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Looking ahead

With the long-running Pay Attention campaign, which consumed so much time and energy for everyone involved, now behind us, the focus of the EIS main body can now move onto other issues. With the institute's sovereign decision-making body, the Annual General Meeting, set to meet shortly in Aviemore, the EIS will be setting its priorities for the year ahead.

While the issue of teacher pay is settled for the current year, there are many other issues requiring to be addressed. The pay dispute was a symptom of the chronic under-funding of education over many years, something that still must be addressed to ensure a bright future for Scottish education.

Commitments to employ more staff and to reduce class-contact time have stalled, with serious implications for schools, teachers and pupils. No action has been taken to reduce class sizes, while the growth in the number of pupils with an identified additional support need has not been matched by any increase in the number of specialist staff available to offer support.

All of these issues require to be tackled, and they all require additional investment from government and local authorities if they are to be properly addressed.

The results of the recent national EIS member survey, published last month and profiled in this edition of the SEJ, laid bare the extent to which Scotland's teachers are propping up the Scottish education system. From hours of additional unpaid work, to voluntary running of extra-curricular activities, to spending their own money for resources for classes and food for pupils...Scotland's teachers have been under-writing the Scottish education system for many years.

This situation is not sustainable. The cost of living crisis, largely the result of the Westminster government's mismanagement of the UK economy, continues to have a profound impact on public services and on the living standards of public sector employees. In the context

of persistent high inflation, soaring food and fuel prices, and continuing increases in mortgage and home rental costs, teachers are simply no longer in a position to continue to cover the gaps created by under-investment in the education system.

And it is not just in our schools where these challenges remain. The financial squeeze continues to impact on the funding of Further and Higher Education too.

Core funding for learning and teaching in F&HE continues to be under threat, while pay disputes in both sectors continue to roll on as lecturers fight for a fair pay settlement that reflects both the value of their work and the realities of the cost of living crisis. Jobs are under threat too, particularly in the Further Education sector where questions over poor management and governance and a lack of financial transparency continue to compound the challenges that the sector currently faces.

And in the independent sector, where industrial disputes are extremely rare occurrences, we have seen the result of the shameful actions of the management at Hutchesons' Grammar School in Glasgow. A sham consultation process, the deployment of 'fire and rehire' tactics to force teachers onto inferior pensions, and a belligerent refusal to engage with staff through trade unions to address legitimate concerns have led to the first programme of strike action in the school's long history – also, as far as we can tell, the first such strike action in any independent school in Scotland.

These are not easy times for Scottish education, its teaching professionals and its students. It is not so very long ago that the Scottish Government proudly proclaimed Scottish education as its number one priority. Sadly, that commitment has not been matched by action in terms of investment in our education system. The EIS will continue to work collectively to keep the pressure on politicians to live up to their words and to honour their commitments. Scottish education deserves nothing less.

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Council looks ahead to AGM and next campaign priorities

The May meeting of EIS Council, the final one of this session, was a relatively low-key affair in comparison to recent meetings. Council looked back at the long-running Pay Attention campaign and ahead to the EIS's next campaign priorities for the year ahead. With the Annual General Meeting set to take place in early June, Council also looked ahead to the motions and Amendments set to be debated by AGM delegates in Aviemore.

Executive

President-elect Paula McEwan (Inverclyde) reported on the work of the Executive Committee. The Finance Sub Committee had recommended a 5% increase in membership subscriptions, rather than the application of the usual formula (i.e. increasing subs in line with increases in teacher pay scales) which would have resulted in a 7% increase for the year. The President Elect also told Council that the Strategy Sub-Committee would meet, prior to AGM, to discuss the next campaign priorities for the EIS – focused on funding of education and including elements of key priorities including workload, teacher numbers, class sizes, ASN, and pupil behaviour. There will be a soft launch of the next campaign at the AGM, with a plan to get materials into schools before the summer.

Salaries Committee

Des Morris, Salaries Convener, said that Council members would be aware of the ballot result in relation to the 2022/2023 pay agreement, announced at the last Council, and the issues related to the payment of back-pay. The majority of Councils failed to make back-pay payments in the last financial year. The EIS did write to all local authorities urging them to pull out all the stops to ensure teachers received their back pay in the same financial year, and the EIS has advised members on the process for

reclaiming overpayments from HMRC, said Mr Morris.

On class contact time, Mr Morris told Council, “We were advised by the Scottish Government that their manifesto commitment on the reduction in class contact time is now on-ice. We must begin to exert maximum pressure on the Scottish Government for this commitment to be delivered, and fiercely resist any attempt to back down from or water down this commitment.”

On pensions, Mr Morris said that he wanted to advise Council on the current situation regarding the pensions dispute at Hutchesons' Grammar school. “There is currently a full-scale assault on the terms and conditions of teaching staff at Hutchesons'. Scottish Government Ministers have, so far, been notably silent in their comment on the situation at Hutchesons,” he said.

Education Committee

Convener Susan Quinn told Council that the Committee continues to have a range of workstreams around education reforms and we have submitted our contribution in relation to the different areas. “We encourage members to engage in the different reviews as they come out, but we are aware there are significant time restraints in relation to this that can become problematic.

“The EIS continues to be aware, in terms of the Hayward Review, that one size doesn't fit all. High-stakes exams and the pressure associated with

them is not in the best interests of all young people. We have to be mindful of workload implications for our members, but we also are acutely aware of the opportunities to deliver a qualifications process that works better for the young people of Scotland,” said Ms Quinn.

Employment Relations Committee

Susan Slater, Vice Convener, told Council, “Our last meeting was the most difficult Employment Relations Committee that I have ever sat on, as there were 57 applications for benevolent assistance – an unprecedented number, that reflects the current impact of the cost-of-living crisis on our members. 55 grants were approved, totalling £158,000. This time last year, the committee considered 14 cases.”

Equality Committee

Convener Nicola Fisher told Council that planning for the Equality Fringe at AGM is progressing, where the hope is to have a lively event including music.

The Committee received an update on the EIS sample survey on LGBT+ discrimination in educational establishments, the findings of which will inform future EIS work in this area.

The EIS participated in the recent NEU “Free School Meals for All” conference, an invite having been extended in recognition of the EIS's prominent stance and important campaigning on this issue.

Motions

Council approved motions on a range of matters including: EIS health & safety support for members (Mover: Andrew Fullwood, Glasgow); electronic voting in internal EIS elections (Mover: Tom Britton, Edinburgh); campaigning for electronic voting for elections and industrial action ballots (Mover: Alison Murphy, Edinburgh); death in Service support (Mover: Alison Murphy); reviewing procedures for national office bearer elections (Mover: Claire Robertson, Edinburgh).

EIS Office Bearers



Andrene Bamford
Current President



Paula McEwan
President elect



Allan Crosbie
Vice-President elect

The new President elect is Paula McEwan, a primary teacher from Inverclyde. Paula became the Local Association Secretary for Inverclyde in 2017. Ms McEwan is a long-standing member of Council and has served on Executive, Education and Salaries Committees. The new Vice-President elect is Allan Crosbie, a Principal Teacher of English at James Gillespie's High School. He is a current member of Executive, Salaries and Equality Committees. Both Ms McEwan and Mr Crosbie will formally assume their new roles at the AGM in June, when Andrene Bamford will move into the post of Ex-President.

Guide to the AGM

The 2023 Annual General Meeting (AGM) of the EIS will be held in Aviemore for the very first time. Taking place at the Macdonald Aviemore Resort from Thursday 8th June to Saturday 10th June, the theme for this year's event will be “Stronger for Sound Education.” This will also be the very first AGM with Andrea Bradley as General Secretary, having taken up the post in August last year.

The AGM is the main decision making body of the EIS. AGM instructs Council, which in turn instructs the committees of the Council.

Around 350 members of the EIS including the Office Bearers, members of Council and delegates from Local Associations and Self-Governing Associations (EIS-FELA and EIS-ULA) are eligible to attend and vote at the AGM.

Here we describe the key events that take place over the course of the AGM and the order of business for this year's conference.

The Formal Opening Session

This session embodies the traditions of the Institute which was founded in 1847. The President, Andrene Bamford from East Dunbartonshire, welcomes the guests from kindred organisations in the United Kingdom and Ireland, together with other trade union and official guests, before giving her retiring address.

Then the Convener of the Board of Examiners presents the members who have been admitted as Fellows of the EIS.

The incoming President (Paula

McEwan, Inverclyde) and Vice-President (Allan Crosbie, Edinburgh) will then be introduced to the meeting and make short speeches.

First Business Session

This session is extremely important as it is where the AGM are able to review the work of Council and its committees over the past twelve months. This work comes before the consideration and debating of motions dealing with new policies.

Consideration of Motions and Amendments

The remainder of the AGM is taken up with debating the motions and amendments which have been submitted by Council, Local Associations and Self-Governing Associations. The outcome of these motions will determine the priorities and work of the EIS in the year ahead. The motions and amendments are grouped into subject headings and blocks of time are allocated to motions under each heading.

This year there are 75 motions to be debated as follows:

- 22 on Education matters;
- 5 on Employment Relations matters;
- 14 on Equality matters;
- 12 on Salaries matters;
- 22 on Organisation matters.

Fringe and Other Events

The EIS holds a number of fringe events at the AGM, offering the opportunity for external organisations to speak to delegates in order to raise awareness of key issues.

Work, Rest, Play

Wellbeing is a central part of the equality agenda - caring for ourselves and our community can be a radical act! This fringe event will be an opportunity to reflect on the importance of rest and play for workers' and activists' wellbeing and to put both into practice, in a positive and uplifting shared space.

Staying Campaign Strong

There will also be a fringe event entitled ‘Staying Campaign Strong’ featuring EIS General Secretary, Andrea Bradley. It will examine the success of the Pay Attention campaign and how we build on this as we organise for our campaign for fair funding for Scottish education.

Further information on the EIS AGM, including a full list of motions to be debated, will be available on the EIS website www.eis.org.uk. Regular updates will be posted on the AGM section of our website, Facebook, Instagram and Twitter accounts throughout the event, so that members can keep updated as resolutions are agreed.

STUC Congress Report 2023

The 126th STUC Annual Conference opened on Monday 17th April 2023 in Dundee Chaired by President Pauline Rourke.

There was a strong EIS delegation this year which included EIS President and delegation leader Andrene Bamford.

There was a packed three-day agenda where delegates debated over 100 motions and emergency motions, and the EIS delegation made valuable contributions to the debates in several motions throughout.

