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The Scottish Educational Journal



**TIME TO
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WORKLOAD**

**Workload
Campaign
Update**

- LA Focus on Inverclyde
- Building the 20/20 Vision
- Workload Campaign Survey



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Campaigning across Scotland

In this edition of the SEJ, we look at some of the campaigning work that is currently underway across the country. Clearly, as was the case last year, the Time to Tackle Workload campaign is again a key focus for EIS activists the length and breadth of Scotland.

As well as providing an update on national developments in the campaign, we also take a closer look at the work in one particular EIS Local Association. Inverclyde LA was extremely active during the Value Education, Value Teachers pay campaign and has been successful in maintaining high levels of member engagement in the early stages of the workload campaign.

We provide an update on the 20/20 element of the workload campaign – the pursuit of commitments that will reduce maximum class sizes to 20 and maximum class-contact hours to 20. While, in the early stages of the campaign, the focus has been on empowering EIS branches and individual members to take control of workload, the 20/20 element will become more of a focus over the next year as we move into new SNCT negotiations ahead of the next pay settlement.

The EIS has recently launched a new online resource for members in support of the workload campaign, bringing together advice on supporting mental health and wellbeing. You can access this resource via the EIS website.

Aside from the workload campaign, the EIS is currently in the midst of a campaign to protect public education at Shetland College. While the EIS is not opposed to the current merger process that the college is engaged in, we are absolutely opposed to the suggestion that the college will effectively be privatised as a result. Find out more about the EIS campaign to

keep Shetland College public on p20 of this SEJ, and please also sign our online petition in support of members at the college.

Members in the EIS-University Lecturers' Association (EIS-ULA) have been voting in ballots for industrial action over the past month, as the EIS seeks to step up its campaign for a fair pay settlement for University lecturers. The ballots closed on the day that this SEJ went to print – see our article on p21 for further information, and keep up to date with the latest developments on the EIS website.

Pride and Empowerment

Also in this edition of the SEJ, we report on two major EIS events that have recently taken place – the EIS LGBT Network event Taking Pride in Teaching which explored how to embed LGBT+ inclusive education across the curriculum, and an empowerment event for women activists determined to take an active role in the Workload campaign. These are the types of events that the EIS is running across the country, week in and week out, to support members. Look out for updates on forthcoming events in the members' eBulletin, on the EIS website and in future editions of the SEJ.

Getting Greener

This edition of the SEJ has been delivered in an envelope, as part of the EIS's ongoing commitment to reduce plastic use. While the polywrap we have previously used is recyclable, we are aware that not all local authorities offer a service to recycle this type of plastic. The move to paper envelopes, which can be recycled across Scotland, is a small step in the continuing drive to reduce the environmental impact of the Institute. The SEJ also offers an 'opt-out' for members who wish to receive a digital version rather than a printed copy. See below for information on how to go digital.

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COUNCIL SENDS STRONG MESSAGE ON SHETLAND COLLEGE MERGER



The first meeting of EIS Council for 2020 dealt with a wide range of issues, including the latest developments in the EIS Workload Campaign, trade support for action on Climate Change, and the continuing risk of the privatisation of education at Shetland College.

Council heard an update on the continuing EIS campaign to support members and the community in Shetland in light of the planned merger of Shetland college, which may result in

the loss of “incorporated” status and the effective privatisation of Further Education in Shetland.

The EIS has launched a national petition calling for the protection of public education at Shetland College, which all members are encouraged to sign via www.eis.org.uk/FELA/ShetlandCollege

See feature on **p20** of this SEJ for more on the Shetland College campaign.



Workload Campaign Survey

Council approved a national survey of EIS members, in support of the Workload Campaign. The survey, which was launched on the EIS website on the day of the Council meeting, will provide invaluable information to support the further development of the workload campaign – particularly the 20/20 element, calling for reductions in class sizes and in class contact time. See focus on **pp10-11** for more on the Workload Campaign and the survey.

Environmental Concerns

The growing environmental emergency continued to be a matter of huge concern, as Council members discussed the ways in which the EIS – and the wider trade union movement – could show leadership on this important issue.

Vice-President Carole Thorpe, delivering her report from the Executive Committee, told Council that the EIS was continuing to explore methods of reducing the Institute’s environmental impact, including by reducing paper usage where possible and taking steps to eliminate single-use plastics. This could include greater use of digital papers for meetings, the elimination of disposable



cups and cutlery from catered EIS events, and other steps to help protect the environment.

Andrew Fullwood (Glasgow) asked for a progress report on the Institute’s dis-investment from any funds which might include investment in fossil fuels. General Secretary Larry Flanagan explained that the managed dis-investment was proceeding as planned, with an appropriate balance between dis-investing from fossil fuels while also seeking to protect the EIS from any financial detriment.

Council also heard from guest speaker Matthew Crighton, an advisor to Friends of the Earth Scotland and a trade union activist for UNISON. Mr Crighton

said, “Climate change is happening. We have just experienced the hottest 5 years, globally, in recorded history. We have recently witnessed catastrophic wild fires in Australia, California and the Amazon – amongst other places. The Polar ice-caps are melting, and this has had a massive environmental impact. We need to stop catastrophic climate change from happening.”

Mr Crighton went on to add, “The good news is we do know how we can fix this. All the technology that we need to create a zero-carbon economy already exists. The trade union movement and environmental groups working together is a really positive development, and it is successfully attracting the attention of business, politicians and government.”

Executive



Vice-President Carole Thorpe updated Council on the progress of the sale of EIS Financial Services, advised Council on new appointments to EIS staffing (see related item on p7), and highlighted that new papers on EIS support for universal free school meals (including breakfast club provision) and advice on the use of restraint in schools had been approved by Executive.

Education

Convener Susan Quinn updated Council on a wide range of issues, including discussions with both Education Scotland and the SQA on the aims of the EIS Workload Campaign. The EIS has previously worked together with these bodies on the campaign to cut excessive bureaucracy and, it is hoped, will be able to deliver reductions in workload by continuing these constructive partnerships, said Ms Quinn.

On the matter of SNSAs, Ms Quinn advised Council that there were indications that more local authorities now seemed to be acting in line with national advice and adopting a more diagnostic approach in the timing of assessments, rather than requiring an end of year grouping of SNSAs.

The Committee has also been progressing the 2019 AGM resolution, calling for a campaign to introduce a Kindergarten stage in Scottish education. However, Ms Quinn said, there was a requirement to gather more information on international comparators to inform the policy and, crucially, the Committee was acutely aware of the

need to avoid adopting any position that could potentially have any negative impact on members working in the Early Years sector.

Employment Relations

Convener David Baxter advised Council of the publication of a new Health & Wellbeing Resource on the EIS website and that the Committee had approved a new guidance leaflet on heating in schools, for distribution to local associations.

The Committee also noted a paper advising that the EIS Benevolent Fund will be required to transform into a Charitable Trust in the near future, in order to provide compliance with charity law.

On Benevolent applications, Mr Baxter advised that the committee had approved 14 grants totaling £32,500 at its most recent meeting.

On Legal Affairs, the Committee had considered 21 cases at its last meeting, and was pleased to note that a total of £196,500 in settlements had recently been received on behalf of 3 members.

Equality

Vice-Convener James McIntyre updated Council on a wide range of issues, including the EIS Taking Pride in



Teaching event, organised in partnership with TIE and LGBT Youth Scotland (see feature on **pp16-17**) and participation in the St Andrew's Day anti-racism march where the EIS delegation was, once again, one of the largest on the day.

Mr McIntyre also highlighted that newly updated advice papers on Bullying & Harassment and Violence Against Women had been finalised, and would be circulated to EIS Representatives. Mr McIntyre said that the examples included in the new Bullying & Harassment document would be extremely helpful in assisting Reps in identifying these

behaviours and providing support for the members affected, while the new paper on Violence Against Women would provide more detailed advice on appropriate means of supporting members experiencing this type of abuse.

Salaries

Convener Des Morris told Council that the SNCT was progressing plans for a review of Job-Sizing, which is a requirement of the 2018-2021 pay agreement. The main issues identified by the SNCT Joint Secretaries, based on submissions by councils and members of the teachers' panel, will now inform the remit of a Job-Sizing Review Group.

Mr Morris also advised Council that the implications of the recent age-discrimination case - brought by Firefighters across the UK in relation to their pension provision - were yet to become clear for other groups of employees within the public sector. The EIS is expecting an update on the potential implications for teachers in the near future, said Mr Morris.

Motion

David Baxter (Dundee) was successful in moving a Motion, with an amendment from Allan Crosbie (Edinburgh) calling on the EIS to affirm the right of unaccompanied child refugees to be reunited with family members living in the UK after Brexit. The EIS will now campaign on this issue, including through political lobbying and by seeking the support of other trade unions and third sector organisations.

Moving the Motion, Mr Baxter said, "Parliament recently voted overwhelmingly against maintaining this right for unaccompanied minors. Why are we about to remove the rights of some of the most vulnerable people on the planet?"

Speaking in support, Allan Crosbie said, "This change in policy encapsulates the cruelty of the current UK Government administration."

Following a vote on the Motion, President Bill Ramsay announced that it carried unanimously.



Supporting your Health & Wellbeing

The EIS has launched a new online resource to promote health and wellbeing for teachers.

The new resource, available via the EIS website, is intended to support the union's current Time to Tackle Workload campaign.

Excessive workload demands are one of the most frequently cited concerns amongst Scotland's teachers. A major survey of Scotland's teachers, carried out by the EIS last year, indicated that 82% of respondents were dissatisfied with their workload levels.

88% of respondents said that their stress levels had either stayed the same or increased over the past year, while 76% said that they felt stressed either 'frequently' or 'all of the time' in their jobs.

