their goals."

Other new reps are based all over Scotland – from East Lothian to East Dunbartonshire and Orkney. For more information about active Equality Reps, and a full list of local contacts, see [www.eis.org.uk/Become-Active/Equality-Reps](http://www.eis.org.uk/Become-Active/Equality-Reps)

To notify your interest in the next round of Equality Rep training please contact Natalie Carroll: [ncarroll@eis.org.uk](mailto:ncarroll@eis.org.uk)



### Nikhat Yusaf

“Hi, I’m Nikhat and I’m an EAL teacher in Edinburgh. Having completed the training and having the official title of EIS Equality Rep is exciting and scary at the same time. I have now asked about membership of the local Executive Committee and am excited about future opportunities. I recently co-developed and co-delivered a session on Unconscious Bias in one of my schools and am looking into taking forward some work around Islamophobia and faith based prejudice.”

## Equality Matters

LGBT (Lesbian, Gay, Bisexual, & Transgender) equality matters have been hitting the headlines recently, in part because the Scottish Government accepted in full the recommendations of a working group on LGBT Inclusive Education, on which the EIS was an active participant, alongside a wide range of partners.

Organisations including the National Parent Forum, the Scottish Catholic Education Service, Education Scotland, the Equality and Human Rights Commission, and various LGBT charity and campaign groups, developed, by consensus, a plan to ensure a new approach to LGBT inclusive education in all schools, including denominational schools, involving much more support for teachers, and the development of new age-appropriate resources. The EIS has a representative on the Implementation Group and will ensure that members’ views are reflected as this important work unfolds.

It is timely that these issues are on the agenda now, as February is LGBT History Month, an annual opportunity to reflect on LGBT history and how LGBT people have been both agents of social change, often unrecognised, and victims of prejudice and discrimination. LGBT Youth Scotland has a range of free, downloadable resources to support schools to take part, at [www.lgbthistory.org.uk/resources/](http://www.lgbthistory.org.uk/resources/)

Now is also a good time for Local Associations and Branches to be looking ahead to Pride events, usually held in spring and early summer, and planning an EIS presence. Pride marches and festivals traditionally take place around June to commemorate the 1969 Stonewall riots in New York City, a pivotal moment for LGBT equality, but in Scotland the timing can vary. These important gatherings aim to promote self-affirmation, dignity, equality and human rights for LGBT people, increase their visibility as a social group, build community, and celebrate diversity.

The EIS has been represented at several such events in recent years, from Aberdeen to East Lothian and several points in between, taking the opportunity to discuss inclusive education and equality matters with festival goers and giving LGBT Network members and allies for equality a chance to meet and work together for a more inclusive society. If you are interested in supporting an EIS stall at your local Pride event, where there is one, please contact your LA or Branch Secretary for more details.



# Gwen Mayor Trust

## Supporting arts projects for children



The Gwen Mayor Trust was established by the EIS in memory of Gwen Mayor, the primary 1 teacher at Dunblane Primary School who was killed alongside 16 of her pupils in the 1996 tragedy. The purpose of the Trust is to advance education by providing financial support for projects in connection with the arts, culture, music or sport. Gwen Mayor's daughter and a former colleague from Dunblane Primary School are among the Trustees to the Fund. In this special feature, the SEJ looks back at some projects across Scotland that benefitted from the support of the Gwen Mayor Trust over the past year. We also highlight the details of this year's successful applications, following the recent annual Trustee meeting where all applications for assistance were considered.

### Castlehill Primary Glasgow

Thank you to Gwen Mayor Trust and Trefoil Guild for your grants towards making our own little corner of heaven at Castlehill Primary School and Business in the Community and CSM Law, Glasgow for making the construction of our wonderful garden possible.

We will keep you posted as our garden blooms and grows along with the fantastic wee gardeners who will tend to it. It's a labour of love for all of them and they are looking forward to having a beautiful, quiet space where they can garden, enjoy the outdoors and go to when they need some peace and space. Thank you one and all.