Henry Kilgour spoke first from the EIS delegation on composite motion B in support of maintaining trade union rights. They remain under attack and further threat from the Westminster Bill which must be defended at all costs.

Past President Heather Hughes spoke in support of the motion on long-covid, reminding delegates that teachers staffed school hubs in the early days of lockdown to allow other essential workers to work and sections of the economy to continue functioning. Furthermore, teachers were in schools mixing in large numbers under different mitigations to the rest of society, many months before restrictions were lifted across the country, teachers were at risk and at work. Nuzhat Uthmani, Chair of the Glasgow BAME Network spoke in support of the motion on online abuse and shared candidly, hers and colleagues' experiences of suffering horrific racist online abuse while carrying out parts of their teaching roles on decolonizing the curriculum. Eddie Burns debated on motion "The Freedom to Disconnect" describing various platforms like Google Classroom and Seesaw which keep educators switched on long after the workday ends.

Nicola Fisher then moved the first of the key motions for the EIS, motion



27 "Poverty and Education" urging the Scottish Government to put more financial resources towards reducing poverty and the attainment gap. The motion passed comfortably. Mark Smith spoke in support of motion 28 "A better Deal for Workers" reminding delegates of the impossible task of completing a teacher's workload in the contractual 35 hours. Sheila Waddell debated in support of the motion on schools and Public Library Services which passed.

On day two, President Andrene Bamford spoke on the second key motion for the EIS, composite B "Fair Taxes to Fund Public Services" saying, "We need more transparency of Scottish Government spending while schools and all public services are struggling with the strain of underfunding". Furthermore, Mick Dolan supported composite D "The Cost of Living Crisis" reminding delegates that the people elected to look after us make political decisions that keep the poorest poor.

Adam Sutcliffe supported composite E "Defend Cultural Workers – Public Funding for Creative Industries," telling those gathered, "Music is quite simply joyous, working-class young people who get the opportunity to play music can change the world with their talent. Cuts to the arts are a cut to life blood". Anne-Marie Harley of EIS-FELA gave a rousing speech in support of composite I "Public Sector Pay Strategy, "We [FE] are the Cinderella service and we should not be funded on buttons!"

Susan Quinn then spoke on the EIS's third key motion of congress, amended motion 41 "Public Sector Budgets and Resourcing of ASN." She said, "To plan for and support children with additional support needs and the teachers who teach them, we simply need more funding!".

Past president Carol Thorpe approached the podium to speak in support of free period products closing the EIS contribution on day two of Congress.

Day three continued apace with plenty of contribution from the EIS delegation. Adam Sutcliffe rose to the podium again supporting composite N on anti-racist workplaces, Susan Quinn on motion 99 "Afghanistan and Women's Education" and again on behalf of General Council on amended motion 111 "Referendum Third way" which was withdrawn, and a GC statement was adopted.

There were a number of emergency motions once the main business had been worked through. Nick Cimini of EIS-ULA approached the podium in support of sister Union UCU and emergency motion 3 "University Marking and Assessment Boycott and Punitive Deductions" Urging all to support UCU in their fight. EIS-FELA's Anne-Marie Harley moved emergency motion 4 "Fighting for The Future of FE" by asserting that "FE is an essential service for those experiencing barriers to education and it must be invested in and protected from cuts". The motion was carried.

Susan Quinn took to the podium for the final time at Congress to eloquently move emergency motion 6 "Fighting for Teachers in Hutesons' Grammar School" outlining that management at Hutesons' are forcing their teaching staff to give up their membership of the Scottish Teachers Pension Scheme and into an inferior defined contribution scheme using the tactics of fire and rehire. The rallying call was to support Hutesons' EIS and NASUWT members in their fight to reverse management's decision which drew applause from those gathered in the delegation hall.

Teachers at Hutesons' commence strike action over 'fire and rehire' pension cuts

Teachers at Hutesons' Grammar School commenced a programme of strike action over the school's enforcement of damaging contractual changes to teachers' pension entitlements. The strike on Friday the 19th of May, is believed to be the first ever strike action at an independent school in Scotland.

Hutesons' Grammar school issued 'fire and rehire' letters to teaching staff over the Easter holiday period, dismissing teachers from their contracts and telling them to sign new contracts, with inferior pension provision. Any teacher who declined to sign the new contract would no longer have a job at the end of the school year.

Commenting, EIS General Secretary Andrea Bradley said, "Teachers at Hutesons' Grammar School are taking strike action for the first time in the school's history in defence of their



contractual terms and conditions."

Ms Bradley added, "The school's actions throughout this process have been shameful – the management of the school have demonstrated that they do not value the views and contributions of Hutesons' highly dedicated and highly professional teachers."

Ms Bradley added, "Hutesons' is a school with a long and proud history, with many former pupils now holding

prominent positions in society. The recent actions of the school, however, reflect extremely poorly on Hutesons', are damaging the reputation of the school and, by forcing teachers into strike action, are also now impacting on the learning experience of pupils at Hutesons' Grammar. The school must now think again, reverse its course, and reinstate teachers with their previous contractual terms and conditions."

Take part in Send My Friend to School's new schools campaign, Let My Friends Learn, suitable for all students aged 7-18

The Educational Institute of Scotland is a member of the Send My Friend to School coalition, who campaign to demand a quality and inclusive education for all children across the globe. This year's schools' campaign teaches young people how to use their voices to raise awareness of the importance of education in emergencies such as conflict, climate change, and the aftermath of COVID-19.

Send My Friend to School reaches around 250,000 children a year who come together to demand that every child receives the right to a quality education, a right that does not end in times of emergencies.

Send My Friend to School's free campaign pack has everything you need to run the campaign in your school, whether you have twenty minutes or want to create an entire scheme of work. It promotes education as a lifelong process - encouraging students to learn



about their own society, participate in a diverse and inclusive global movement, and develop skills and knowledge to democratically influence their MSPs.

Above all, the campaign shows young people that they have a voice, and that they are the most powerful advocates there are for the rights of all children to a quality education.



Join thousands of other children across Scotland, Northern Ireland, England and Wales who are coming together to say Let My Friends Learn. Download the free campaign pack here <https://act.sendmyfriend.org/campaignpack2023>

Education reform

Are we there yet?

With summer approaching and school trips on the horizon, many of us will be preparing to hear the repeated cries of ‘Are we there yet?’. And with the raft of consultation documents emanating from proposals for Education Reform, we might be forgiven for asking the same question ourselves.

The recommendations made in the OECD Report in 2021 and the Muir Review in 2022 seem like a distant memory, whilst the promise of reduced class contact time in the 2021 SNP Manifesto for Change has yet to be honoured. But with the outcome of the National Discussion now overdue and the Hayward Review scheduled to report later this month, teachers and lecturers across Scotland are waiting anxiously to find out whether the Scottish Government has been listening to their voices through the reform process, and crucially, whether it will now act to implement the systemic and cultural change necessary to deliver inclusive and equitable education for all children and young people in Scotland – and to address the unsustainable levels of workload which teachers and lecturers continue to bear.

The Interim Report, published by Professor Louise Hayward’s Independent Review in March, might have provided some grounds for cautious optimism about proposals for reform of Senior Phase qualifications and assessment. Refreshingly, the report echoed many of the concerns which the EIS has long cited as the ills of the current system – the problematic nature of the three year exam treadmill, with its ‘two term dash’ and related workload drivers; the impact this has on quality, depth and breadth of teaching and learning; the monocular focus on exam attainment and the associated data being used inappropriately to ascribe value to learners and to schools; a narrowing of options for learners, particularly those who can achieve outwith the ‘academic’

mainstream; and the impacts of socio-economic inequality on learning and on outcomes.

In outlining a model for reform, Professor Hayward is clear that these issues must be addressed and proposes the introduction of a Scottish Diploma of Achievement (SDA). The SDA is designed to recognise a broader range of achievements across three elements – learning within individual subject areas, personal development and learning in an interdisciplinary context – and provides the potential for assessment to be more aligned with the aims of the curriculum than current arrangements.

In responding to the consultation, the EIS has highlighted that the success of the SDA will be dependent on the form and content of each specific component, their inter-relationship, and the coherence and cohesion of the Senior Phase as a whole – as well as on its impact on reducing teacher workload. At this stage, it is unclear whether the proposed structure of the SDA will attach relative weighting to each area but it is evident that without a concerted effort within the system and within society to shift cultural attitudes, the current focus on qualifications and attainment data has the potential to exert a dominant influence to the detriment of the two more innovative and inclusive areas.

If reform is to be meaningful, we cannot allow this to happen. We must learn from the past. The fact that the original design principles for the current Senior Phase were intended to facilitate largely two-year courses with examinations upon exit and that these were never implemented sends a salutary warning as to how ingrained the exam-centric culture, and its associated data-drive, is. It is crucial that the current reform process reflects carefully upon how and why the original CfE Senior Phase design principles did not translate into practice; and that there

Teachers and lecturers across Scotland are waiting anxiously to find out whether the Scottish Government has been listening to their voices

The SDA proposal has the potential to make a bold statement that, in Scotland, we value much more in education than academic success measured by exam passes

Unless teacher voice is truly at the heart of governance arrangements, particularly of the new qualifications body, then the culture shift and professional trust needed to rebuild the current broken system and deliver meaningful change, will not materialise



are safeguards within a reformed system to prevent a recurrence, whilst protecting the flexibility necessary to include all learners and accommodate their specific needs in context.

In re-affirming the principle of certification for all, and in giving formal recognition to achievements across the four capacities – or whatever might replace them as the synopsis of the purposes of the curriculum – the SDA proposal has the potential to make a bold statement that, in Scotland, we value much more in education than academic success measured by exam passes. However, the extent to which the SDA can go beyond making a statement and can actually contribute to effective system and cultural transformation will be determined by the clarity of its purpose, its integration into the wider system and the value attributed to it by those who seek to achieve it and those who use it. Much will rest on resources.

Aligning with the key principles highlighted in the EIS response to the National Discussion, effective implementation of the SDA must be underpinned by:

- the allocation of proper funding – for additional staff, for teacher time, and for CLPL within the working week,

as well as for reduced class sizes, reduced class contact time and ring-fenced resourcing to meet the rising level and severity of additional support needs if all young people are to be supported to achieve an SDA that reflects their individual achievements;

- a cultural shift, away from performativity to one rooted in principles of quality education and empowerment, where teacher professional judgement is trusted and valued; and
- lastly, notwithstanding the EIS’s determination to see significant change in the system, it will require rational, achievable timelines for implementation which prioritise change in a measured and balanced way, with ongoing decision-making processes inclusive of all educational stakeholders and communication clear at all stages.