Commenting on the launch of the

new resource, EIS General Secretary Larry Flanagan said, "Excessive teacher workload is a matter of serious concern, and this led to the launch of the Time to Tackle Workload campaign last year. The results of our survey indicated that teachers are working an average of 46 hours per week – eleven hours over and above their contractual commitment of a 35-hour working week."

"With excessive workload comes an increased likelihood of stress and stress-related illness, which is detrimental to teachers' health and wellbeing and which also has a negative impact on the learning environment for young people."

This new online resource brings together a range of free, quality assured advice and guidance on a range of

issues related to health and wellbeing.

This includes advice from the Trades Union Congress, Health & Safety Executive and Citizens Advice Bureau on mental health & wellbeing, health & safety and ACAS guidance on applying best practice in the workplace.

There is a host of information and advice from other organisations too, all accessible from a single portal on the EIS website. We hope that will become a valuable resource for individual teachers in supporting their own health and wellbeing and, additionally, provide a focus for school-based initiatives under the Time to Tackle Workload campaign.

The new resource went live in January, to coincide with the start of the new school year.

www.eis.org.uk/Professional-Learning/HWResource

School and Teacher Statistics

The Scottish Government recently published the Summary Statistics for Schools in Scotland.

Whilst the headline number of teachers working in Scotland's schools is up, slightly, on last year, this is balanced out by a rise in the number of pupils in our schools. The end result is that pupil/teacher ratios are at a standstill and average class sizes remain unchanged.

The EIS is concerned that the proportion of the 2018/19 probationer teachers with a full-time permanent post at the time of the following year's census in September 2019 was 48%.

This is down from 55% for the previous cohort and is the first fall after 7

consecutive years of steady growth.

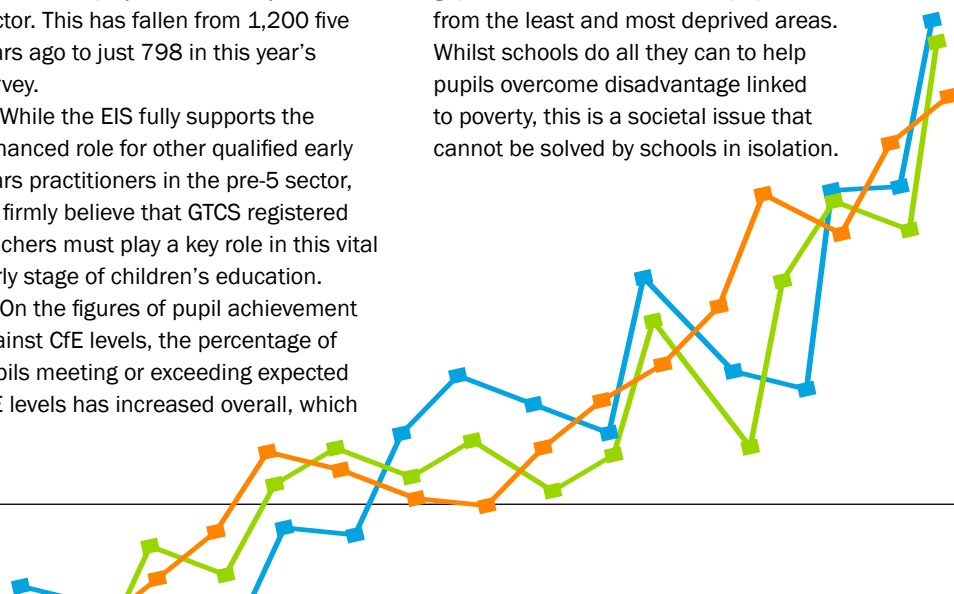
The EIS is concerned, also, by the continuing decline in the number of teachers employed in the Early Years sector. This has fallen from 1,200 five years ago to just 798 in this year's survey.

While the EIS fully supports the enhanced role for other qualified early years practitioners in the pre-5 sector, we firmly believe that GTCS registered teachers must play a key role in this vital early stage of children's education.

On the figures of pupil achievement against CfE levels, the percentage of pupils meeting or exceeding expected CfE levels has increased overall, which

is a positive development and a credit to Scotland's pupils and teachers.

There is, however, still a significant gap in achievement between pupils from the least and most deprived areas. Whilst schools do all they can to help pupils overcome disadvantage linked to poverty, this is a societal issue that cannot be solved by schools in isolation.



EIS Secures Almost £300k in Compensation for Members Injured at Work

The EIS has secured almost £300,000 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 higher than the 2018 figure of just under £230,000. General Secretary Larry Flanagan said, "Whilst the sums involved represent success for the EIS in pursuing appropriate compensation for injuries suffered at work, our desire is to eventually report a zero figure for compensation in the future owing to the elimination of these types of work-related injuries." Mr Flanagan also expressed concern on possible post-Brexit related changes to health and safety legislation in the near future

and said, "Many valuable workplace protections that we enjoy today are the result of EU legislation. The Westminster government has already indicated that, post Brexit, they will be looking to roll-back on some of the protections afforded to employees in the UK. This is a matter of huge concern, and we must do all that we can to resist financial concerns being put before the health and wellbeing of people at work."



Review of Scottish Education

Earlier this year it was announced by the Scottish Parliament that they would be calling for a wide-scale review of Scotland's education system. General Secretary Larry Flanagan said, "Given that a review of the Senior Phase, and its articulation with the BGE, is already underway it is difficult to see why an additional review is required. After years of change and austerity driven cuts, what Scottish education really needs is additional resource and a period of stability. Some issues remain to be addressed, especially in the Senior Phase, but the EIS rejects the false narrative of failure, which is peddled by some, often for the sake of political point scoring. Scotland's schools, its teachers and its students, continue to perform well despite the many problems faced by our society."

New Appointments to EIS Staff

Selena Graham has joined the EIS as an Area Officer, based in the Dundee Area Office. Selena will offer advice and support to Local Associations and members in Angus, Dundee, Fife, and Perth & Kinross and to associated EIS-FELA branches



Selena has worked in social care regulation for around 15 years, progressing throughout that time in a number of fitness to practise and legal roles.

Just before joining the EIS, Selena was a Solicitor with the Care Inspectorate, the national regulator responsible for regulating care services in Scotland. Her roles have mainly included advice, representation, design and delivery of training, investigation, and court/inquiry work.

She sits as a Solicitor member on the Law Society of Scotland Complaints Sub-Committee and previously mentored on the Law Society of Scotland's Trainee CPD programme.

Lou Dear joined the EIS in January, where she will be taking over from EIS organiser Eilidh Porrelli while she is on maternity leave.



Lou spent a number of years in Higher Education as a Research Assistant and Seminar Tutor. She completed a PhD with the University of Glasgow in 2018.

As a Widening Participation Tutor, Lou taught in secondary schools across the west of Scotland for a number of years.

Her previous role was as Trainer and Collective Member of Tripod: Creative Action for Social Change. Tripod is a Worker's Coop, providing training, facilitation and mediation for social, environmental and racial justice movements.

LOCAL ASSOCIATION FOCUS

Campaigning for Education & Teachers in Inverclyde

In the first in a series of features exploring the ways in which the EIS supports members across the country, the SEJ focuses on the work of Inverclyde Local Association. Although Inverclyde is not one of the larger EIS local associations, it has long punched above its weight in terms of member activism and campaigning. In this special focus, we look at the work going on in Inverclyde on both local issues and in support of national campaigns.



A Collegiate Council

In 2016, Inverclyde Council officers, councillors and recognised trades unions signed up to the Partnership at Work Pledge. It states "Inverclyde Council and the Trades Unions believe greater co-operation with a partnership at work approach will benefit the organisation, its workforce and the citizens of Inverclyde. Inverclyde Council's Officers and Elected Members commit to making this Partnership at Work Pledge with the Trades Unions to ensure it becomes the basis of an enduring and progressive collaboration."

This was not an empty promise.

The budget process in Inverclyde is a great example of the TU Pledge in operation. Across each financial year the Corporate Management Team (CEO, Chief Financial Officer and Corporate Directors), EIS (LNCT Joint Secretary), UNISON, Unite and GMB representatives meet on average twice a month to debate the proposed cuts to services needed to achieve a balanced budget. The staffing and service impacts are outlined and discussed, and the processes are agreed. TU reps have input to the communications sent to members, the public consultation and the detailed sheets elected members are given to help shape their decisions.

Regular Rep Meetings

Notre Dame High School rep, Derek McDonald, highlights the Secondary Reps meetings as particularly useful to him in his union role. "I enjoy getting to know the other reps, realising that other school reps experience the same joys and challenges as I do. It makes being a school rep much easier, as I can contact any of the others for advice if I am experiencing a new situation," he says.



LA Secretary profile – Paula McEwan

I've been an EIS member since 1988 and a primary teacher in Strathclyde and then Inverclyde since 1992, working in my current post since 1995.

My union activity started early with the responsibility of St Gabriel's Primary 'envelope-from-the-union opener'. I was so effective that promotion to actual rep followed on quickly and I held that role through an amalgamation to St Andrew's Primary in 2011 until standing down in 2017 when I took on my LA secretary role.

I couldn't do my job without the support (and good humour) of our current office-bearers John, Sean and Colin.

Casework on behalf of members takes precedence and the bulk of my time, as you might imagine. It goes from a query about terms and conditions to high-tariff career threatening accusations. Luckily, LA Secretaries have the support of an Area Officer in undertaking their duties. That support is vital with an unusual or difficult case or when a member is particularly vulnerable.

I represent teachers on various local Education Services committees as LNCT Joint Secretary – for example, the attainment challenge reference group and school estates programme board – and in other meetings across the Council. It means that teachers' voices are represented across more than teaching and gives me a wider strategic view of the work of the Council.

Another local aspect of an LA secretary's role is to get into branches, support reps and encourage member activism. The Value Education Value Teachers campaign has allowed these visits in spades.

It's a busy role but I love it.



VEVT – Time to Tackle Workload

This part of the VEVT campaign builds on a solid foundation of member engagement after their pay award success. Inverclyde took half of their association on the pay campaign march in October 2018.