**Shauna Cuthbertson**, Principal Teacher



### Nether Currie Primary Edinburgh

With the generous donation from the Gwen Mayor Trust, we were able to hire lights, smoke machines, sound equipment, our performance licence, costumes, props, make up and extremely professional programmes. The excitement in the run up to the performances was palpable across the school community as well as in the wider community.

On the night of the sell-out performances, our children put on the most incredible show, demonstrating the wonderful things our young people can achieve with the support and belief of the adults around them.

Thank you to all at the Gwen Mayor Trust for your grant which has given so many children a fantastic experience, wonderful memory and skills which they will use for many years to come.

**Anna Hazel-Dunn**, Headteacher

### Saint Mary's Primary South Lanarkshire



After being awarded in excess of £600, we started a Photography Club in the summer of 2018. This club took place after school and targeted Primary 6 pupils. Children were given the cameras we had purchased using our grant money from The Gwen Mayor Trust.

Children then evaluated their work and chose the best photographs which were then developed, framed and displayed as part of an enterprising initiative, to share with pupils, parents and the local community.

It is our intention to repeat this venture this summer so as to offer this opportunity to as many children as possible. All of which would not have been possible without the grant for The Gwen Mayor Trust.

**Maria O'Neill**, Depute Headteacher

## Gwen Mayor Trust awards 2018/2019

The Gwen Mayor Trust recently announced its awards for 2018/19. 11 projects from across Scotland have been successful with amounts ranging from £300 to £1000 being awarded. A total of 7,382.23 has been awarded from the Trust fund this year.

£550	Kellands School, Inverurie, Aberdeenshire	Art Exhibition in Town Hall. All pupils will make and display a piece of art at the exhibition which will be open to the public.
£610	Banchory Primary School, Aberdeenshire	A group of current Primary 7 boys created a Band and need suitable equipment to mentor younger children in the school.
£600	Braidwood Primary School, South Lanarkshire	Hosting an outdoor musical event to be known as 'Braidfest' to be held in the school grounds.
£763	Brunstane Primary School, Edinburgh	It is planned that a group of 6-8 children will visit Southpark Nursing Home from now until the end of June 2019, with children taking along musical instruments, board games, books and balls.
£350	Meethill School, Aberdeenshire	To assist with developing the Meethill school choir.
£520	Laxdale Primary School, Laxdale, Western Isles	The school will be focussing on a whole school production based on the Iolaire Disaster of 1st January 1919.
£500	Musselburgh Burgh Primary School, Musselburgh	Funding would assist with the cost of the licence fees, building materials for stage props and costumes for our after school Theatre Group.
£560	Our Lady and St Joseph's Primary School	Taking part in JRock event organised by the Be Your Best Foundation where schools put together a musical theatre piece depicting a particular theme.
£910	Langlands Primary School, Forfar	Setting up a sewing club to take place after school and at lunch time (twice a week).
£920	Park School, East Ayrshire	To run a Pedal in the Park cycling club.
£889	Cuthbertson Primary, Govanhill, Glasgow	With a large number of new to English children who have come from Romania, the school have trained two members of staff in supporting playground games along with ten older pupils.

### Alves Primary School Moray

We were delighted to use our award from the Gwen Mayor trust to buy a class set of ukuleles with tuners, spare strings and teaching materials.

We hoped our ukulele project would have a long-term positive impact on a generation of Alves Primary School pupils, in terms of personal expression, interpersonal skills and social and emotional wellbeing.

Last year the ukuleles were used by the Primary 3/4/5 class to learn songs they then performed at 'Sing for Syria', a local concert raising money for UNICEF.

Isla in primary 7 said "It cheers me up. When I play, it makes me think positive thoughts."

**Mr McLeman**, Headteacher





## Classifieds

### Would you like to advertise in the SEJ?

Do you have a holiday home to let, items to sell or are you looking for something that a colleague might be able to help with? What are you waiting for? Members of the EIS can place box ads for as little as 20p per word.

Contact us at [sej@eis.org.uk](mailto:sej@eis.org.uk) or call **0131 225 6244** and see if we can help you out.



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## SEJ ONLINE

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

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

## Sudoku

### Medium

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

### Hard

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

# Book Week Event / Dunfermline 20th November, 2018

Members of the EIS, UNITE, GMB and UNISON gathered on Tuesday 20th November in St Columbas High School Library to mark Book Week and discuss 'Rebels in and out with, the trade union movement.