As we await the outcome of these important consultations, work continues at pace on the Education Reform Delivery Boards, tasked with shaping the new national agencies to replace Education Scotland and the SQA. In representing members’ views, the EIS has shared concerns that unless teacher

voice is truly at the heart of governance arrangements, particularly of the new qualifications body, then the culture shift and professional trust needed to rebuild the current broken system and deliver meaningful change, will not materialise.

We continue to argue for greater transparency and separation between accreditation and regulation, and the awarding function of the new qualifications body, stressing the imperative for independence in the former.

And with legislation promised within this Parliamentary session, we await the government’s response and continue to advocate for the vision espoused by members during the National Discussion – a vision of an education system, which is properly resourced, with social justice, equity, inclusion, equality and diversity at the heart, and in which the professionalism of teachers is truly respected.

Are we there? Not yet but the EIS is signalling the route.

Pay Attention campaign critical amidst cost of living crisis

Survey findings on the cost of living crisis

During 2022 RPI inflation rose to 19.9%, a 40-year high, which saw workers across Scotland struggling to make ends meet. Whilst this inflation was not attributed to wage rises, as real wages within the UK have been steadily falling for more than a decade, workers were none-the-less told to shoulder this burden as they have before. More recently Huw Pill, the Chief Economist at the Bank of England has said:

“Somehow in the UK, someone needs to accept that they’re worse off and stop trying to maintain their real spending power by bidding up prices, whether through higher wages or passing energy costs on to customers. What we’re facing now is that reluctance to accept that, yes, we’re all worse off and we all have to take our share.”

This is not the view of the EIS. We believe strongly that poverty is a political choice, and that no worker should accept less money for more work.

As members will be aware the EIS surveyed its school-based members in December 2022 into the beginning of January 2023. This data collection has become a routine and important part of our member engagement, and our evidence gathering for Scottish Government, COSLA and other education stakeholders.

We have now published the survey report in full, with many of the findings painting a very troubling picture of what is happening to the teaching profession in Scotland. High levels of prolonged stress, a crippling workload and insufficient resourcing for Additional Support for Learning are unfortunately the headline figures from the 2023 survey, and from many of the member surveys carried out following the introduction of austerity policies.

However, there was one area of the survey that wasn’t so familiar – the section on the cost of living crisis. This data highlights how important the Pay Attention campaign was, and the urgency that was needed to address the real terms decline in teacher pay.

Over 16,000 school-based members completed the survey. This represents a third of our school-based membership, providing a very reliable data set

When asked 50% of respondents said they were starting to struggle or were worried about paying for their rent or mortgage, and a further 13% said that they were already struggling to afford the roof over their heads. 65% said they were starting to struggle or were worried about their weekly food shop, and almost a quarter of respondents said they were already struggling to afford running a car.

70% said there has been some impact, or a significant impact on their ability to pay for wellbeing activities. This is especially concerning when considered alongside the poor health and wellbeing reported by EIS members in this recent, and previous surveys. Whilst tackling workload and increasing ASL resourcing is the key priority to improve member wellbeing at work, it is also vital that members are able to take part in leisure activities to help them recover during their precious down-time.

The cost of living crisis also further entrenched inequalities as disabled members (who were 4% of respondents) were more likely than all other groups to notice a significant impact across all areas of living costs (apart from childcare). There wasn’t a considerable difference for members who identified as a woman, and this may be attributed to the fact that the vast majority of total responses, and a significant proportion of all teachers are women.

Members were then asked if they were having to cut back on or go without a range of social activities and seasonal spending. As the survey was open from the end of December, and this is usually a time of increased spending demands, the EIS was eager to see if the cost of living crisis affected their Christmas holidays as well as their ability to spend on leisure activities.

A fifth of all respondents said that they are having to go without spending on social activities, and 29% said that they are having to go without spending on holidays. Additionally, 76% said they had to cut back on Christmas presents for friends and family this year.

When asked, only 1% of respondents said that they have had to use a foodbank in the past six months. This is a small percentage but it amounts to 160 of the teachers who responded to the survey- a worrying picture. The number is slightly higher for members who identified themselves as disabled, as 4% said they had used a foodbank in the last 6 months.

Of those who said they had used a foodbank in the past 6 months the majority, 79%, said they had done so for the first time. This shows that whilst the number of EIS members who have used the services of a foodbank are small, they were forced into using this support for the first time as a result of the cost of living crisis.

The EIS has also been aware of increasing numbers of teachers using their own money for classroom supplies since austerity policies were introduced after the last financial crash. When asked if they spent any of their own money to buy food, clothing, school equipment, or pay for pupils that they teach so they don’t go without, the vast majority, 69%, said yes. Only 31% said they did not use their own money to support pupils.

70% said there has been some impact, or a significant impact on their ability to pay for wellbeing activities

With the number of children living in poverty continuing to rise it is once again falling on schools, with dwindling resources to plug the gaps in many young people’s lives. However, it is simply not sustainable for teachers and those working in schools to continue to subsidise the Scottish education system. Whether it is physically subsidising the resources for the classroom or supplies for individual pupils, or indeed by working so many additional hours that the system does not support itself without them, it is simply unsustainable.

When asked if the cost of living crisis has affected their spending on classroom resources, 51% said they spend less because they can no longer afford it, and 15% said they spend more because of greater need.

All EIS members should be proud of our collective campaigning efforts to mitigate the worst impacts of inflation and the ideology that postulates that workers should simply absorb the economic and financial shocks caused by unbridled corporate greed, propped up by complicit political decision-making that does not put citizens first. We must continue our solidarity to members who are still undertaking industrial action on pensions, pay and working conditions. We do not, and will not, accept these attacks on workers’ rights. We must continue to stay strong in the fight for proper investment in public services, and fair pay and conditions for ourselves as teachers and lecturers, and for our fellow public sector workers. We must build on the successes of the Pay Attention campaign to push for a quality education system, rooted in social justice and equity, as the cornerstone of our whole society. Our collective attention needs to once again turn to this.

What impact has inflation has on your ability to pay for any of the following monthly costs?

	No impact	Some impact – I’m starting to struggle or am worried about paying for this in the coming months	Significant impact – I’m struggling to afford to pay for this	Not Applicable
Rent/Mortgage (14,788 total responses)				
All Respondents	26.1%	50.4%	12.9%	10.5%
BME	20.2%	49.8%	20.5%	9.5%
Women	25.9%	50.6%	12.4%	11.1%
Caring Responsibility	22.7%	53.7%	16.1%	7.6%
Disabled	22.6%	45.7%	23.2%	8.5%
Weekly Food shop (14,749 total responses)				
All Respondents	16.7%	65.1%	16.1%	2.1%
BME	13%	59.8%	24.1%	3.1%
Women	16.5%	65.6%	15.7%	2.3%
Caring Responsibility	12.1%	65.4%	21.1%	1.3%
Disabled	11.8%	58.3%	28.7%	1.3%
Clothes for self and/or children (14,709 total) responses				
All Respondents	25.0%	49.2%	19.0%	6.8%
BME	19.6%	45.4%	26.2%	8.8%
Women	24.5%	49.6%	19.1%	6.8%
Caring Responsibility	17.1%	55.8%	24.3%	2.8%
Disabled	19.6%	43.6%	30.5%	6.2%
Childcare – including afterschool clubs and wraparound care (14,646 total responses)				
All Respondents	19.6%	14.6%	7.9%	58.0%
BME	21.1%	16.8%	12.9%	49.2%
Women	18.6%	13.9%	7.6%	59.8%
Caring Responsibility	22.4%	25.2%	14.8%	37.7%
Disabled	19.1%	9.8%	10%	61%
Running a car – including petrol, tax and insurance, and maintenance costs (14,805 total responses)				
All Respondents	13.4%	57.7%	23.4%	5.5%
BME	9.9%	49.4%	31.9%	8.7%
Women	13.2%	58.7%	22.5%	5.5%
Caring Responsibility	10.4%	57.5%	28.4%	3.7%
Disabled	8.9%	46.3%	34.1%	10.7%
Wellbeing activities – therapy sessions, gym memberships, wellbeing classes and apps etc. (14,778 total responses)				
All Respondents	14.5%	35.7%	34.1%	15.8%
BME	9.5%	34.5%	42.8%	13.3%
Women	13.5%	35.7%	34.6%	16.2%
Caring Responsibility	10.5%	32.4%	41.7%	15.3%
Disabled	8.7%	27.4%	51.5%	12.3%

Lecturers fighting for fair pay



Left with no option, following months of frustrating negotiations, EIS-FELA members, across Scotland's 26 Further Education colleges, began a campaign of action short of strike (ASOS) in pursuit of a fair pay award.

College lecturers should have received their 2022/23 pay rise in September 2022. The EIS-FELA lodged a claim for a £5000 consolidated salary uplift in August of last year. It took several meetings of the NJNC before college employers sent their representatives into negotiations with a paltry 2% offer. One that was swiftly rejected by EIS-FELA negotiators.

Despite the results of a consultative and statutory ballot, once again, making clear the willingness of the EIS-FELA membership to engage in industrial action, college employers have failed to return to the table with an offer that can end the dispute. The second offer made by the employers' side amounts to 7% over two years – split into 3.5% for each year.

Following widespread engagement with its membership and conscious of the impact of strike action nearly every year for a decade, the EIS-FELA executive has sought to leverage pressure on college leaders through the use of industrial action short of strike. This action is taking two forms – a resulting boycott, where student results will not be shared on college systems, and a work to contract, where lecturers will now no longer engage in tasks that are not contractual. If no resolution on pay can be found, the EIS-FELA Executive reserves the right to call members out on strike action in August 2023.

Negotiations are ongoing at the NJNC, and the EIS-FELA remain completely committed to a negotiated settlement on pay, however, the further education sector as a whole is in a growing crisis.

On the same day that ASOS began, the Scottish Government announced the withdrawal of £26million additional funding that had been allocated to FE colleges in October 2022. The withdrawal

of this money has left colleges with a flat cash funding settlement, which amounts to a pay cut as inflation continues to remain stubbornly high. Although the £26 million figure would not have alleviated the financial pressures on the sector, its withdrawal is a retrograde step and one that was condemned publicly by the EIS. The Scottish Government have put colleges to the back of the line in terms of priorities by withdrawing additional funding, all at a time where they are attempting to boost their credentials in addressing poverty.