This is the same campaign, but so different – workload is more nuanced than the ‘one pay award fits all’ model because across school departments, schools, sectors and authorities, the workload drivers are individual to that context. Gemma Clark of King’s Oak PS summed up the importance of the Tackling Bureaucracy agenda at a recent training event - “Workload isn’t just about reducing my bureaucracy – it’s about my quality of life.”

Prior to Inverclyde’s first additional in-service day in October, the LA secretary, Paula McEwan, and Area Organiser Dee Matthew held rep and branch events aimed at convincing staff that this was their day and that the government, employers and all teacher unions were agreed on that. They took a bit of convincing, but a statement signed by both sides of LNCT helped and the feedback suggests that members have grown in confidence and are using their branch voice to amend Working Time Agreement arrangements to fit this agenda.

All Saints’ PS rep, Elizabeth Deafley said “We spent the day working on planning, taking numeracy as a focus for now. We will re-visit them at the next collegiate meeting to see what’s working and what isn’t.”

Kilmacolm PS also spent the day streamlining and organising long-term planning. They created planning packs, topic boxes, planners and resource/website lists. This material is now organised so that they don’t need to start from scratch for every new learning context.

Ardgowan PS rep Jane Morris organised their entire day. Her agenda included discussion on local and national guidance on reducing workload before breaking into groups to consider each aspect in their own context. Reflecting on the impact of the day, one member said, “What changed for me was having the support of the Union to have work free weekends and to have confidence in myself that I am still doing a good job. It enabled me to take a step back and look at how much time I was giving to work versus my family.” The union’s role is to support members to be empowered rather than telling them what to do. As another of Jane’s branch said, “I have the Union’s support to question/ask for more info when something is asked of us rather than just adding it to the never-ending to-do-list. Does it benefit the children? Will it benefit us?”

Early Years Teacher Network

Inverclyde has five peripatetic EY teachers working across authority and partner early learning centres. Historically there had been a high staff turnover but in recent years this has settled, and the team elected an EIS rep to take their issues forward.

Allie Rankin works between Glenpark Early Learning Centre and Bluebird Family Centre: “Working with our LA Secretary and Inverclyde Council’s EY Education Officer we have established a network Working Time Agreement for the first time. Although we all work to the same basic template and timings, teachers and Heads of Centre have worked together to find the model that works best for their establishments in terms of non-contact time, parents’ meetings, etc. It is due to be reviewed and although there are things we will negotiate to change, generally it has worked really well.”



Mad / Glad

This was a novel way to audit feelings towards workload - a reflective, solution-focussed greetin’ meetin’. Jane Morris held a branch meeting without the SMT there (she had told SMT the plan!) and asked staff to discuss what made them mad about the school processes and workload. Then they listed what made them glad about how the school worked. The rep then sat down with the SMT and reported the discussion ‘warts and all’.

The SMT took time to reflect and then met staff together to discuss how to turn the ‘mads’ into ‘glads’. The open and honest discussion has had a positive impact on relationships and on workload. Acting HT Greg McGowan said, “The collegiate approach we used on the in-service day has taken away the ‘them and us’ feel. Management and staff worked together to decrease everyone’s workload.”

Self-care and care for others

Another important aspect of the day in some schools was a focus on self-care. We can be our own worst enemies at times, as one Ardgowan PS teacher has realised, “The guidance on displays has helped to reduce the pressure that I put on myself to have to change my displays regularly,” while another stated “I am now less likely just to wander into a colleagues room for a chat to see how they are. We all do that at the beginning of the day, and we make any work chats/ meetings purposeful and brief and are mindful of other people’s workloads.”

Possibly without realising it, teachers were realising their part in the Empowerment Agenda with one rep feeding back, “I think the most useful part about the day for all of us was being allowed to be in control of what we were doing.”



Building the 20:20 Vision

Acting on views expressed by members that workload was the single greatest source of increasing stress levels, 2019 AGM instructed that a comprehensive campaign be implemented to deliver meaningful and significant reductions in the workload of all teachers.

To date, our 'Time to Tackle Workload' campaign has concentrated on seeking increased teacher control of workload in schools by implementing the Empowered School agenda of collegiate working and increased professional trust. Many schools, using the additional service days, have successfully audited activities in schools so that they may be streamlined. As empowerment of teachers grows, further progress is being targeted at school level.

Another key element of the workload campaign is the '20:20' demand, seeking to reduce teacher workload by obtaining an SNCT agreement for a reduction in class size maxima to 20 and

a reduction of maximum class contact time to 20 hours per week.

The 20:20 campaign may seem ambitious, but so did a 10% pay claim! The reality is that the 20:20 reductions in class size and class contact would deliver changes that would bring Scotland's teachers to around the international norm in these areas. The 20:20 demands would bring tangible benefits for teachers, and also to pupils, especially when allied with other workload improvements such as collegiate working and distributive decision making.

Without such concrete changes, teacher stress and potential burn out will only increase.

The EIS is currently putting together the narrative underpinning the 20:20 aims. For example, the recently published

OECD Education at a Glance (2019) report has shown that Scottish secondary teachers have the highest percentage of their working time spent on teaching on average across the whole of the OECD – 63% compared to the average of 43%.

Time to Tackle Workload is an ambitious and vital campaign to ensure teacher health and wellbeing and to deliver the best possible educational outcomes.

To succeed we will need, as a profession and a union, to actively campaign and fight for our objectives. Our strong pay campaign delivered a landmark settlement; we need another strong and collective campaign to deliver a landmark agreement on workload ■



**TIME TO
TACKLE
WORKLOAD**

Workload Campaign Survey – Have You Had Your Say?




At the January meeting of Council, the EIS launched a national survey of members in support of the union's Time to Tackle Workload initiative.

The last national EIS survey, conducted as part of our Value Education, Value Teachers campaign, laid bare the true scale of the workload burden that is being placed on Scotland's teachers. Following the success of the pay element of our campaign, the EIS has now refocussed its campaigning work on tackling excessive teacher workload.

Scotland's teachers work some of the longest hours in the world, with a far larger teaching commitment than teachers in most other countries. Scotland also has large class sizes, with a profound impact on both teacher workload and the learning environment of pupils.

EIS General Secretary Larry Flanagan said, "I would urge all EIS members to take part in this major survey, to inform the next stage of the EIS workload campaign and to equip the EIS with

strong evidence as we head towards our next set of negotiations with the Scottish Government and Scotland's local authorities."

Have you had your say? The EIS workload survey is closing imminently. If you have not yet completed the survey please act NOW to have your say by visiting www.eis.org.uk and clicking on the Workload Survey 

What The Papers Say

Scots teachers working some of the longest hours

Education: Union says class sizes are also too big as it starts campaign

The Courier

Scots teachers face longest hours in the world, says EIS

The Scotsman

Union launches campaign against 'excessive' working hours for teachers

The Herald

Scots teachers overworked in the classroom

Union campaign to ease workloads

Daily Record

Impact of increased workload on teachers to be tested in survey

Union: Last poll carried out in 2018 delivered 'shocking' results

The Press and Journal

Remembering the Holocaust



General Secretary Larry Flanagan and the President, Bill Ramsay, were in Poland recently to be part of Education International's delegation to the 75th Anniversary of Liberation of the German Nazi Concentration and Extermination Camp, and also to take part in an EI Holocaust Education conference.

Extract from a Statement on the Occasion of the Educational International Holocaust Remembrance Conference 2020 in Krakow, Poland

January 27 2020 is the 75th anniversary of the liberation of the Auschwitz-Birkenau concentration camp. During the Second World War six million Jews across Europe were murdered. More than one million of them were murdered in Auschwitz alone. Even today

the trauma of murder, extermination and persecution continues to impair the surviving victims and their children, grandchildren and great grandchildren.

On the occasion of this 75th anniversary, representatives of education trade unions from 17 countries have come together in Krakow and Auschwitz to commemorate the victims of the Shoah, to discuss how memory of the Holocaust can be preserved, and how vigilance can be strengthened so that a crime against the Jewish people and against humanity never happens again...

As trade unionists and education professionals, we are faced with a particular responsibility to encourage young people and the next generations to commit themselves to fostering human understanding, civil awareness and living together in peace...

The Holocaust should never happen again – in any way – anywhere in the world. This is our commitment as educators and trade unionists to future generations.



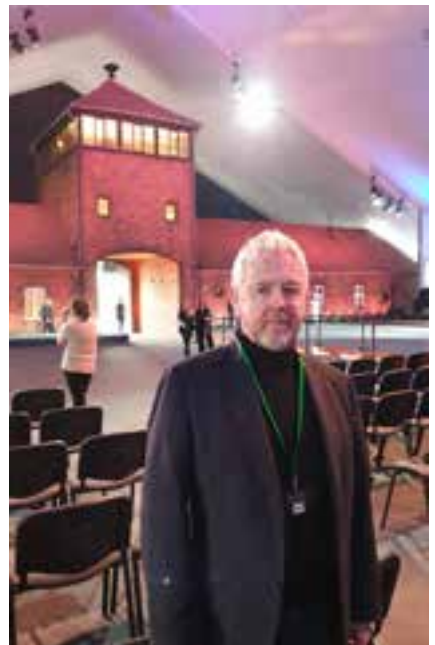
Larry Flanagan, EIS General Secretary

"75 years on the number of survivors diminishes each year but those who spoke at the commemorations service did so strongly, with courage and dignity. One such voice reminded everyone that there were many victims in the death camps as she was from a Roma background, and over half a million Roma people perished also. Another survivor made a specific point about speaking to his 'grand-daughter and her generation'. 'Auschwitz did not fall from the sky,' he said. 'It happened because society let small things go and then it was too late' – a salient point in the turbulent world in which we live."