Wilma Pirie, EIS Union Learning Rep gave a presentation on her chosen rebel, Jimmy Reid, utilising his Rectorial Address to Glasgow University students in 1972. All present were gifted a copy of the address and there was lively discussion over his famous reference to the 'rat race' as well as the moral justification for trade unionism and collective action.

Other rebels discussed included Nelson Mandela and Yasser Arafat (Les Lyall, Susan McNamara). The group then looked

at the Scottish Book Trust book, Rebel and considered the short story, A Ravenscraig Picture, by Des McNulty.

Catering, the group were reminded, was provided by a company who pay the Living Wage and the books for the raffle were not purchased from Amazon! Discussion inevitably turned to workplace matters and it was a great opportunity to share experiences and suggest courses of action, for example, over securing time off for union duties.

The event was a great chance for workers from different unions to spend some time together in an informal manner and it proved to be a positive experience for those in attendance.



## ADVERTISEMENT

### Mr. Men in Scotland

Egmont Publishing recently marked Burns Night with the publication of a new Hargreaves book, Mr Men in Scotland.

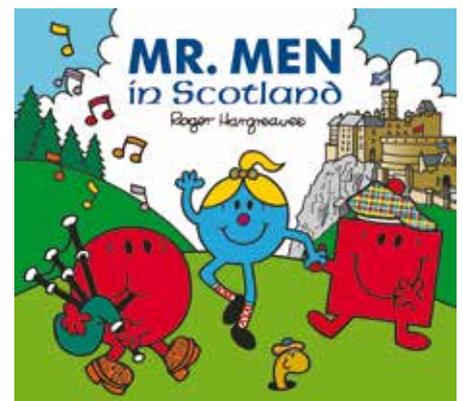
Mr Strong is taking part in the Highland Games and on the way, he and his friends decide to take in the sights. Will Mr Strong manage to become the ultimate Highland Games Champion?

Suitable for nursery and early primary aged children, Mr Men in Scotland is available from Egmont UK Ltd, priced £3.99. ISBN: 9781405292825.

### WIN a copy of Mr Men in Scotland

We have 5 copies of Mr Men in Scotland to give away to SEJ readers. To be in with a chance of winning a copy, just email [sej@eis.org.uk](mailto:sej@eis.org.uk) using the subject line Mr Men Competition, and answer the following question: Which author created the Mr Men and Little Miss series of books?

The first 5 correct entries selected at random will each win a copy of the book. The closing date for entries is **Monday 25 February**. The editor's decision is final, and no correspondence will be entered into regarding the competition or the selection of the winning entries.



## EIS End of Year Quiz 2018 Answers

Quiz winner: **Marion Boyd, Argyll and Bute**



### Section 1: 2018 - Were you paying attention?

1. Norwich
2. 5
3. Skeleton
4. KFC
5. Fleetwood Mac
6. Thomas Cook
7. Dominic Raab
8. Coca-Cola
9. Thomas Bjorn
10. Sir Nick Clegg

### Section 2: Music

1. Libretto
2. 88
3. The Corrs
4. French Horn
5. 1974
6. Gladys Night
7. Turandot
8. Eric Clapton
9. Kirsty MacColl
10. Flute

### Section 3: Food and Drink

1. Green
2. Curaçao
3. Eggs
4. Norfolk
5. Burdock
6. Brandy
7. Pineapple and Grapefruit
8. Cinnamon
9. Humphrey Bogart
10. Thin Lizzy

### Section 4: The Lyrics Round

1. Roxy Music "Dance Away"
2. ABBA "Lay All Your Love on Me"
3. Elton John and/or George Michael "Don't Let the Sun Go Down on Me"
4. The Proclaimers "Letter from America"
5. Taylor Swift "Shake It Off"
6. Bonny Tyler "Total Eclipse of the Heart"
7. The Eagles "Hotel California"
8. Michael Jackson "Beat It"
9. Pharrell Williams "Happy"
10. John Farnham "You're the Voice"