EIS-FELA branches at the two largest colleges in Scotland, City of Glasgow and Edinburgh colleges, are fighting back against compulsory redundancies, with management in both colleges falling far short of the expected levels of consultation and negotiation with trade union representatives. As the SEJ goes to print, strike action is suspended at Edinburgh college, whilst the local branch seek to negotiate ways to avoid management engaging in unnecessary disruption for the sake of a handful of

posts. At City of Glasgow, the college management are attempting to force through up to 100 compulsory redundancies and face the prospect of widespread strike action prior to the end of the academic year. In both cases, the management of these colleges must step back from the brink, return to the negotiating table and discuss meaningfully alternatives to compulsory job losses that will significantly damage further education in Scotland's two largest cities.

With the funding outlook bleak across the sector, more colleges are beginning to raise the prospect of compulsory redundancies. Across the country, local EIS-FELA branches will seek to resist such moves and further local industrial action remains a possibility in the new academic year.

Now more than ever, the six demands of the EIS-FELA Fighting for the Future of Further Education campaign must be addressed by college leaders and the Scottish Government. Managed decline of the sector will only seek to further damage the educational opportunities for the communities across Scotland that colleges serve. Action is required on governance, funding, pay, workload, quality teaching and learning and fair work.

Colleges open up a route for individuals and communities to gain new skills, qualifications and engage with lifelong learning. Many people have and continue to have their lives changed for the better through access to quality further education. College leaders must stand up for the sector and their staff, simply passing on cuts is a dereliction

of leadership. The Scottish Government must step up and value colleges and the committed lecturing workforce within them. Students, lecturers and communities deserve so much better.

The EIS-FELA is fighting for the future of further education and will continue to campaign for pay, alongside its other demands in the coming months. They do so with the full support and solidarity of the EIS behind them.

**FIGHTING
FOR THE
FUTURE
OF FURTHER
EDUCATION**

EIS-FELA members told of compulsory redundancies at City of Glasgow College

Members of City of Glasgow College senior management has informed EIS-FELA representatives that the college workforce will be reduced by up to 100 through the use of compulsory redundancies. The Principal, Paul Little, who found time to travel to Tartan Week in New York last month, was not present and has never met with union reps about the proposed job cuts.

City of Glasgow's senior management has begun a (minimum) 45 days' consultation period on compulsory redundancies. Also confirmed at the meeting is that the College's Board of Management has not seen the detail of the business case, but yet has agreed a "direction of travel" that includes up to 100 individual members of staff losing their jobs. The majority of these are teaching posts.

Senior management stated that the Board has not been told of, nor have they asked to see, the workforce strategy

which sits alongside these short-term proposals. As such, those governing the college appear not to have oversight of how the educational provision for students at City of Glasgow College will be affected by these cuts.

An EIS-FELA rep said, "We were given no prior sight of what college management have stated is a substantial business case behind the proposals to make up to 100 staff redundant. It is ridiculous that trade union representatives are supposed to be in a legal consultation process when we have not even seen the detail of this proposed restructure.

"We do not believe there is a genuine need for these redundancies nor that a genuine consultation process has yet been planned, let alone opened. Even the flimsy details that have been provided, relating to the selection criteria and the proposal of the basic statutory redundancy payment for affected staff, are completely unacceptable.

"We are wholly opposed to all public sector funding cuts and within Further Education, job losses, cuts to courses and cuts to learning provision risk widening inequality and the poverty related attainment gap. Meanwhile, there is money being extracted from this College that is not directly related to teaching and learning within Further Education in Glasgow.

"Instead, public sector funds are being re-routed towards commercial interests and for the benefit of individuals other than students and lecturers. The people of Glasgow expect better from a public sector institution."

EIS-FELA has confirmed that they are seeking legal advice as industrial action at City of Glasgow College ramps up with specific, targeted, actions including lecturers refusing to cover for staffing cuts that have already been made.

Still not recovered: The campaign to recognise Long-Covid as a disability

What were you doing this time two years ago? For some of us, life almost appears to be back to 'normal' – the restricted life we experienced through the Covid-19 pandemic a distant memory. But for others, this is far from the case; the pandemic is not over, Covid-19 infections persist, and the easing of restrictions for some, particularly for the most vulnerable, has only resulted in additional precautions and heightened anxiety. And, for people suffering from Long-Covid, their experience of a presumed new normal is greatly impacted by their symptoms.

In this article, we look at some of the impacts of Long-Covid on work, and the basis for the campaign to recognise Long-Covid as a disability.

The scale of the problem

In August 2021, 970,000 people in the UK self-reported having Long-Covid, and in January 2023, this had risen to 2 million people. In Scotland, University of Edinburgh research has estimated that around one in 50 has suffered from lasting illness after contracting Covid-19, with a study from the University of Glasgow finding one in 20 suffering Long-Covid.

Older women from communities that disproportionately experience deprivation were at higher risk, as were people who already suffered from respiratory issues, or conditions that include fatigue.

Many people who contract Long-Covid recover fully, and relatively quickly. However, a significant number of people experience varying symptoms that linger, for weeks, months and years after contracting the virus. Long-Covid

is an umbrella term for all these longer terms and lingering effects experienced after contracting Covid-19. For most people, the symptoms will fluctuate, but commonly include:

- fatigue
- cognitive dysfunction
- difficulty breathing

People will experience these issues differently depending on their existing symptoms and circumstances, including the impact of their daily activities and their ability to rest and take regular breaks. Unfortunately, we know fatigue related problems and 'hidden' disabilities are not very well understood by employers, which may make it more difficult to negotiate successfully for reasonable adjustments.

'Disability' - a protected characteristic

The Equality Act (2010) is the legal basis which protects against discrimination arising from a person's protected characteristic, such as whether they are disabled. Within this legislation, a person is considered disabled if they have:

- a physical or mental impairment,
- which has a substantial (which has been held to mean 'more than minor or trivial') and long-term adverse effect,
- on their ability to carry out normal day-to-day activities.

This definition includes both physical and mental conditions and variations, as well as fluctuating conditions (such as menopause). In most cases, 'long-term' means 12 months or more, however people with cancer, HIV and multiple sclerosis are considered disabled from the point of diagnosis.

'Normal day-to-day activities' are understood as activities that people do on a regular basis in their everyday life as opposed to work, e.g. climbing stairs, getting in and out of a car, or reaching and bending.

Long-Covid and work

The Scottish Intercollegiate Guidelines Network (SIGN), who provide clinical guidelines for the NHS in Scotland, define Long-Covid as symptoms lasting more than 4 weeks after contracting the virus. However, it is not until 12 months of suffering that, currently, it can be considered a disability.

The implications of Long-Covid, for individuals, for the workplace, and for wider society, are not yet fully understood. The Office of National Statistics Long Covid Report published in March 2022, found that the occupational prevalence of self-reported Long-Covid was highest among education workers.

A 2023 Trade Union Congress Report on Long-Covid at Work found half of respondents suffering Long-Covid believe they contracted Covid-19 at work. Half of the 3,097 people surveyed were not given any or all of the changes needed to return to work, and half were not given the changes they required to manage their job. Respondents reported being treated unfairly, being questioned on whether they really had Long-Covid and about the impact of their symptoms.

Adjusting to the impact of Long-Covid

Sometimes there is a disagreement with the employer about whether the worker would 'qualify' as disabled. However, the employer's duty to not discriminate means that if they could suspect that a



A significant number of people experience varying symptoms that linger, for weeks, months and years after contracting the virus

person 'may be' disabled, reasonable adjustments may apply. Employers should respect the dignity and privacy of the worker, when considering whether a person may be disabled, and they should not wait for confirmation before putting in place reasonable adjustments for a person – where it can be reasonably assumed that the person is disabled. The focus should be on meeting the needs of the worker, rather than scrutinising their ability. There should be no need to await a formal Long-Covid diagnosis (which may be difficult to obtain), before the employer puts appropriate support in place that might help.

Making moves in recovery

The EIS subscribes to a social model of 'disability' which understands that a person's disability is caused by the way society is organised. As most of society is organised and structured for people who are not disabled, this excludes and causes barriers to disabled people. The solution, therefore, must be to remove any barriers so that disabled people can participate equally in society and in work.

Reasonable adjustments will be key to enabling workers who suffer from Long-Covid to participate at work. However, despite the NHS definition – it is not

yet recognised as a disability. This will undoubtedly impact the ability of workers to make the case for adjustments to be put in place, despite the duty on the employer to support their health and safety and dignity at work – and the duty to proactively implement measures that will prevent discrimination of disabled people.

Furthermore, the evidence cited above highlights the higher prevalence rate of the virus in education workers, and therefore the potential for disproportionate impact by Long-Covid. In Scotland, there are interesting developments which may help recognise this. Mark Griffin MSP is proposing a Scottish Industrial Injuries Council Bill, which includes Long-Covid as a workplace injury. The STUC Disabled Workers Committee is working to support this proposed bill as it develops.

Long-Covid is a workplace issue, affecting many, who are suffering in silence. To ensure we protect workers affected, we can educate ourselves and others about the symptoms, and demand better from employers, as well as join in the call for recognition.

COVID-19



Education trade unions show the power of LGBT activism

This article is part of a series sharing learning from the EIS's visit to the Australian Education Union and Sydney WorldPride 2023.

Take Pride
in Teaching
Worldwide



"In a world that is seeing increasing backlash to the advancement of LGBTI rights across contexts, education trade unions must stand in solidarity with our own LGBTI members, our students and their families, and the broader LGBTI community. LGBTI rights are a human rights issue and importantly, are a union issue."

Haldis Holst, Deputy General Secretary of Education International

Education International (EI) is the global voice of education trade unions, working to defend the right to education, represent workers in the education sector and amplify our voices within international policy spaces. As a member of EI, the EIS was invited to join international colleagues in Sydney for WorldPride 2023, contributing to the global conversation on the advancement of lesbian, gay, bisexual, transgender and all other sexuality and gender diverse people's rights.

The labour rights movement emerged in response to oppression, inequality, and abuses of power – for all workers to live, and to live well. At the core of trade unionism is collectivism, and building solidarity across movements is the key to us standing stronger together, advancing rights for all. The wins of marginalised groups are wins for us all, and their fight must therefore also be ours. We simply cannot afford to lose progress in any equality area, as this risks allowing the growth of the far-right to inhibit all of our ability to live well and authentically in the future.

Far right movements have always attempted to stir up hatred to divide and conquer, attempting to undermine the power of collectivism and freedom of expression. The scapegoating of LGBT people is sadly nothing new, however its narrative and pathways may appear different today. As more and more progress is made in some areas – backtracking may as swiftly occur in others.