Bill Ramsay, EIS President

"The 'never again' strap line seems hollow given the extent of genocidal events since World War Two. However, the Holocaust was an exceptional example of genocide and that point must not be lost in any more holistic examination of genocide.

I was impressed by the presentation from Andrew Beiter, of the Educators' Institute for Human Rights. His '10 Points', outlined how prejudice and political situations can combine to create such horrific outcomes. To consider the psychological risks and challenges related to Holocaust education, is to consider the risks and challenges of traumatic experiences in the teaching and learning process more generally."





The EIS and Holocaust Education

The EIS supported the establishment of Holocaust Education as a feature of Curriculum for Excellence and provides resources and professional development opportunities to support teachers in addressing this important issue.

The EIS Briefing on Holocaust Education highlights the Institute's opposition to racism and all forms of prejudice, and states that educational establishments should be safe and inclusive environments for all children, young people and staff. The EIS believes that Holocaust Education can play an important part in achieving these aims.



The Holocaust and Genocide

The Holocaust is the most extensively documented genocide in human history, and it reveals the full range of human behaviour, from appalling acts of hatred, to remarkable acts of extraordinary courage.

The Holocaust raises profound questions about the human condition, making Holocaust Education 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. Crucially, 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. By learning from the grave wrongs committed against

humanity in the past, young people can be equipped to create a more cohesive society in the future.

Guidance produced by the Education Working Group of the International Holocaust Remembrance Alliance states that "the Holocaust may constitute a starting point and the foundation for studying genocide [...] to compare the Holocaust to other genocides may be a means to alert young people to the potential danger for other genocides and crimes 2 against humanity to evolve today. This may strengthen an awareness of their own roles and responsibilities in the global community."

To find out more about the EIS approach to Holocaust Education, visit:

**[www.eis.org.uk/Anti-Racism/
BriefingHolocaustEducation](http://www.eis.org.uk/Anti-Racism/BriefingHolocaustEducation)**

WE'VE GOT THE EMPOWERMENT... and we're going to use it



Women EIS activists from the Western Isles to Wigton, intent on driving forward the Time to Tackle Workload campaign, gathered in Glasgow on the last day of November last year.

The all-women 'We've Got the Empowerment' event, funded from the Scottish Union Learning Leadership Fund and chaired by Assistant Secretary Andrea Bradley, was organised to support the growing number of newer female activists and Reps to build the workload campaign in their branches.

Having battled through freezing conditions and associated transport difficulties, delegates were greeted in the Grand Central Hotel with hot drinks and breakfast rolls, and to get the blood flowing even faster, a playlist of tracks by female artists, with power and empowerment as running themes throughout.

Introducing the event, Andrea acknowledged the kind of dedication, activism and leadership of all those gathered, as being the lifeblood of the EIS. Turning to the empowerment agenda, she signalled that EIS women were ready for culture change.

"John Swinney says he wants us to be empowered...With an 80% female profession, 77% EIS female membership - we're absolutely taking him at his word."

She said that whilst workload could seem like an impossible nut to crack, delegates should reflect on what's possible when we work together, take collective action and stay solid, as in the Value Education Value Teachers (VEVT) campaign featuring the biggest demonstration

by a single trade union in living memory and a series of ballots that smashed the anti-trade union laws, to win the landmark 13.5% pay increase.

The EIS Vision of the Empowered School

Ex-President Alison Thornton, then took to the floor to remind delegates that each and every action of the historic VEVT campaign contributed to its success and had laid the early foundations of the workload campaign too.

She went on to cite the early win of the two additional in-service days for this year freeing up some time for schools to identify drivers of unnecessary workload.

Alison quoted John Swinney who earlier in the year had told teachers, "If it adds no value to the learning of your pupils, don't do it."

She outlined the background to the emergence of the school empowerment agenda, including the EIS's role in shaping it to ensure a strong focus on teacher agency and empowerment, and equal footing for teachers with Headteachers and others in the school community in relation to decision making.

"Teachers as professionals need to have a stronger say in what matters to learning and teaching - what makes a difference to children's learning and what doesn't. And that needs to be listened to and acted upon in a climate of professional trust," Alison said.

She was clear that we now need to use the empowerment agenda to win the arguments in school, persuading

colleagues at all levels from student teacher to Headteacher, that the time has come to tackle workload in all of our interests.

Teacher Workload, Professionalism and Wellbeing

Carol Craig, founder and Chief Executive of the Centre for Confidence and Wellbeing, was next to address delegates. The acclaimed author drew on her many publications, focusing on elements she considers key to teacher empowerment, one being the culture and history of Scottish education. She highlighted the relationships between Scottish authoritarianism and associated the punitiveness within the education system that she and many others experienced, and levels of assertiveness and wellbeing among teachers.

She highlighted how humiliation, now known to be an identifiable Adverse Childhood Experience (ACE), was commonplace, almost encouraged, in her school days. She pointed to the use of the belt in Scottish schools as an example of authoritarianism, with Scotland being an outlier internationally. From the 1800s onwards, though many countries had banned the use of corporal punishment in schools, it remained prominent until the late 1900s in Scotland. She suggested that the legacy of this remains and requires to be addressed.

Dr Craig spoke of the duality, especially for women, of growing up in a culture of being held back, while being expected to progress, and the mixed messages women receive throughout life and career.



She explained that building resilience is vital in achieving empowerment. When moving from a top-down culture, teachers must find their ability to speak up, she said.

“EIS Reps are the foot soldiers of this campaign,” Dr Craig said. “There is power there and it needs to be harnessed.”

Importantly, practising assertiveness leads to improved health and wellbeing, she explained, and emphasised the importance of direct, clear communication. She pointed to the role of acknowledging and respecting others as a means of being assertive practitioners, and suggested that in some contexts it is okay to stay quiet, if staying quiet is a choice rather than a consequence of oppression.

Building Teacher Agency, Strengthening Teacher Leadership

Recently retired Head of Faculty of Education at Edinburgh University and FEIS, Professor Rowena Arshad gave the final keynote speech of the morning, focussed on agency and citizenship - professional and collective agency among teachers feeding into the promotion of active citizenship with pupils.

She highlighted the significance of the Time to Tackle Workload Campaign in the context of the empowerment agenda, this going to the heart of teachers feeling that they lack agency in decision making.

Elaborating on the point, she quoted Alice Walker “The most common way people give up power is by thinking they don’t have any.”

Professor Arshad stressed that teachers need to hold on to their professional values and identity; they cannot allow themselves to become passive consumers in the system. They need to understand who they are and who others around them are in order to effectively utilise their critical and collective agency. In using their critical agency, teachers need space for professional discourse, she said. This, in turn, builds collective agency whereby teachers are supporting each other and gaining more fulfilment in the job.

She went on to discuss teachers as active citizens and as promoters of active citizenship, either through their union activities or wider social justice campaigning. She said that teachers often ask how to get social justice front and centre, especially when silence on citizenship is endemic in the profession and in society, this silence being ideological in itself. Instead, she argued, teachers need to be brave by encouraging active citizenship – via pupils taking part in protests or debates – done creatively and in a way which fits with teachers’ own workload campaign and the school empowerment agenda.

“Teacher agency is much more fun to engage in as a collective exercise,” said Professor Arshad, “so choose to be part of the union, choose to be active citizens with the pupils, choose to make that collective change.”

Time to Talk Empowerment

Delegates had various opportunities to explore the many concepts that had been touched upon during the keynotes - rich discussion during question and answer sessions and networking breaks, and writing on the thought-board that collected delegate feedback throughout the day.

The afternoon session gave time and space to delegates to delve deeper into the relationships between workload, wellbeing, empowerment and teacher agency. Workshops on Working Time Agreements and School Empowerment were led by South Lanarkshire’s Joan Lennon and Ex-President Alison Thornton, together with a number of EIS Organisers and Area Officers, all of whom facilitated lively, informative workshop activity which left delegates inspired and looking for more.

The last words of the day were read from the poetry of three women with some poignant things to say about empowerment - Maya Angelou, Wendy Cope and Rupi Kaur - read by Erin Houston, Claire Greig and Mary Osei-Oppong, before light refreshments and a rousing musical performance from jazz band Brass Aye, were served up to give yet more power to the elbows of the EIS women heading back to their schools to lead the way on tackling on workloa ■



Taking Pride in Teaching LGBT+ Young People



On Saturday 25th January, EIS members from all over Scotland gathered at EIS HQ in Edinburgh for a professional learning event on implementing LGBT+ Inclusive Education, under the title 'Taking Pride in Teaching LGBT+ Young People.'

Members from across primary, secondary, early years and FE settings were joined by expert partners from the education sector and beyond. Across the morning, EIS members took part in workshops and seminars on the topic of making Scottish Education inclusive for LGBT+ learners, ensuring that all young people feel represented and valued in their schools and colleges.

The event was organised following a Motion passed at EIS AGM 2019, resolving that the Institute welcome Scottish Government guidance on LGBT+ inclusion and work with key partners to ensure that it is implemented in every school in Scotland. This builds on the EIS's established role advocating for inclusive education in Scotland over many years, including shaping policy and guidance at the national level.

The morning began with a keynote address from Suzanne Hargreaves, Senior Education Officer for Health and Wellbeing at Education Scotland, who chairs the National Steering Group for Relationships, Sexual Health and Parenthood (RSHP). Attendees heard

about international frameworks and standards which shape current policy on RSHP education for children and young people, including human rights approaches to LGBT+ inclusion and research demonstrating that young people who can access good RSHP are less vulnerable to risk-taking and exploitation. Suzanne also demonstrated evidence that young people are eager to learn about LGBT+ identities and experiences, and that it is vital schools are a safe and supportive place for this learning to take place.

Members took this opportunity to engage with the new national RSHP resource, available via <https://rshp.scot/>, which Suzanne promoted as the first cohesive 3-18 resource on this topic for teachers, learners and families. A lively Q&A followed, with participants raising the topics of how progress on inclusive RSHP can be made in denominational schools and how inclusive RSHP is recognised through school inspections.