### Section 5: And finally...

1. Iona
2. Czech Republic
3. Cary Grant
4. Loving and Giving
5. J. B. Priestley
6. Ukraine
7. Butterfly
8. David Tennant
9. Germany
10. Formentera

# CROSSWORD 103

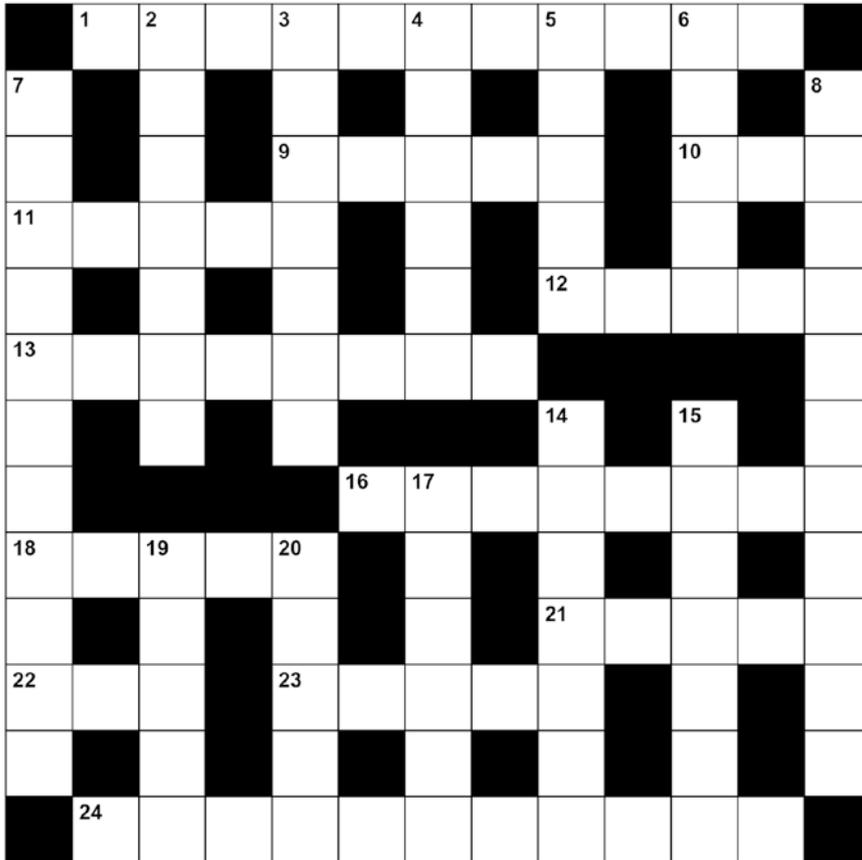
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Send your completed entry to

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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 - Hogs rasp unusually for each insect (11)
- 9 - Trained badly injured, except for leader (5)
- 10 - Understand guests, oddly (3)
- 11 - Amaze with time trick (5)
- 12 - Subsequently learnt without new novel (5)
- 13 - Film genre to delight the queen (8)
- 16 - Last Christmas initially going to include leading tribute's inferior melody and tune (8)
- 18 - Ship going around southern crow (5)
- 21 - Pulpit nearly converted student (5)
- 22 - Pigeon's sound success, we hear (3)
- 23 - Fight otters retreating without resistance (3-2)
- 24 - Wizard to attack maker of ceramic ware (5,6)

### Down

- 2 - Need concerning group of singers on the radio (7)
- 3 - US city athletes shaken (not hard) (7)
- 4 - Modest shade surrounding doctor and new driver (6)
- 5 - Ring around Germany for foot-operated lever (5)
- 6 - Unnatural gore next to onset of terrible cereal disease (5)
- 7 - Hand over the bishop's headless duck and shift the responsibility to someone else (4,3,4)
- 8 - Raconteur to keep short, unknown bank employee (11)
- 14 - Aerodrome portrait not wholly incorrect (7)
- 15 - Top deal: swimming aquatic larva (7)
- 17 - Computer circuit first-rate (6)
- 19 - Smell that's almost amoral curiously (5)
- 20 - Rates mobile shocking device (5)

### Crossword 102 Answers





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