Reflecting on the current state of play

Opportunities such as Pride should be used to demonstrate our solidarity and re-commit to embedding LGBT rights across education, and trade union efforts, throughout the year.

As part of the EIS's visit to Sydney WorldPride, EIS President Andrene Bamford and EIS National Officer Selma Augestad took part in the Diversity in Education Conference organised by New South Wales Teacher Federation, a branch of the Australian Education Union. Reflecting on the conversations had at the conference, Mel Smith Deputy Secretary and LGBTQIA+ Officer said:

"We are very pleased to have taken the opportunity of Sydney WorldPride to create a platform to bring education trade unionists together to discuss LGBTQIA+ matters in schools. The conference provided us with the opportunity to raise the profile of LGBTQIA+ inclusive education in our classrooms and educational settings and provide the space for members to reflect on where they and their workplace is up to in relation to creating safer spaces for LGBTQIA+ teachers, students, and their families."

The EIS held a workshop at the conference which explored the progress made thus far in realising the Scottish Government's national requirement for LGBT inclusive education (rolled out from 2021), and some of the challenges that remain.

Mel Smith continued:

"The conference allowed us to reflect on the gains won over many years, while also being alert to the fact that these gains can be too easily eroded by those with agendas of hate and fear. Current examples of both circumstances allowed us to reflect on where we are in the spectrum of progress and what we can learn from others, around the country and the world, to ensure that our own path to equality, freedom, dignity and respect can be successfully achieved and maintained."

One such example of gains being challenged, was provided by our American colleagues from the National Education Association (NEA). Hilario Benzon, Associate Director at the NEA Centre for Racial and Social Justice told us that:

"The National Education Association (NEA) believes public schools are places where everyone is welcome and every student deserves a safe, just, and equitable learning environment. that prepares them for their future."

However, many of our LGBTQIA+ students and educators are scared, anxious, and feel threatened. Students and educators across the country are reporting hostile and hateful environments in their schools and communities.

So far in 2023 across the United States, we are tracking over 960 pieces of LGBTQIA+ related legislation introduced or pending in the 2023 legislative session – over 750+ of which have harmful impacts on the LGBTQIA+ community."

The situation in the US will sadly be familiar to many of us across the pond, as unfortunately, homophobia, biphobia and transphobia remain a significant issue also in Scotland. An LGBT Youth Scotland's 2022 survey¹ found that the number of LGBT young people in Scotland who feel happy with their life has fallen drastically since 2012 (from 66% to 37% and to only 28% for transgender participants). If we are not ourselves LGBT, these are our pupils, students, colleagues and comrades.

The EIS believes that all pupils and students have the right to learn, and teachers and lecturers have the right to work, in an educational environment that is free from discrimination, where the rights of all are equally upheld.

Trade union solidarity

Stressing the critical role trade unions can play in halting the pushback on LGBT Rights, Hilario Benzon said, "NEA is leaning into our core values and asserting the purpose of public education, calling out bad actors for fueling divisions, and calling for collective action to provide solutions to the real issues facing public schools. At NEA, we work on creating a public school system that honors, supports, and values all students and all educators, and encourages them to stand proud in their authenticity. The hearts, minds,

wellbeing, and joy of our schools, our educators, our students, our communities are at stake."

Trade unions and LGBT rights activists have a long history of solidarity and joint campaigning in the UK – from NALGO's (predecessor of UNISON) winning through strike action in defence of a gay member who had been victimised, to the mutual solidarity of Lesbians and Gays Support the Miners, to the role of trade unions in organising to repeal 'Section 28' – a piece of legislation preventing schools from talking about LGBT relationships.

The rollout of LGBT inclusive education in Scotland is an exciting opportunity to further embed the human rights of LGBT people in Scotland. As well as having human rights², children's rights to an identity must be respected, as should, their right to privacy, and to have their views heard in matters affecting them. However, the commitment comes at a time of increased LGBT hate crime reports, and divisive media rhetoric leading to misinformation about LGBT rights. It is clear that we must continue to press for Scotland to deliver on its promise of progress.

Taking Pride in Teaching

"Being a delegate at the World Pride Human Rights conference was a once in a lifetime opportunity to listen to speakers from all over the world on inclusion and diversity. Listening to the lived experiences of LGBTQIA+ people from every continent, and hearing of the persecution and crippling inequality that is still faced by members of the community was something that, once heard, can never be unheard."

One of the most inspirational speeches was by Victor Madrigal-Borloz, UN Independent Expert on protection against violence and discrimination based on sexual orientation and gender identity. He shared some very harrowing experiences of trans people in South America. But he concluded his speech by stating, "Until we're all free, none of us are free." This was a message that really resonated with me and gave me deeper resolve to ensure that in the trade union movement, we must not stop actively seeking to be truly inclusive until every member feels free and safe to have their voice heard."

- Andrene Bamford, EIS President 2022-23



The EIS's time in Australia reinvigorated delegates' shared solidarity with global LGBT rights and affirmed the role trade unions must play in taking forward the equality agenda. The EIS will shortly release a new booklet entitled 'Taking Pride in Teaching: The Power of LGBT Inclusive Education'. This guidance offers advice for EIS members on how we can play our part by helping to create safe, supportive and inclusive educational settings, which allows everyone to thrive.

To find out more about EIS LGBT equality work, and to join the EIS at Pride events near you, visit:

www.eis.org.uk/equality/lgbt
www.eis.org.uk/lgbt/prideevents2023

Time for Equality

The equality agenda is at the heart of the trade union movement, and Equality Representatives can play an essential part in building momentum for local action. Today, across Europe and further afield, a rise in far-right organising targeting and scapegoating marginalised groups, necessitates sustained and unified trade union solidarity action.

Currently, Equality Representatives have no statutory rights to time off, training or facility time, unlike their trade union, health and safety and learning representative colleagues. The lack of time greatly impacts the ability for trained Equality Reps to utilise their skills and expertise to take the equality agenda forward.

No time like the present

From an equality perspective, it may seem like there are two polarised forces – progress in one area is sadly sometimes followed by pushback, or even political backsteps on other rights.

For example, on the one hand we are witnessing a rise in reported anti-LGBT hate crime, and on the other – a national commitment to, and requirement for the delivery of LGBT inclusive education. Implementing LGBT inclusive education will make an enormous difference to the lives of lesbian, gay, bisexual, transgender and other people who are sexuality or gender diverse, and foster a more equal society.

At this time, as trade unionists and educators, we must meet the many challenges in front of us, head on. In Scotland, there are many opportunities available that will further the equality agenda and if we grab them whilst they are 'live', our efforts will go a long way in halting the seeping influence of hateful and divisive rhetoric and actions that seek to divide us.

Such an opportunity presents itself through the work ongoing to embed anti-racism in education. The Anti-Racism in Education Programme (AREP) is developing, providing increasing professional learning opportunities such as the Building Racial Literacy Programme, and is working towards a recruitment target to meet the ambition of 4% Black, Asian or Minority Ethnic (BAME) teachers by 2030.

The current context gives ample weight to the argument for facility time for Equality Representatives, who would then be instrumental in ensuring that national commitments are delivered locally.

Equality Representatives play an important role in keeping equality to the fore within educational establishments and in monitoring the implementation of local strategies to foster more equitable outcomes for all learners and staff.

Valuing your time

A recent survey of Equality Representatives (18 school-based Reps and 7 FELA Reps) found that only eight out of 23 respondents had some kind of local agreement regarding facility time. This includes Equality Representatives who also hold other union roles, and who may undertake some equality related duties during the facility time allocated to this additional role.

"It is very difficult to keep on top of equality emails and advance the equalities agenda in my Local Association, without protected time to do so."

EIS Equality Representative

Most Equality Representatives who responded found it difficult to quantify the time they spent on their role, highlighting that this often

depended on local demand. However, responses suggest that many Equality Representatives, work around 2-3 hours per week on equality matters, in their own time. One Representative explained that they had recently spent 5 hours creating teaching resources for Refugee Week, in order to raise the profile of this work.

What is clear is that Equality Representatives largely carry out their duties in their own time, often in evenings, mornings, and weekends – though some LAs and Branches have locally negotiated agreements to support them with facility time. On top of a workload crisis, educators who are also Equality Representatives are likely to find themselves additionally burdened and this will undoubtedly have an impact.

"Supporting such a large number of members and raising the profile of equality within my LA as well as challenging issues with the management side is very time consuming. It relies on passion and goodwill, but time is needed to do the job effectively. I don't feel I can

progress in one area is sadly sometimes followed by pushback, or even political backsteps on other rights

Many Equality representatives, work around 2-3 hours per week on equality matters, in their own time

currently dedicate enough time to it, or as much as I would like to. Ongoing training would be helpful too as equality issues are ongoing and changeable."

The time is now

"I would love to take on more work as an Equality Representative, to promote the issues and take fair work forward."
-EIS Equality Representative

Despite national commitments to equality, tangible change in our everyday lives remain slow to manifest. For national offers and initiatives to be effective, educators and union members need support, tailored advice, professional learning, collegiate discussion and, crucially, time. We need trained experts who can make the case, advise, guide us, and spread the message further afield.

Equality Representatives already provide the union movement and the education sector with invaluable skills, expertise and a burning passion for social justice. The EIS network of Equality Representatives work tirelessly (often in their own time and on top of a weighty workload and personal commitments) to advance the equality agenda and make our workplaces and schools safer, more inclusive, and equitable.

Our Equality Representative Network already make a significant difference to the lives of our members and to the education sector. Imagine what we could achieve together, if we had more time.



Equality Representatives already provide the union movement and the Education sector with invaluable skills, expertise and a burning passion for social justice

Teaching about immigration

The EIS has a commitment to high standards of education, rooted in rights, equality and inclusivity. The EIS's overarching position is the principle that young people have the right to learn, and teachers and lecturers have the right to work, in an educational environment that is free from discrimination, where the rights of all are equally upheld.

The EIS welcomes immigrants, refugees, and asylum seekers to Scotland. At a time where some communities may see an increase in negative rhetoric regarding immigration, related to the Illegal Migration Bill 2023, it is important that we all play our part in enhancing understanding of immigration and in supporting a rights-based approach.

The current context of immigration to the UK

"Everyone has the right to seek and to enjoy in other countries asylum from persecution." Article 14 of the Universal Declaration on Human Rights

People have always emigrated from and immigrated to Scotland, though debates about levels and forms of immigration have intensified in recent years, with harmful myths being spread in the media and some groups organising specifically against the rights of people seeking asylum.