Having gained this insight into national policy and guidance, attendees participated in a number of workshops led by partners from across the LGBT+ sector. In all of these sessions, members

were able to see resources for inclusive education up-close, being inspired to take ideas back to their classrooms and staffrooms.

Jordan Daly from the TIE Campaign (Time for Inclusive Education) led a workshop titled Getting Started on Curriculum and Classroom Content, which introduced participants to the various ways inclusive education can proactively tackle homophobia, biphobia and transphobia in schools and colleges. Making the distinction between being LGBT+ inclusive institutions and teaching LGBT+ inclusive education,

Jordan articulated the power of allyship while introducing participants to TIE's latest 'Moments' and 'Icons' resource packs which include links to Curriculum for Excellence and example lessons for a wide variety of subjects.

Stonewall Scotland Empowerment Programmes Officer Cat Telford led a workshop on Supporting LGBT+ Young People. This session focused practical approaches to inclusive education, emphasising the importance of a shared language which is understood and respected in order to have inclusive conversations about LGBT+ experiences

“young people are eager to learn about LGBT+ identities and experiences... it is vital schools are a safe and supportive place for this learning to take place.”

in education. This interactive session also encouraged participants to think about the intersections of various identities and people's experiences of discrimination, including how sexism, racism and homophobia interact and perpetuate each other. Attendees engaged with a variety of Stonewall resources for supporting LGBT+ visibility and inclusion in the classroom.

Caitlin Wood from LGBT Youth Scotland provided a lively workshop on Creating an LGBT+ Inclusive Curriculum, where members discussed the gaps in representation in the current curriculum and examples of good practice to ensure LGBT+ inclusion. Participants shared their observations of homophobia in schools and colleges, and discussed their own LGBT+ role models. The workshop closed with participants identifying opportunities within their own teaching practice to improve LGBT+ representation in line with Curriculum for Excellence, including highlighting LGBT+ characters in literature and key figures in LGBT history.

In all of these workshop sessions EIS members were able to consider their own next steps to make Scottish education more LGBT+ inclusive. The

partner organisations have extensive classroom-ready resources to support this, available on their own websites and via the EIS Professional Learning Blog.

EIS members themselves provided content for the day's final session, with an expert panel comprised of Adam Roy from Gowanbank Primary, Izzie Kerr from Dunbar Grammar School, and Steven Sorely from Mearns Castle High School. Each of these members outlined activities they had led to improve LGBT+ inclusion and representation in their own schools, including setting up LGBT+ Allies Groups in schools, supporting LGBT+ inclusive practices in early years and ASN settings, and supporting LGBT+ awareness activities across the year. The panel also talked about how they had addressed challenges around funding and senior management support for these activities, articulating that their own fear of negative reactions had sometimes been more of a barrier than external hostility.

In an energetic QA with the panel, members explored topics including how to meaningfully include LGBT+ identities in early years and primary teaching,

tackling family and community concerns about the representation of LGBT+ experiences, and how to support young people themselves to take ownership of LGBT+ inclusion activities in schools. The panel provided extensive advice from their own practice, throughout emphasising that a strong evidence base and asking young people about their own ideas were both essential to success. A full account

“fear of negative reactions had sometimes been more of a barrier than external hostility”

of this session, as well as links to examples and related resources, is available on the EIS website.

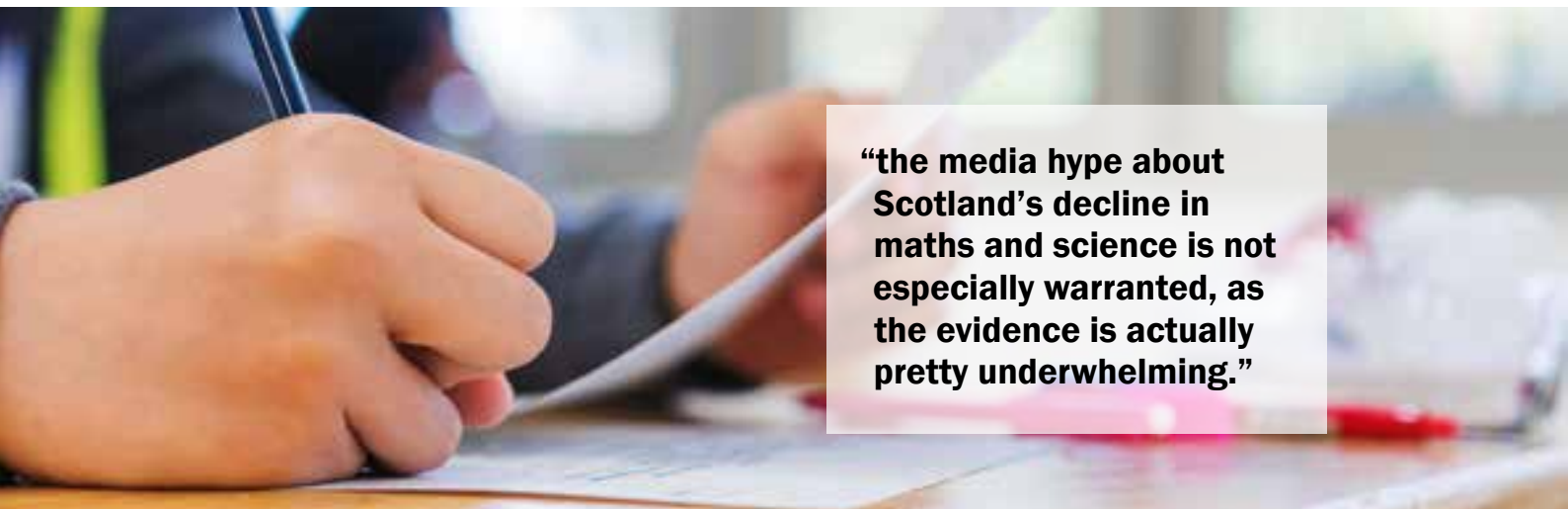
The event was closed by EIS FELA President and EIS Equality Committee member Pam Currie, who issued a call to action for members to form a community of practice on this topic and continue sharing and implementing their learning from today. Pam reminded attendees that, while the EIS will continue to engage with policy makers to support LGBT+ inclusion nationally, it is only teachers and lecturers who can collectively change hearts and minds by acting inclusively at the local level. ■



Further details about all the sessions at this event can be found on the **EIS website**, including resources and examples of best practice to inspire and support LGBT+ inclusion in Scottish education.

What do the PISA results tell us about Scottish education?

Co-authored by **Professor Mark Priestley** and **Dr Marina Shapira**, University of Stirling



“the media hype about Scotland’s decline in maths and science is not especially warranted, as the evidence is actually pretty underwhelming.”

December saw the triennial publication of the results of the 2018 PISA survey, including the much awaited country rankings in reading, mathematics and science. In Scotland, these results have been much anticipated, following the ‘PISA shock’ of 2015.

The 2018 results have shown a modest improvement in the reading score – from 493 in 2015 to 504, effectively bringing the country’s performance back to the levels recorded in 2006, 2009 and 2012 (but below earlier scores in 2000 and 2003). Scores in mathematics and science have remained stagnant since 2005, with marginal declines in performance (from 491-489 in Maths and from 497 to 490 in Science).

Inevitably, these results were used to score political points in the immediate run-up to the election. Deputy First Minister and Education Cabinet Secretary John Swinney tweeted:

“PISA has its limitations but Scotland’s performance in reading has risen sharply. Just 5 countries are now significantly higher than Scotland. The Scottish Attainment Programme started with an emphasis on literacy – the foundation of so much other learning. That is bearing fruit. (3 December 2019)”

The reaction to the results has been more negative in the media. Holyrood Magazine stated that, “Scotland’s score for reading improved in the latest PISA report, returning to a level similar to 2012 after a drop in 2015, but for maths and science there has been a decline in scores with each PISA survey since 2003 for maths and 2006 for science”.

According to the Sun, “Pupils are now performing slightly worse than they did before she [Nicola Sturgeon] started improving our school system. And the figures are clear that, despite the up-tick in reading, performance in maths and science has continued to fall.”

The Times has been similarly critical, stating that “performance levels in science and maths slipped to a record low in the Pisa test.”

So who is right? What do the PISA results tell us about Scotland? Is there really evidence of decline in standards, and can this be attributed to Curriculum for Excellence and the SNP, as many are claiming?

Prior to discussing the results it is important to note that the PISA study is based on a sample^[1] and as such the measures it produces have

sampling errors and therefore cannot be automatically generalised towards the entire population of 15 year old students in Scotland. Therefore, prior to describing a change in a PISA score in 2018 (compared to the previous years) as an ‘increase’ or a ‘decrease’, it should be first checked whether the change is statistically significant. ‘Statistical significance’ means that measures estimated from a sample can be generalised for the entire research population. We can never know a true population parameter unless the measurement is based on entire population. Yet, we can estimate the risk of making a mistake if we use the sample estimate. Usually 5% is deemed to be an acceptable level of risk. This means that we can be 95% confident that the estimates are true for the population.

Thus, the alleged ‘decrease’ in Maths and Sciences attainment in Scotland compared with 2015 is not statistically significant. In other words, the difference in numbers falls within the margin of error in this sort of survey, and the best that can be said is that there is no change between 2015 and 2018 in these subjects. Moreover, in international comparative terms, these performances

fall pretty much in the middle ground in the league table, suggesting an average performance by Scotland. Reading scores have increased from 2015 to 2018, but the difference is small, and also may be a one off fluctuation. To quote the recent UCL/IoE blog on the UK PISA results:

“But hold your horses before getting too excited. One good set of results is NOT a trend! And a swing of this size in PISA can simply be a result of changes in methodology.”