Misinformation about immigration will encourage a rise in racist attacks, and put additional barriers in the way of people abroad who are on the move, many fleeing for their lives.

The EIS supports the work of key organisations that support people who are new to Scotland, and who work to challenge racist attitudes and behaviours

that constitute a hostile environment for immigrants. One such organisation is the Maryhill Integration Network. We spoke to Pinar Aksu, Maryhill Integration Network Human Rights and Advocacy Coordinator about the context they are working in.

"The current Illegal Migration Bill 2023 imposes restrictions for those who are in search of seeking asylum and refuge. The Bill appears to violate the Refugee Convention as it removes a person's right to seek asylum. It will affect anyone who arrives in the UK after 7th March 2023. Following the passage of the Nationality and Borders Act 2022, people will be removed to Rwanda on arrival or directly detained. For those released from detention pending removal, hotel accommodation will be widely used across the country. This will further isolate vulnerable people and hinder them from accessing essential support, such as access to a lawyer, attending classes, community settings and engaging with community activities."

People who are currently in the asylum process receive £45 weekly asylum support and those in hotel accommodation receive £9.10 per week, which is woefully inadequate and shameful.

Pinar Aksu went on to say, "The new Illegal Migration Bill will have a significant impact for the people we support at Maryhill Integration Network (MIN) and anyone who is in the process of seeking asylum. The Bill will abolish the asylum system in the UK, increasing destitution and detention. It will turn away from the Refugee Convention and international obligations of refugee protection. Many people at MIN are worried about the impact it will have for them, for us, and

For those released from detention pending removal, hotel accommodation will be widely used across the country. This will further isolate vulnerable people and hinder them from accessing essential support



The new Bill will also remove protections for survivors of trafficking and re-introduce detention of children and pregnant women

on anyone arriving in the UK after the 7th March. We have many people who have been left in the asylum system for many years without any answers. The new Bill will also remove protections for survivors of trafficking and re-introduce detention of children and pregnant women."

Working for change, bringing people together

Maryhill Integration Network (MIN) was established to bring people seeking asylum, refuge, or migration, and the local community of Glasgow together. Since 2001, MIN has been developing projects which support positive social change by investing in communities and providing a welcoming and much-needed safe and inclusive space, with opportunities for collaboration and connection. A space where difference is not only welcomed, but also celebrated. MIN creates and structures activities around four themes: Human Rights and Citizenship, Wellbeing and Safety, Arts and Culture, and Development and Sustainability.

MIN runs weekly activities from ESOL classes to men's groups, women's groups, arts groups to MIN Voices advocacy and peer-support group. Its famous Joyous Choir will also be celebrating 10 years of singing sisterhood and solidarity songs in 2023! Alongside weekly activities, MIN has been collaborating for many years with schools across Glasgow around human rights, migration and creating welcoming spaces.

New education resources from Maryhill Integration Network

Migration Education Resources have been designed to support teachers, educators, and young people to understand migration and human rights. The resource aims to provide further guidance for educators through various activities.

The Sea of Paperwork was developed through participatory workshops from 2018 to 2019 with young people. Through a series of storytelling and visual arts workshops, young people came together to explore their feelings about, and experiences of migration, asylum and integration. The original artworks have been exhibited at the CCA (Centre for Contemporary Arts) and at the Gallery of Modern Art (GoMA).

The animation, Under the Jasmine Tree, was created by pupils at Saint Fillian's Primary School in collaboration with MIN and Media Co-op. The animation is based on an original poem written by Glasgow-based Syrian poet, Saffanna Aljbawi. Under the Jasmine Tree was developed at the school's Migration After-School Club, set up by teacher Monica Cohen who, after hearing Saffanna read the

poem at an event organised by MIN, invited her to read it at the after-school club. The children were so moved by Saffanna's story that they wanted to share it with the world.

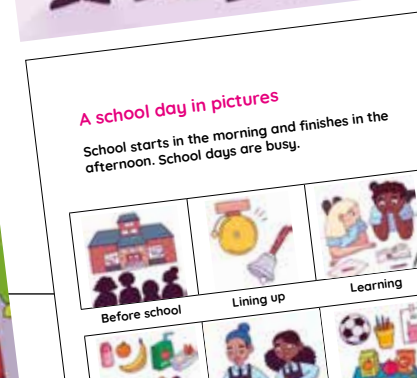
The animation gives people an insight into the truth about refugees' lives. Everyone involved in the project feels passionately that refugees are too often misunderstood and marginalised.

"We hope the animation highlights the experiences faced by the people seeking sanctuary." Pinar Aksu

Opportunities and further resources

Migration teaching resources should be used within a wider context of anti-racist education. The EIS is the sole funder for this years' Show Racism the Red Card Anti-Racism Creative Showcase. This poses an opportunity for teachers to engage learners creatively with anti-racism messaging. It may be that learners will want to focus on migration, refugees or asylum seekers' rights as part of their input to the showcase. In addition to the resources referenced above, further EIS guidance and teaching resources can be found on the EIS website. These include:

- Welcome Packs for Immigrant, Refugee and Asylum Seeker pupils (P1-S6)
- Briefing: Anti-racist Education
- Myths of Immigration booklets
- The Tale o' the Glasgow Girls teaching resources





Rhys Asghar – EIS Financial Services Financial Adviser

A BRIEF CHAT WITH....

Rhys Asghar – EIS Financial Services Financial Adviser

Rhys joined EIS Financial Services in 2020 just in time to go into lockdown. A strange new way to start a new job.

In the second of a series of interviews Rhys talks about his enthusiasm to help educational professionals to find out what they want to do financially and how it might be possible to achieve what they want to do.

Q: What was it that attracted you to becoming a financial adviser? How did you come into this line of work?

A: My university degree was in finance, investment, and risk so I have always been interested in this area. Whilst at university a graduate of the course came and talked to us about his career as a financial adviser and it was this that encouraged me to pursue this career.

Q: In a few words what is the process that someone coming to you for help can expect?

A: First and foremost, it is to establish what a potential client's wants and needs are. The clients understanding of what they want maybe different from the adviser's recommendation of what they need, for example: a mortgage client often thinks it is more important to pay off their mortgage – however, you are more likely to be ill than to die, and so protecting your income may be more important than paying off your mortgage.

Also, paying off a loan and having money tied up in a property may not help with maintaining your family's way of life. There is a policy which can cover the payments and provide income to a family.

Then there is the question of building up an emergency fund. Normally I suggest between 3 and 6 months of expenditure be held in easily accessible cash.

The first aspect of financial planning is always to establish what the client wants to do and what they can do.

Q: When you say can do what do you mean?

A: There are various things to consider when making a financial plan. To have a clear idea of what you want to do is a great place to start; protect the mortgage, plan for retirement, put a deposit together for a flat for your children.

Then you need to think about some of the following:

- How much risk do I want to take with my investment?
- How much do I need to take to achieve my objective?
- How much can I afford to take – can I achieve my objective with less or more risk?
- How dependent am I on these investments – for example

will you take an income from them and will it impact your standard of living if you lose some of the investment?

It is such a standard comment on risk that it has been lampooned by comedians – “your income may go down as well as up” “all investment carries risk” “you may lose some of your money and get back less than you started with” However, like many cliches these comments are based on truth.

There are risks involved in all investments and I would always want a client to be comfortable with the choices they make based on my advice to them.

Q: There is often a perception that advice can be costly. How would you respond to that?

A: There is a quote from Warren Buffet that I like in response to this:

“Price is what you pay. Value is what you get.”

It isn't simply about the investment return. It is also about ensuring that as I said above you are comfortable with your plan and the financial journey you are making.

Q: Is it interesting working with the various pension schemes for educational professionals?

A: There is always something to learn and stay aware of. For example the McCloud judgement and the impact it has had on realigning retirement figures.

Q: What was the best moment of helping a client you've had?

A: The best moment I've had is being able to provide reassurance to a client wanting to retire; that it is achievable when they initially thought they were going to have to work longer than they wished. By aligning their finances with their goals and objectives through a financial plan the client was able to comfortably retire.

None of us know what life holds in store for us, but we can try to plan for the future. The team at EIS Financial Services are here and can help you with any questions you may have about your financial hopes and plans.

Call us on 0345 355 3242 or visit eisfs.co.uk to find out more

Warning: All investment carries risk and values will vary. You may get back more or less than you started with.

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Primary guidance

David Baxter, Dundee LA Secretary and Convener of the EIS Employment Relations Committee, makes the case for guidance teachers within the primary sector.



Scottish education is highly regarded worldwide for its progressive approach to teaching and learning. However, despite the many strengths of the Scottish education system, there are still areas that require improvement, and one such area is pastoral care. Pastoral care refers to the support given to pupils to promote their wellbeing and development. This includes addressing their social, emotional, and mental health needs. The introduction of guidance teachers in Scottish primary schools would significantly improve pastoral care, creating a more supportive and nurturing learning environment for pupils. The EIS has advocated for the introduction of guidance teachers in primary schools for several years now. The EIS believes that guidance teachers play a crucial role in supporting children's social, emotional, and mental wellbeing and can help to address some of the challenges that children face in their early years.

The Current System:

Guidance teachers are specialist teachers who are responsible for pastoral care in secondary schools in Scotland. They work closely with pupils, providing guidance and support on a range of issues, including mental health, behaviour, and social skills. They also work closely with parents and carers to ensure that pupils receive the support they need both in and out of school.

Currently, primary schools in Scotland do not have guidance teachers. Instead, class teachers are responsible for all aspects of their pupils' education, including pastoral care. While class teachers are skilled professionals who work hard to support their pupils, it can be challenging to balance their teaching responsibilities with the emotional and social needs of their pupils. This is particularly true in larger classes or when there are children with complex needs.

If guidance teachers were introduced into primary schools in Scotland, they could provide similar support to primary-aged children. This would include working with pupils on issues such as friendship problems, bullying, and emotional regulation. Guidance teachers could also work closely with parents and carers to ensure that pupils receive the support they need at home.

There are numerous benefits to introducing guidance teachers in Scottish primary schools.

These include:

- **Improved Pastoral Care:** With guidance teachers in place, pupils would have access to specialist support for their emotional and social needs.
- **Increased Teacher Time:** By taking on some of the pastoral care responsibilities, guidance teachers would free up class teachers' time to focus on teaching and learning.
- **Specialist Support:** Guidance teachers are specialists in pastoral care, and they would be able to provide targeted support to pupils who need it. This would be particularly beneficial for pupils who are struggling with mental health issues, behavioural problems, or social skills.
- **Improved Communication:** Guidance teachers could work closely with parents and carers to ensure that pupils receive consistent support at home and at school.
- **Early Intervention:** By identifying and addressing issues early on, guidance teachers could prevent problems from escalating. This would be particularly beneficial for pupils who are struggling with mental health issues or behavioural problems.