Thus, the media hype about Scotland’s decline in maths and science is not especially warranted, as the evidence is actually pretty underwhelming. Conversely, claims about boosts in reading are slightly more credible^[2]. While the scores have largely remained stable in recent years, there are some interesting nuances in the data. First, the claim that only 5 countries (Canada, Estonia, Finland, Ireland and Korea) have a better score than Scotland in reading is technically true, given the methodological caveats explained above. And yet Scotland is in a company of another 12 countries which have their reading scores in the same confidence interval (the interval where the true population parameter lies). Perhaps more remarkable is the fact that only three countries have reading scores for boys higher than Scotland (10 countries have reading scores for boys within the same confidence interval). However, Scotland is doing less well when reading proficiency levels are considered; quite a few countries with average reading scores lower than in Scotland have a higher proportion of students achieving reading proficiency level 5 or 6 (e.g. England, Slovenia, United States, Australia, Norway, Poland, Israel). Another interesting fact is that the socio-economic inequality gradient

(the amount of variation in the reading test score explained by the family socio-economic background) in Scotland is lower than the OECD average, but is similar to that in England.

Moreover, there are some trends over time which merit further comment. The first of these concerns the scores over time in reading. We can note that there was a sharp drop in the reading score during the 2000-2006 period and then stable results between 2006 and 2012, a drop in 2015 and then the score bounced back to the level of 2012. If we accept the 2015 result as a fluctuation (which may be a methodological issue), we can safely say that since 2006 there has been little change. Similarly in Maths, we can again see a sharp drop between 2003 and 2006 (well before the introduction of CfE) and similar scores (differences are not statistically significant) since 2006. The big decline in scores took place before the introduction of Curriculum for Excellence (and indeed before the period of SNP government), and therefore it is inaccurate to suggest (as many media outlets seem to be doing) that the decline is due to the current curriculum reforms.

Science is the only area where the drop in attainment might be attributed to CfE; here we see stable results between 2006 and 2012, then a sharp drop between 2012 and 2015, and then a slight (but not statistically significant) decline in 2018. It is not clear why this might be the case. We can of course speculate; changes to the specification of content, increased formulaic teaching to the test, lack of accessibility to triple science for the senior phase, and a decline in practical work are possible suspects. However, these are empirical questions, and we simply lack the detailed knowledge of the nature and

extent of these trends and their effects. Equally, the phenomena of declining scores in reading and maths between 2000 and 2006 need to be looked into, to increase our understanding of what might have affected attainment. As ever, these issues clearly flag the need for more research.

Another significant finding in the data relates to immigrant children. Educational attainment of immigrant children is often considered as an indicator of the success of immigrant integration. Here that news for Scotland is very positive. In reading, second generation immigrant students in Scotland performed higher than or similar to all OECD countries, with only Singapore of the non-OECD countries having a higher performance than Scotland (521). Performance among first generation immigrant students in Scotland was also higher than or similar to all OECD countries (509). The OECD average for second generation immigrant students was 465 and for first generation immigrant students was 440.

In maths, second generation immigrant students in Scotland (512) performed higher than or similar to all OECD countries, with only Singapore and Macao (China) of the non-OECD countries having a higher performance than Scotland. Performance among first generation immigrant students in Scotland (500) was also higher than or similar to all OECD countries in maths. In science, in 2018, second generation immigrant students in Scotland (502) performed higher than or similar to all OECD countries, with only Singapore and Macao (China) of the non-OECD countries having a higher performance than Scotland. Performance among first generation immigrant students in Scotland (509) was also higher than or similar to all OECD countries in science. It is not unusual for immigrant children to perform better than a country’s majority population children in STEM subjects. Yet, the fact that they are able to perform so well in Scotland might offer some insights into why native Scottish children are not doing equally well. One of the reasons could be a lack of interest and motivation, indicating an important area for the policy development ■

For the Scottish Government’s analysis of PISA results:

www.gov.scot/publications/programme-international-student-assessment-pisa-2018-highlights-scotlands-results/

[1] In Scotland the study was carried out in 107 randomly selected public funded and independent schools, with about 40 students being randomly selected from each school. Then schools exclude certain students from the sample, if they have additional support needs or language issues. This means that comparison of PISA results with the Government educational performance statistics should be done only with extreme caution, since the latter is produced for **all** students in **publically** funded schools in Scotland.

[2] Although we note that evidence that this is directly linked to CfE or other interventions such as the Attainment Challenge is limited at best.

This article is an edited version of a piece originally posted on Professor Priestley’s online blog:

<https://mrpriestley.wordpress.com/> - reprinted with permission.

Protect

the future of Further Education in Shetland



The campaign to keep Shetland College in public hands is gaining pace. The Ministerial Merger Business Case is due to go to Shetland Islands Council (SIC) imminently for decision on the recommendation from the College Shadow Board that all tertiary education in Shetland should be privatised.

The college is currently part of SIC, but a decision has been made to merge the college with Train Shetland (also part of SIC) and the North Atlantic Fisheries College (NAFC), which is an unincorporated college governed by a Board of Trustees. As such, the Shadow Board, set up by SIC and NAFC have recommended that the new college remains unincorporated and is registered as a private company limited by guarantee.

Although the NAFC is already a private entity, with industry funding many of the college courses directly, this would be the first time in Scotland when a public college has been transferred from public ownership and control into a private company. The new college would be an assigned college to the regional strategic body of the University of the Highlands and Islands, the only higher education establishment which is registered as a private company in Scotland and which does not recognise trade unions.

Privatisation would mean:

- The new college is not subject to the same level of Scottish Government oversight as the vast majority of other colleges throughout Scotland.
- It is not a public body, accountable in law to the democratically-elected Scottish Parliament.
- It is only liable if something goes wrong, up to the financial ceiling set when the company is formed (could be as little as £1 per board member).
- The private limited company has the ability to build up reserves, unlike incorporated public colleges, although the majority of funding will still come via the Scottish Funding Council i.e. tax-payers' money.
- It is not subject to reports being completed by Audit Scotland on their financial stability.
- It could not have the Board of Management withdrawn by Scottish Ministers if something goes wrong.

The main source of funding for the new merged college in Shetland will come from public monies. With that level of public funding, our college, students and staff deserve the security of knowing their education and jobs are

protected and that tax-payers' money is being effectively invested in the current and future educational needs of people in Shetland.

EIS-FELA members are calling on SIC to ensure that publicly accountable education is kept in public hands, The diversity of the curriculum and opportunities on offer to students should not be determined by financial considerations, but rather by educational interest.

EIS officers were in Shetland in January for the college JCC and to engage with the local community on the issue of privatisation. Over 150 signatures were collected in two days from members of the public.

There are various stages in the decision-making process before a final decision is made on the legal status of the new college, therefore there is still time to make sure this is not the first public college which heads down the slippery slope of privatisation!



Say NO

to the privatisation of education

Sign The Petition

EIS-FELA members are calling on you to sign the petition to oppose privatisation of further education. Get in touch to find out more or get involved in the campaign.

www.eis.org.uk/shetlandcollege

[#KeepShetlandCollegePublic](https://twitter.com/KeepShetlandCollegePublic)



**THE DIFFERENCE IS
STRIKING**
Statutory Ballot

EIS-ULA MEMBERS BACK STRIKE ACTION OVER PAY

As this SEJ was going to press, the news emerged that EIS-ULA members had overwhelmingly backed strike action in a dispute over pay.

The move to strike action follows on from a lengthy pay campaign and delivers on the ULA's commitment to fight for a fair pay rise for university lecturers. In every institution significant majorities were achieved, with an overall turnout of 52%. The ballot has allowed the voices of EIS lecturers to be heard. As this ballot was held on a disaggregated basis, however, potential industrial action will be focused on those Institutions where the highly restrictive thresholds set by the UK Government in its anti-trade union legislation, the Trade Union Act, were exceeded: Edinburgh Napier University, University of the West of Scotland, University of Aberdeen, Strathclyde University, University of Abertay and Glasgow School of Art.

EIS General Secretary Larry Flanagan commented, "EIS-ULA members have voted overwhelmingly for strike action in pursuit of a fair cost of living pay award. This action is a last resort, and results

from management's unwillingness to negotiate a fair offer. We continue to seek a fair negotiated settlement and even at this late stage, we hope that management will come back to the table and deliver a fair cost of living increase."

Mr Flanagan added, "Higher education lecturers have endured years of pay decline. Lecturers' pay has been cut, in real terms, by more than 20% over the past decade while the pay of University Principals has soared. Workload is increasing across the sector, placing ever greater strain on lecturing staff who are working harder and longer for ever-decreasing pay. Scotland's higher education lecturers are poorly served by UK level negotiations, but they have demonstrated in this result today, they are willing to take a stand and demand a fair pay deal, as has been achieved in Scotland's schools and in our colleges."

The results of the ballot and next steps were set to be considered shortly after this edition went to print. Please see the EIS website and EIS social media accounts for updates ■



Campaigning at Edinburgh Napier University



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EIS Organisers support Local
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Catching the Reading Bug

“I came (to Bookbug Sessions) because he didn’t have many words, I’ve been coming for a year now and I can see the difference in his language, he is mouthing out the words of the songs and he is using words he has never used before” (parent, case study)

If you’ve ever dropped into your local library or community centre and heard the familiar sounds of The Wheels on the Bus or Ally Bally drifting across the shelves, you’ve probably found yourself in the middle of a Bookbug Session. You might even find a session taking place in your school’s nursery and P1 classes. Run by Scottish Book Trust with funding from the Scottish Government and Creative Scotland’s Youth Music Initiative, Bookbug is Scotland’s universal early years book gifting programme, giving every child in Scotland four free bags of books between birth and five, while also running free story, song and rhyme sessions across the country.

Sharing songs, rhymes and stories with children from birth, and even before they are born, has a proven impact on their development. It supports speech, language and brain development, and also social and emotional skills.