- **Positive Outcomes:** Pupils who receive good pastoral care are more likely to achieve positive outcomes. With guidance teachers in primary schools, pupils would be more likely to achieve their full potential.

Scottish education has seen a squeeze on funding over the last decade plus, and hiring guidance teachers would require additional resources. An introduction of guidance cannot be at the deficit of classroom teachers. Another barrier is the lack of awareness about the benefits of guidance teachers. Many educators, parents, and policymakers may not fully understand the role that guidance teachers play in supporting children's social, emotional, and mental wellbeing.

We need to campaign to increase funding for education to ensure that Councils have the resources to hire guidance teachers within their core budget. Additionally, there needs to be more awareness and education about the role of guidance teachers and the benefits they bring to children's development. Finally, there could be a more collaborative approach between primary and secondary schools to share resources and expertise in supporting children's wellbeing.

While class teachers work hard to support their pupils' social and emotional needs, the addition of specialist guidance teachers would free up their time to focus on teaching and learning. With guidance teachers in place, pupils would receive targeted support for their mental health, behaviour, and social skills needs. Parents and carers would also be more involved in their children's education, creating a more collaborative and supportive approach to learning. Ultimately, the introduction of guidance teachers in primary schools would benefit all pupils, enabling them to achieve their full potential.

Play games like you mean it

Ensuring Quality P.E. Provision in Our Schools



The mental health and wellbeing of children and young people has become a prominent focus for all of us over the past few years. From the virtual podium of the 2021 EIS AGM, Learning Rep and P.E. Teacher, Dominic Tolan, signalled the importance of ensuring quality physical education in every school in Scotland as an integral part of the health and wellbeing agenda. The focus was sharpened at the 2022 AGM, to ensuring the quality of primary P.E. provision by suitably qualified GTCS registered teachers.

Change scene to a recent sunny April evening at Gleniffer High School in Paisley, and a group of primary and early years teachers participate in 'Planning Progressive Lessons in Primary P.E.'. The very practical workshops saw participants adopt the roles of their pupils, to experience how to build simple but highly effective and adaptable P.E. lessons within their own contexts, using the resources readily available to them.

The course was a culmination of input from primary, early years, and P.E. teachers from across Scotland. Resounding messages were that teachers would welcome opportunities and time to collaborate with specialist colleagues, understand how to use space and resources available to them, and generally build confidence in delivering P.E. lessons. With feedback from participants highlighting the benefits of the practical tools and tips, and excitement to try them out back in the classroom, the first delivery of this course has been a resounding success.

Commenting on the near year-long development of the course, Dominic states:

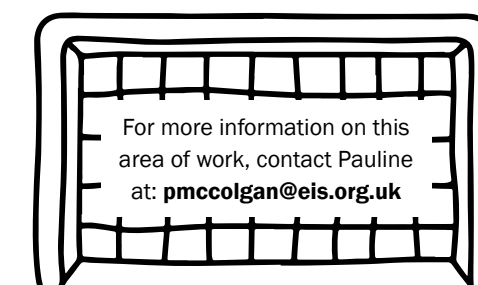
"From a Learning Rep perspective, it is heartening that an issue raised at local level and carried through the EIS AGM has gone full circle and provided an important professional learning opportunity for teachers, which impacts positively not only on P.E. but education as a whole."

This course is a first step in a longer journey to ensuring consistency and quality of P.E. in schools

Hopefully this will encourage EIS members and Learning Reps to bring forward important issues to be presented at AGM and also supported by Learning Reps locally and nationally."

And this course is a first step in a longer journey to ensuring consistency and quality of P.E. in schools. Building on feedback from a focus group of P.E. teachers from across Scotland, we are developing opportunities to explore collaborative working and learning, which will be launched early in the 2023-24 academic year.

Visit the EIS website for key learning and resources from 'Planning Progressive Lessons in Primary P.E.' www.eis.org.uk/health-and-wellbeing/pecourse



You can steer yourself any direction you choose



Readers of previous editions of the SEJ will remember that, with the support of my employer, I have undertaken the task to gain GTCS registration in an additional sector. I can hardly believe that it is now May and I am almost at the end of an academic year working as a teacher in the secondary sector. Like many probationers I will soon be celebrating my achievement of gaining registration with the GTCS as a secondary teacher (of English). It has been a year which has brought many challenges and it has certainly been hard work, but without a doubt, it has been one of the best experiences of my life.

There are a number of factors that have made this new teaching year such a wonderful and worthwhile experience for me. The first is undoubtedly the interaction with secondary aged pupils and the opportunity to see them grow in confidence and ability, to see them flourish and to witness them achieving positive outcomes. Without question, the same opportunities arise in the primary sector; the difference for me is in witnessing first-hand how secondary pupils show their ability and willingness to voice their thoughts, share their feelings, and respond to the teacher on a level which perhaps only comes with the maturity of older pupils.

The second aspect which has made this experience so enjoyable and valuable for me is my colleagues in my department and across the school as a whole.

"No one is self-sufficient. And it's not a one-way thing - generosity of spirit from one side provokes a response in kind from the other side." Desmond Tutu

I have been fortunate in coming across a group of colleagues who are generous beyond belief: generous with their time, generous with resources and generous with advice. There is a striking degree of camaraderie in departments within a secondary school, perhaps borne out from the knowledge that supporting each other is vital in order to cope with the various pressure points that arise relentlessly throughout the year: tracking and reporting deadlines; final submission dates for written reports; parents' night consultations; assessments; timed assessments which potentially form evidence for SQA appeals; folio work and of course preparing pupils for their National Qualification exams. Excessive workload has the potential to cause strife and adversely affect colleagues' well-being but the camaraderie that I have found in such evidence within the secondary sector - which has been so amazing to see and quite wonderful to be included in - has helped tremendously in dealing with the extremes of stress and constraints of time and workload with which we grapple. It is a testament to colleagues' dedication and resilience that I have found that we consistently encourage and assist each other when the stress we are experiencing is almost tangible.

Spartacus Marlow is a GTCS-registered primary teacher with 18 years' teaching experience and a degree-level qualification in their chosen subject, who is being supported by their Local Authority to gain registration in an additional sector.

For further information see www.gtcs.org.uk/registration/registration-in-an-additional-subject-sector/

"It is good to have an end to journey toward; but it is the journey that matters, in the end."

Ursula K. Le Guin

"At the end of the day people won't remember what you said or did, they will remember how you made them feel."
-Maya Angelou

Lastly, it would be remiss of me if I did not mention the third facet that has made this year such a positive and happy experience for me, and that is the support of management that I have received, in particular the PT of my department. Having worked all my adult life - almost 30 years - in schools

and other environments, I believe I have encountered almost every style of management there is: from the laid-back and hands-off; to those who are more autocratic and authoritative; and indeed, everything in between! Imagine then, if you will, a line manager who has been, without exception, cheerful, approachable, helpful, supportive and practical; who is always willing to give their time and advice; who has been thoughtful enough to consider my mental and physical wellbeing throughout the year in a sincere and genuine way; and who has provided a safe space in which I have been encouraged to grow, innovate and yes, sometimes falter and fail, but with the knowledge that I will learn something useful from the experience. It is my sincere wish that at some point in their career everybody has the good fortune to be mentored by someone as equally kind and competent as my PT.

"Today is your day. /You're off to Great Places! /You're off and away! /You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose." -Dr Seuss

So, in some ways whilst this feels like the end of a journey, the truth, of course, is that I am just at the beginning of an even more exciting adventure - that of putting my new qualification to good use teaching in the secondary sector, my re-training from a primary to a secondary school teacher now complete.

The thought of this is both daunting and exciting. I am aware of how much more I have to learn and that many skills can only be honed with experience. Yet I am buoyed to be teaching in Scotland, because I believe that Scotland's teachers are amongst the best in the world, second to none in their dedication to the profession, and determined to do their very best for Scotland's children and young people.

I look forward to turning the page and writing the next exciting chapter of this story, which is, of course, as yet unknown.

There is a striking degree of camaraderie in departments within a secondary school, perhaps borne out from the knowledge that supporting each other is vital in order to cope with the various pressure points



Play by any other name

Embracing The Play Principles Beyond the Early Years

Every child has the fundamental right to play. It is in the United Nations Convention on the Rights of the Child (Article 31, if you want to check). Not only is it important for enjoyment and fun, but vital for child development. It is generally accepted that play is an important aspect of development within the first eight years of a child's life. During this time, cognitive skills, social skills, emotional wellbeing, physical motor skills and mental health are all being acquired, building the foundations for future years.

Play can be defined in different ways, but it is generally agreed that play is a process whose key elements are that it is freely chosen, personally directed and intrinsically motivated. But these elements are often considered in the learning opportunities we provide for our older learners too – pupil voice, pupil-led, independent and self-directed learning. We just might not call it play. We want our learners, of all ages, to be able to motivate themselves, to direct their own learning and to make good choices, don't we?

Play can be used to incite curiosity, raise engagement, and ultimately raise attainment. It can also help children make sense of what we are trying to teach them and allow them to apply it to their own world. Why should this stop after the early years? Apart from anything else, play is fun. Playful learning engages children and engaged learners understand and retain more.

When children play, on their own or together, they learn a whole raft of skills:

Sharing, taking turns, solving problems, what they like/don't like, managing their emotions, winning/losing, risk taking/avoidance, resilience, conflict management, how to work with others/entertain others and how to be alone/entertain themselves. I could go on and on, but you get the idea.

Play is essentially opportunity and experience – trying things out, exploring, investigating, and experimenting. It can offer older learners the challenge to enhance their learning if they are provided with the opportunity and materials to do so in a contextual manner. Time to measure, write, research, or create, free from constraints can undoubtedly help embed learning more securely. And this can lead to more effective retrieval of learning later on.

And what if we took these principles of play – choice, motivation and drive all coming from the learner themselves – but gave 'play' a different name, would we as upper stages educators feel better about employing it as a pedagogy? Developmentally Appropriate Teaching? Real-Life Application of Learning? Independent Learning Experiences? Contextual Learning Opportunities? In providing materials and resources the pupils have free access to, they can put what they have learned into a context that helps them understand it, retain it and hopefully be able to apply it in real life or at least in context. Whatever you want to call it, and however it looks in your classroom, the principles remain the same. And with an approach like this in our classrooms, are we not then looking at pupil voice, contextual understanding and transference and application of skills? All vital to the raising of attainment and engagement within our schools.