There’s a wealth of research about the importance of rhythm and rhyme in supporting language and pre-literacy skills, but it can be easy to forget the impact that something as simple as singing and rhyming can have. That’s why Scottish Book Trust have created dedicated resources to support families and practitioners to share more songs and rhymes with children. Our website hosts a song and rhyme library with tips for sharing songs with children of different ages, and there’s also a free Bookbug app which makes it easy to share songs and rhymes on the go.

It’s also why we will be celebrating the role of songs and rhymes in the early years, and beyond, at this year’s Bookbug Conference in March. The programme will explore different ways in which songs and rhymes can support the essential early learning skills – numeracy, language development and acquisition – as well as the other important skills they facilitate, including empathy, understanding and bonding. Singing and rhyming also

boost wellbeing and support physical coordination and movement skills, while being a fun activity for children, families and practitioners to share.



Songs and rhymes are the ideal cross-curricular activity and we hope to showcase how these overlooked tools are an easy way to support learning. Our keynote speaker, Dr Sue Gifford, Principal Lecturer in the School of Education at Roehampton, will

be exploring how songs and rhymes can support early maths skills, with practical curriculum-linked examples. We will also be hearing directly from practitioners on how they have used songs and rhymes to engage with families and support home and school partnerships, as well as providing practical workshops looking at making songs and rhymes sensory and ideas for introducing them into your own setting.

To book tickets to the conference, or to access song and rhyme resources including the Song and Rhyme Library and the free Bookbug app, visit www.scottishbooktrust.com/bookbug

Instrumental Instruction in Scotland and the U.S.A



A Research Trip Building Communication and Comparing Methods

– by Page Scholar **Elaine Rietveld**, Instrumental Music Teacher, South Ayrshire.

Page Scholarship

Walter Hines Page was the U.S. Ambassador to London during World War 2 who left a sum of money to set up the Page Scholarship aimed at promoting communication between the U.S.A. and the U.K. I was lucky enough to be awarded a scholarship by the EIS. I travelled to Connecticut and Massachusetts with the aim of researching Instrumental Tuition within the state school system.



Background

I have worked as a Woodwind Instructor in Scotland since 1991 in several authorities. Instrumental instruction is generally offered by peripatetic Instructors at P4 for strings and P5/6 for woodwind and brass. Guitar, percussion and voice are available at secondary school and traditional instruments, including bagpipes, are offered in many areas. Secondary schools (and a few remaining primary schools) have class music teachers who teach keyboard, guitar, bass and drums, listening skills and composition.

Currently, instrumental instruction is under threat within the state school system in a way that is unprecedented. Instrumental tuition has been provided free of charge through the state school system in Scotland since the mid-1970s. Over the last decade of political austerity charges have been creeping into the service and a quarter of all instructors made redundant. Charges vary around the country from free lessons in Dundee and Glasgow to charges of £500 during 2018-19. Musical talent can be found in any and all areas of Scotland, but these charges ensure that mainly wealthy pupils learn. Most areas offer financial assistance, but as instructors we know

that many potential pupils are instantly lost to us when money is mentioned. It was with this background that I decided to research what happens in the U.S.A.

State Schools in Guilford, Connecticut

Students in Guilford attend Baldwin Middle School for fifth and sixth Grade (10-12 years old) after Elementary school. All pupils in this school have to join a band, string orchestra or choir and provide their own instruments. They then have a musical ensemble every day, either as a full rehearsal or in sectionals.

Carol Fonicello is an amazing, energetic and highly motivated Band Director who was very helpful and open to my visit, and who will hopefully visit me in Scotland. Carol and her assistant Stephanie Haddon have a remarkable set up at Baldwin.

On my first visit I was amazed to see one hundred Fifth Grade students playing in a music room which is huge, tiered and very well equipped with working stands, spare instruments if required and a whole array of percussion instruments. Carol uses a microphone to ensure that all the students can hear her and

Stephanie helps students who need music, an instrument or any help. The students were attentive and keen to please their band leader and the Scottish visitor!

After Baldwin Middle School, students move on to Adams Middle School for 7th and 8th Grade (ages 12-14). At this stage students can opt-out of some band classes to attend study hall if they want more time to complete their homework or if they are struggling with school work. Pupils are also free to stop playing in band or orchestra if music is not for them. Most students do not have individual lessons at this stage so the majority are learning in the class.

The sectionals in this school were quite large, with three groups of about 28 pupils arranged by the school according to gender, friendship groups and other subjects rather than by musical instrument, which must make the detailed work harder for the teacher. The rota runs over 6 days, with sectionals interspersed with a 'Big 7' or a 'Big 8' where the whole year play together.

I also met University Educator Warren Haston, who was in school to observe a trainee teacher. He informed me that

teachers spend four years at University peer teaching in first year, team teaching in second and third year and working with a band director in school in fourth year teaching band, jazz band, choir and orchestra. The final placement lasts 7 weeks and the last week is full-time.

Warren mentioned that music classes in the U.S. are generally grouped by ability, but in New England and the West Coast, classes are generally mixed ability, making it harder to teach and for students to advance.

After Baldwin Middle School, students attend Guilford High School for Grades 9 to 12 (age 14 to 18). Out of a school population of 1100, 500 pupils play an instrument in school band or orchestra or sing in a choir. There are two large wind ensembles for all students in the school (50 in each band), an advanced wind ensemble (entry by audition), two orchestras - a string orchestra and an auditioned symphony orchestra, and an auditioned jazz band. The majority of students in the auditioned groups have private instrumental lessons outwith school but less than half of the other instrumental students do. The band rooms are huge and well equipped and the theatre, which the music staff fought to get, resembles a professional theatre.

Neighborhood Music School, New Haven, Connecticut

Thirty minutes from Guilford is the home of Yale University, New Haven. The Yale Alumni class of 1958 left \$25 million to the city to be used to provide free music tuition to local school students. The money was used to build the Neighborhood Music School where individual and group lessons take place. Lessons and groups are also held in local High Schools after the school day to encourage the cluster middle schools to play music together. I visited a small wind

ensemble at Wilbur Cross High School which was being led by three music teachers and three music students from Yale School of Music.

I also attended a rehearsal of the advanced wind ensemble at the Neighborhood Music School. This was a wonderful group of enthusiastic students (most of whom had played for more than five years) conducted by Mark Gahm. They rehearsed Afterlife by Galante and Nitro by Frank Titchieli. The Galante was full of tricky, florid passages while the Titchieli contained lots of cross-rhythms which were very challenging. Both pieces were interesting and well played. The students were again very welcoming, friendly and interested teenagers.

Sommerville, Boston

Sommerville is an inner-city area of Boston which is undergoing gentrification causing rents to triple and forcing teachers to move out of the area. I met Richard Saunders, Head of Music Services, at the Kennedy School, Somerville who informed me that under the Reagan Administration in the 1980s urban middle schools were closed and students studied from Kindergarten to 8th Grade (about 14 years old) before attending High school. This K to 8 system was intended to help city children socialise but it has many downsides and musically it has caused the High School bands to suffer. Students went from studying the arts three or four times a week to once a week.

The general music curriculum is more focused on listening than performing in the earlier stages, with 'Musician of the Month' providing a focal point to study Jazz, Blues, Pop, Classical, Latin music. There is a bigger emphasis on different genres of music in this more multi-cultural area, including folk music and West African music.

Students can start learning an instrument from 4th Grade but it is not until 7th and 8th Grade that all pupils must play an instrument or sing in a choral group (two years later than Guilford). This tiered learning approach causes many challenges for the teachers who use a variety of musical notation to make sure everyone can play. Staff also write separate band parts for each pupil to make sure that everyone can participate.

Lessons Learned

The systems in the U.S.A. and Scotland are quite different in many ways making it hard to compare them. The Guilford school system is quite amazing and the amount of music performance that is happening in schools is inspiring. Guilford has very high taxes (Council Tax) however, so even though these are state schools, they may only reflect this one district.

Sommerville is a less wealthy area with lower taxes than Guilford and the system is quite different. This leads me to suspect that every State, maybe even every school district, is different.

My research visit was a fabulous experience which has left me very motivated in my own teaching and with some new found friends who I hope will visit Scotland one day.

Everyone was very welcoming, friendly and helpful and I am very grateful to the EIS and the English-Speaking Union for this scholarship.

Many thanks to Ali, Alfie and Evie Day who made it all possible. Thank you also to Robin Beck-Miller, Dave Tomaszewski and Jess Zander in Boston. Thank you to my American colleagues Carol Fonicello, Mark Gahm and Rick Saunders for kindly helping me to organise this trip and by responding with enthusiasm 🍀



Application forms are now available for the 2020/2021 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

The value of the EIS Page Scholarship is £2,400 which gives the Scholar the opportunity to travel widely in the USA. Besides being EIS members, applicants must also have taught for at least 5 years.

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

The closing date for submission of applications to the Education Department is 2 March 2020.

Professional Registration for Professional College Lecturers



EIS-FELA President Pam Currie explores the latest developments in the path to GTCS registration for Scotland's FE college lecturers.

College lecturer registration with GTCS has been a long-held aim of the EIS. With the return to national bargaining in 2015 one of our key priorities was to tackle the casualisation and deskilling of the college workforce and to ensure properly resourced provision for TQFE and lecturer CPD – GTCS registration is a key part of this.

The College Lecturer Registration Working Group was established as part of the 2017 Agreement – the outcome of our 'Honour the Deal' campaign on pay and key national terms and conditions. As part of the Agreement, both sides committed to GTCS registration with a target date of April 2019.

For the EIS, lecturer registration is not about us 'becoming professionals'. We are professionals – we are highly skilled, trained not only in our subject area or vocational discipline but also as teachers of diverse and often vulnerable adults and young people. Registration does not change our jobs, rather it recognises – for the very first time – our professional status.

Registration will bring change to the sector. It sets down a challenge to the sector to look seriously at how we approach learning and teaching and how we use our professional standards (and they are our standards as lecturers – not management's, not the GTCS', not the government's). It challenges us to be empowered and to take decisions about our own professional learning and development – again our CPD for our benefit and that of our learners. And in setting down this

challenge to us as lecturers, registration sets down a challenge to the whole sector. Registration brings challenges for colleges and for the Scottish Government, starting with the need for real investment in TQFE and lecturer CPD. With hundreds of experienced, qualified lecturers leaving the sector after mergers, a third of lecturers now sit on lengthy waiting lists for TQFE courses due to a combination of access being blocked and not enough capacity in the system to cope with demand.

Registration recognises the key contribution that our college sector makes to the Scottish education system – the lynchpin between school and

university and central to closing the attainment gap, whether offering real opportunities and alternatives to young people in the senior phase or providing Further and Higher Education that is genuinely accessible to communities from Galashiels to Stornoway.

Most of all, it recognises the lecturers at the centre of this system – not instructors, not assessors – but empowered, professional lecturers.

There are hurdles ahead and questions to be answered – the working groups are underway and EIS reps will be visiting branches to update on our work in the coming months. At present, registration is only open to those with TQFE (or

an equivalent schools' qualification like PGDE). This will change with new registration categories created – no one will lose their job as a result of registration – but it will take time to register all 7,000 college lecturers in Scotland. From today though we urge all who can register immediately to do so – register now to support our professional recognition.

“we urge all who can register immediately to do so”

“Registration recognises the key contribution that our college sector makes to the Scottish education system”

As a trade union we have fought hard for our pay and T&Cs. We fought successfully for national bargaining because we believed that lecturers doing the same job in different colleges, in different parts of the country, deserved to be treated in the same way. We continue to fight for management to 'honour the deal' and implement Agreements consistently across the country. But we also fight for the bigger picture of the college sector we want for our students and of the college sector we want to work in. We have been the Cinderella sector for too long. Our students deserve to be taught by skilled, qualified, empowered professionals – and we deserve recognition ■



Big ideas in the Wee County

Clackmannanshire recently welcomed Bill Ramsay on his first regional visit as EIS President comprising a whole-day programme in the Wee County.

The busy day started in Alva Academy. After a brief chat of welcome with Headteacher Scott McEwan, we were joined by EIS Organiser Eilidh Porrelli and visited a number of EIS members around the school. The photo credits are Eilidh's.

First, Shiona Finn described the special relationship that exists between the school and Macmillan Cancer Care. Bill heard of the school's status as the largest non-corporate donor to the charity.

Next, we proceeded to Jamie Miller's Higher Art class, whose quality of work and willingness to engage confidently also impressed. From here on, Eilidh took some photographs which were later tweeted on the Institute's Twitter page.

Then we proceeded to Home Economics teacher Linda Millar's room. Bill noted that our Home Economics department is fully staffed, though the national staffing picture in the subject is far from being so positive. We had a far-reaching professional dialogue on learning for



sustainability, breadth and depth of curriculum and interdisciplinary learning and the role of Home Economics in forging strong interdisciplinary links.

Finally, we were welcomed by Sarah Henderson's S3 Modern Studies class. Bill's own professional background is as a Modern Studies and History teacher and he engaged with the class on the topics of leadership and trade union and political activism. A very enjoyable experience for all participants.

After a light lunch, there was a visit to Primary School Support Services unit attached to Park Primary. There was an opportunity to join the unit on the short walk to the Bowmar Community Centre for a vigorous P.E. lesson. On our return

to Wendy Cowan's classroom, the pupils displayed some of their work, including artwork inspired by Rodin's Penseur sculpture.

Bill then proceeded to a cordial meeting, at the Council offices in Kilncraigs, with CEO Anne Pearson (who is not only an EIS member but a Fellow of the Institute and a former union activist).

Finally there was a High Tea for reps at the Dunmar House Hotel, where Bill spoke about the continuation of the National Value Education, Value Teachers campaign to tackling workload issues.

Donal Hurley, President of Clackmannanshire EIS local association

THE GREAT EIS END OF YEAR QUIZ 2019 BY TANTALUS ANSWERS

Section 1

2019 - Were you paying attention?

1. China
2. Vietnam
3. Felicity Huffman
4. The Tiger Who Came To Tea
5. 75
6. Chuka Umunna
7. Samoa
8. Motsi Mabuse
9. John Humphreys
10. Sir Lindsay Hoyle



Section 2

That's Entertainment

1. The Jam
2. Susie Dent
3. Scott Joplin
4. Greg Rutherford
5. Emily Blunt
6. Fast and Furious
7. The Sega Dreamcast
8. The BBC
9. Vienna
10. The Kitchen

Section 3

Food and Drink

1. Mojito (from M&S)
2. Waldorf Salad
3. Mexico
4. Blackcurrants
5. Basil
6. Chickpeas
7. Three
8. Shetland
9. Alsace
10. Port

Section 4

The Lyrics Round

1. Sucker / Jonas Brothers
2. King / Years and Years
3. Shallow / Lady Gaga and Bradley Cooper
4. Underneath the Tree / Kelly Clarkson
5. Happy / Pharrell Williams
6. Can't stop the feeling / Justin Timberlake
7. Hello / Adele
8. Walk Me Home / Pink
9. Something just like this / The Chainsmokers and Coldplay
10. Roar / Katy Perry

Section 5

And finally...It's a Name Changer

1. Peking
2. Constantinople
3. New Orleans
4. Marathon
5. York
6. Opal Fruits
7. The Ford Sierra (accept Sierra)
8. Leningrad
9. Formosa
10. The Millennium Dome

Quiz winner: Keith Gilroy, Edinburgh



Conservation charity, the Scottish Seabird Centre, opens new marine Learning Hub

One of Scotland's leading marine conservation and education charities, the Scottish Seabird Centre, has opened their all-new Learning Hub as part of a major refurbishment project that aims to bring the wonders of Scotland's marine habitats and wildlife to life. Supporting national and global conservation and education goals, the Learning Hub will provide a more engaging and flexible space for inspiring and educating visiting schools, youth and further education groups. Given the Centre's coastal location the opportunities for outdoor learning will also continue to be maximised.

The Scottish Seabird Centre team has been working in partnership with Glasgow Science Centre for 18 months to transform all aspects of the five-star visitor experience and educational resources at the Centre.

Launching the new hub, with young people from the Centre's Wildlife Watch Group, East Lothian Provost, John

McMillan said, "The Scottish Seabird Centre has been a key part of East Lothian's tourism and education offering for nearly 20 years. The new Learning Hub offers a high quality and flexible space that can be used by both East Lothian schools and residents, and those from further afield. It is a creative learning environment where people can connect with our marine environment and the threats, such as climate change that need to be tackled. I congratulate the team on the transformation that is taking place."

Fran Clarke, Education Officer at the Scottish Seabird Centre said, "I'm absolutely delighted with the transformation of our education space. It creates a much brighter, colourful and flexible Learning Hub that meets the needs of a wider range of age groups, from primary to

life-long learning. The colours help connect our indoor activities with the outdoor marine and coastal environment that is such a key part of our learning approach. We will also be able to use our refreshed Discovery Experience to support our learning activities too. It's a very exciting time for us."



In keeping with the organisation's role as a leading conservation charity, all of the furniture from the old education classroom has been given to Zero Waste Dunbar, a non-profit Social Enterprise based in East Lothian which aims to keep good things in local circulation, rather than sending them to landfill.

For more information about the Scottish Seabird Centre, visit www.seabird.org

Super Fun Quiz

1. The last words of which rock and roll star were said to be 'I'm going to the bathroom to read'?

2. Farmer's daughter Ann Hathaway was said to have married which English playwright?

3. In fashion, which 'L' is a common name for blue denim jeans?

4. In Italian cooking, which 'T' is a ribbon-shaped pasta?

5. Cyprus is an island in which sea?

6. What were the first names of 'The Kray Twins'?

7. Which 'MW' is the second largest galaxy in the Local Group and contains our Solar System?

8. Montgomery is the capital city of which US state?

9. Llyn Llydaw and Glaslyn are lakes on which UK mountain?

10. A word, phrase, or sequence that reads the same backwards as forwards is known as a what?



Answers Page 30

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Medium

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

Sudoku

Hard

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

CROSSWORD 108

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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: Discards garden buildings (5)
- 4: Dressing bovine animal around artist is an absurdity (7)
- 7: Saw commercial become mellow (5)
- 8: Piteous hog eating nothing alongside new soldier (8)
- 9: Silly grandmother hiding in mines regularly (5)
- 11: Inept act modelled for next to nothing (8)
- 15: Dance enthusiast died before topless ballroom dance (8)
- 17: Assemble a church service (5)
- 19: Loud noise round South Africa and Uruguay by king reptile that's fearsome (8)
- 20: Local entering in the style of foreign character (5)
- 21: Bake that is chewy chocolate cake (7)
- 22: Care for shark (5)

Down

- 1: Very ace style of music generation for drama serial (4,5)
- 2: Conscripts listen in a way with suspicion at first (7)
- 3: Lads can put right outrageous wrongdoing (7)
- 4: Choose boy, say, for outdoor meal (6)
- 5: Intense study in craftsmanship (6)
- 6: Musical instrument found in part of Glamorganshire (5)
- 10: Argue once horribly, producing champion (9)
- 12: Postpone judo production after a discontented run (7)
- 13: Fashionable rave wild about dazzling entrance for raider (7)
- 14: Abstain from initially eating strange sweet (6)
- 16: A bit each (6)
- 18: Second gibbon tooth (5)

Crossword 107 Answers



Answers Super Fun Quiz (p29)

1. Elvis Presley 2. William Shakespeare 3. Levi's 4. Tagliatelle 5. Mediterranean
6. Reggie and Ronnie 7. Milky Way 8. Alabama 9. Snowdon 10. Palindrome





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