Play in the upper stages doesn't have to add to our workloads. By allowing pupils an element of choice in where or how they complete their work, opportunities to extend their learning on something they have enjoyed, variation in the amount of teacher input provided to learners – these all encourage learners to drive their own learning in their own way. Create a space where exploration, questions and investigation are encouraged, mistakes are a comfortable part of learning, and pupils feel safe to make suggestions and ask questions.

Providing a context for learners to explore and play with concepts we teach them, will help them make sense of them in 'real life' and hopefully retain them for future use and recall it when required. Create the right environment for your learners and they will learn from their own investigations, but they will also learn from their peers and their environment if they are given the opportunity to. Support your learners to reflect on their learning and progress in order to revisit it and build on it.

Michelle Simpson (Dundee)

Michelle has worked with children for almost 25 years, and as a teacher for 14 years. She has undertaken research and study in supporting learners, inclusive pedagogy and pupil participation. She has written a book about her experiences with the play principles in the upper stages, Play by Any Other Name and documents her learning journey on Instagram @mrs_s_learns and Twitter @Meesh_Simpson



Don't be robbed of your tax rebate

Many teachers don't realise that they are entitled to a tax rebate of £200-300 a year. Unfortunately, some unscrupulous tax companies do, and they will encourage you to fill in a form online to see if you're entitled to a rebate.

What people don't realise when they fill in this form is that they are inadvertently giving the tax company permission to collect their tax rebate from HMRC for the next five years – a sum that can easily total £1500.

The company will apply to HMRC directly for your tax rebate, which will be sent to them. If you're lucky they may send you 50% of the rebate, but some unscrupulous companies have kept the entire amount. Indeed, so concerned is HMRC about the activities of some of these firms that they have actually banned some of them.

However, there is no need to get someone else to claim a tax rebate on your behalf. Around May or June your employer will send you a P65. This form states the name and address of your employer, the amount you have paid in tax and national insurance and your unique taxpayer reference number (UTR). This is the information that you need to claim your tax rebate directly from HMRC.

Next go to hmrc.gov.uk and register to fill in a personal tax return. When you register HMRC will provide you with a log in for HMRC online services. They will ask you to set up a password and, as they operate two step verification they will also ask for a phone number so that, when you login, they can send you a one off six number code.

Once you have registered you simply go to hmrc.gov.uk and sign in. You then go to Fill in a tax return and get started. When you get to the section about employment, use your P65 to fill the name and address of your employer, the

amount of tax you have paid and the amount of national insurance you have paid.

Then go to the section on expenses in employment. Total up the cost of your GTCS registration, your trade union membership and membership of any relevant professional societies. If you are a science, home economics, art or technical teacher, you can also add £60 for the cost of laundering any white coat or overalls you use at work. If you are peripatetic and don't have access to a base to photocopy and print materials and have to use your own phone to call schools and parents etc. you can also claim for these expenses (but keep receipts). HMRC will usually allow you to claim one third of the cost of your phone bill.

If you have a large amount of bank interest, you may have to enter this as well, but bank interest up to a certain level (dependent on your income) is not taxed.

The return will then ask for your bank details and you will have to provide

these, plus tick the declaration that you have filled in the form accurately as far as you are aware. You then have a chance to check over your return, and once you are happy with it, you simply click submit and it will go direct to HMRC, who will then send you your tax rebate to your bank account, rather than to a company who will keep a large chunk of it!

Sheila Waddell, Glasgow

The company will apply to HMRC directly for your tax rebate, which will be sent to them. If you're lucky they may send you 50% of the rebate, but some unscrupulous companies have kept the entire amount



Super Fun Quiz

Answers Page 31



1. How many of Shakespeare's works are set in Italy A)3 B)10 or C)13?

.....
2. How is the following sequence of numbers formally known: 0, 1, 1, 2, 3, 5, 8,13, 21, 34...?

.....
3. What is the result of mixing fat, flour and water?

.....
4. Something we will hopefully see more of in June, 'SUN' is spelt using the chemical symbol of which three periodic table elements?

.....
5. In Scotland we had quite a few of these over April and May, A Puente is Spanish slang for what kind of holiday?

.....
6. What was the UK's most popular girl's name in 2022?

.....
7. The following is the name of which band with vowels removed, Trsrfrs?

.....
8. Which club, formed in the 1990s, won the Scottish Cup in 2015?

.....
9. How long does First Minister's Questions typically last?

.....
10. How many Eurovision Song Contest wins does Sweden hold?

.....

Sudoku

Hard

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

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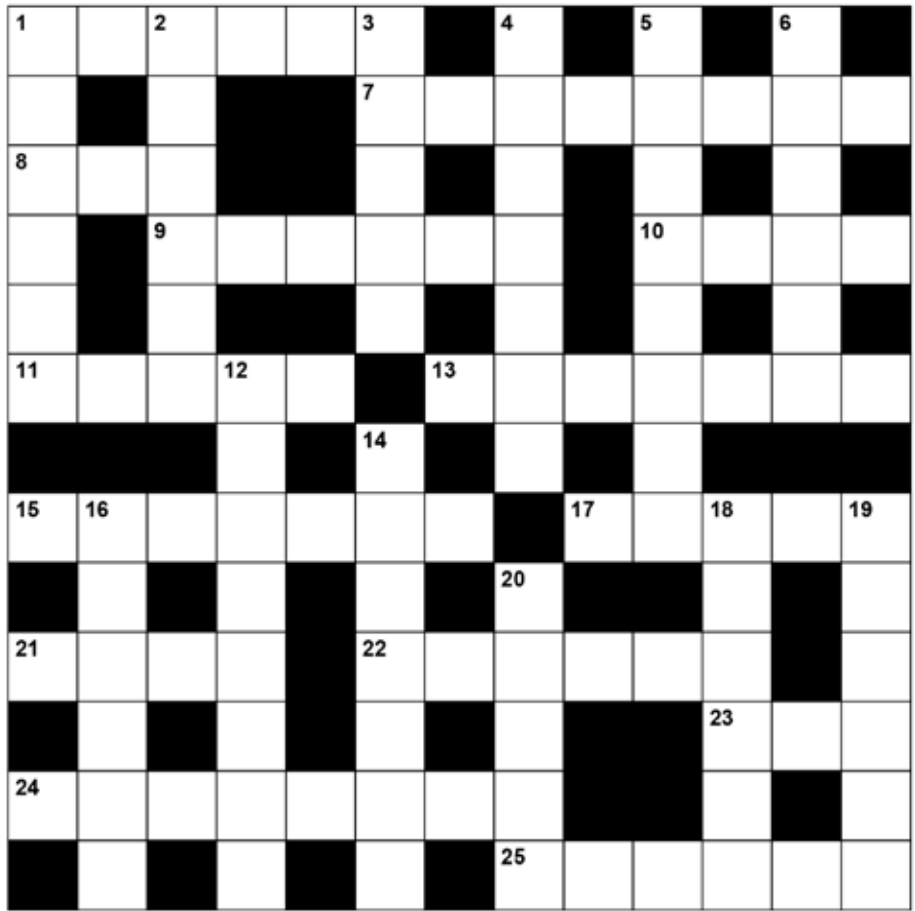
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"Anxiety is a thin stream of fear trickling through the mind. If encouraged, it cuts a channel through the mind into which all other thoughts are drained."
– Charles Somers Roche.
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Voucher



Name _____

Address _____

Email _____

Send your completed entry to
SEJ, 46 Moray Place, Edinburgh EH3 6BH by Friday 28th April

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 - Insect I caught in California, alongside District Attorney (6)
 - 7 - Very lazy bishop on message finally lied terribly (4,4)
 - 8 - Vehicle concealed in ambush (3)
 - 9 - Tiny period of time (6)
 - 10 - Salvage broken vase (4)
 - 11 - Organised tacos for opera (5)
 - 13 - Need concerning group of singers on the radio (7)
 - 15 - Subdivision of a county number (7)
 - 17 - Make loud sound and leave wild dog (5)
 - 21 - Dish to be very hot (4)
 - 22 - Rodeo skill in airdrop ingenious (6)
 - 23 - Understand guests, oddly (3)
 - 24 - Rev around a road with, on reflection, excellent parent (8)
 - 25 - Rudest wayward cleaner, perhaps (6)

- Down**
- 1 - Type of artist is embraced by baby tenor (6)
 - 2 - Deadly gas smogs not good for universe (6)
 - 3 - A fight, or close enough (5)
 - 4 - Exasperated saint almost next to cardinal (7)
 - 5 - State to overlook Italy after court case dismissed (8)
 - 6 - Intelligent chopper loses one (6)
 - 12 - Puzzle company of Spanish origin, for example (8)
 - 14 - US city almost too tired, curiously (7)
 - 16 - Peacekeepers regularly torture? That's false! (6)
 - 18 - Foreign character initially going to receive valuable fact (6)
 - 19 - Speaker held by councillor (a Tory) (6)
 - 20 - Turn over, pruned roughly and not right (5)

Crossword 122 Winner
Robert Mitchell



P	O	P	L	A	R		B	O	A	S	T	S
U		A	G		I		T		K		U	
C		O	N	C	E	R	N		H		I	M
K		O	N		F	R	E	E	D	O	M	
E		G	R	E	T		O		L			E
R		A				R		L	A	S	E	R
		M			R	O	M	E	O		E	
A		D	A	G	E		A			A		A
S			V		T			A	T	H	O	S
S		A	L	I	E	R	I		U		O	I
E		U		N		O		R	D	E	R	E
N		L		U		N		I		S		E
T		O	U	P	E	E		D	O	Z	E	N



A production error in our previous edition led to the incorrect crossword being published in our print edition. Apologies to all readers for this unfortunate error.

Super Fun Quiz Answers

1. C13 2. Fibonacci Sequence 3. Pasty
4. Sulfur, Uranian, Nitrogen 5. A long weekend
6. Sophie 7. Tears for Fears 8. Inverness Caledonian
Thisle 9. 45 minutes 10. 7

A photograph of a smiling female teacher with dark hair leaning over a desk, interacting with three diverse students. In the foreground, a young girl with blonde curly hair smiles. Behind her, a young woman with dark skin and dreadlocks also smiles. To the right, a young boy with light skin and short brown hair smiles. They are all wearing blue school uniforms. The background is a blurred classroom environment.

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