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Strength through unity

The front cover of this month's SEJ celebrates the recent recognition of EIS Representative Khadija Mohammed, who was honoured by the trade union movement at this year's Scottish Trades Union Congress.

Khadija was the recipient of this year's STUC Equality Award, which was presented by First Minister Nicola Sturgeon at this year's Congress in Dundee. Everyone associated with the EIS is proud of Khadija's accomplishments and congratulates her on receiving this award. You can read more about this on pp8-9 of this SEJ.

Khadija is one of thousands of EIS Representatives across the country who volunteer their time to carry out trade union duties for the benefit of their colleagues. EIS Reps are essential to the strength of the union, and continue to place a vital role in all aspects of the union's work.

At establishment level, Reps provide essential support and advice to members on a wide range of issues and serve as a vital link between members and the EIS as an organisation.

Specialist Reps provide additional support in dedicated areas, such as Equality, Health & Safety and Professional Learning. Combined with branch Reps, this network provides EIS members with access to unparalleled levels of advice and support.

The recent Value Education, Value Teachers campaign has highlighted the importance of activism, and the success that can be achieved by members working together through their union. The growth in member activism has coincided with an increase in the recruitment and training of EIS Reps, which has been a key focus of EIS Organising at local and national level. This continues to add to the strength of the EIS, and enhance the effectiveness of the organisation.

Should you be interested in becoming active within the EIS, either as a Representative or in any other capacity, please speak to your Local Association Secretary or contact the EIS Organiser in your area to discuss potential opportunities to get involved.

Looking ahead

After an extremely busy year of campaigning, EIS activists will gather in Perth from 6-8 June for the Annual General Meeting. The AGM is a key event for the EIS, and serves as the ultimate decision making forum for the Institute.

Following the success of the Value Education, Value Teachers campaign, it will be an energised group of members who will debate and determine the priorities for the EIS in the year ahead. With the issue of pay now settled – in the school sector, at least – issues such as workload and ASN provision are sure to become a key focus throughout the AGM and in the coming months.

We preview this year's AGM on p16 of this SEJ, and you can follow the debate online on the EIS website and via EIS social media accounts throughout this year's event.

Further Fair Pay

The campaign for a Fair Cost of Living pay increase for Scotland's Further Education Lecturers continues. At the time this SEJ went to print, members of EIS-FELA had just taken their 5th and 6th days of strike action in their dispute for a fair pay settlement.

Management tactics, delivered through their representative body Colleges Scotland, continue to prolong the dispute. From presenting misleading figures on the cost of the EIS-FELA pay claim to Parliament, to calling day-long negotiating meetings at short notice where they refuse to negotiate meaningfully, to inventing bizarre claims about the EIS demanding a 4-day week for all lecturers – Colleges Scotland has gone out of its way to inflame the situation.

This is a dispute that Scotland's FE lecturers and students want to see settled. Only college management and Colleges Scotland seem determined not to settle a relatively simple pay claim, where lecturers are asking only to be treated fairly and in a similar way to other public sector workers. The actions of Colleges Scotland, and the inaction of the Scottish Government, only serve to strengthen the resolve of Scotland's FE lecturers.

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On the cover: EIS activist **Khadija Mohammed** receives the Equality Award from First Minister Nicola Sturgeon at this year's Scottish Trades Union Congress in Dundee

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

COUNCIL LOOKS BACK AT PAY CAMPAIGN, AHEAD TO EIS AGM

In comparison to recent meetings, the May EIS Council was a relatively low-key affair. Following a packed year of Value Education, Value Teachers related activity, Council looked back on the success of the campaign and noted that a final, formal agreement had now been concluded via the Scottish Negotiating Committee for Teachers (SNCT).

Salaries Convener **Des Morris** confirmed the detail of the final SNCT agreement, which followed on from the ballot of EIS members where there was a 98% vote in favour of accepting the outline offer on a turnout of 76%.

Mr Morris told Council that, at the SNCT meeting where final agreement was reached, the Teachers' Side expressed its view that the pay award should be implemented as soon as possible by Councils. The employers' side had

responded that it would be implemented no later than June, with some Councils likely to implement in May.

Commenting, Mr Morris said, "Headquarters is canvassing local associations to gauge what councils are doing regarding implementation. There are variations across the country, and this should be pursued locally with councils, as members are clearly keen to see the money in their pay packets."

Mr Morris also highlighted that people who have left teaching, or who had moved authority, should contact their former employer to claim any back-dated pay arrears due to them as a result of the agreement.

On the issue of potential tax implications related to back-dated payments, Mr Morris said that any member who believes they have been over-taxed on receipt

of their back pay should contact HMRC directly to reclaim any overpayment. Mr Morris explained that, as a result of wide variances in each member's circumstances and tax codes, it was effectively impossible for the EIS to address this at a national level on behalf of members – other than to advise members to raise the issue with HMRC.

David Baxter (Dundee) then asked Mr Morris if there was any update on the progress of the Career Pathways working group. Mr Morris replied that the SNCT was due to meet on May 30th, where it was expected that the final report of the Career Pathways Working Group would be delivered. "While nothing has yet been agreed on Career Pathways at the SNCT, clearly the Report will provide a basis for ongoing discussions," said Mr Morris.



Council gave its final approval to arrangements for the forthcoming EIS AGM in Perth, including the final list of Motions and Amendments to be debated. Council also agreed the attitude it would take towards particular Motions, and approved the reports from Council and Committees that will be presented to the AGM.

Council also gave approval to the EIS planned expenditure for 2019-2020 which, together with the Institute's accounts for the past year, will now go forward to the AGM for final approval.

AGM Preview, P16





Susan Quinn, Education Convener, told Council that Local Association Secretaries had recently been surveyed on current models of forward planning and assessment practices. Ms Quinn said, "This is an area of work that will be ongoing. Members have indicated that the main factors in their heavy workload are forward planning, assessment and bureaucracy. The Value Education, Value Teachers campaign will attempt to address these issues moving forward."



Nicola Fisher, Equality Convener, highlighted that the EIS had provided evidence both written and oral, to the Scottish Parliament Equality and Human Rights Committee on Equal Protection from Assault for children. "Smacking children erodes their trust of adults. Physical punishment at home undermines our teachings against abuse. It infers that it is okay to hit a child but not an adult – creating the impression that being a child somehow makes you less of a person," said Ms Fisher.



Ricky Cullen, providing his final report before retiring as Employment Relations Convener, updated Council on benevolent matters and on legal affairs casework – where he noted that a settlement of £20,000 had been received on behalf of one member. Mr Cullen also highlighted that the EIS had, following a resolution from the 2018 AGM, now published advice for members on False, Vexatious and Defamatory allegations. Following the report, Council displayed their gratitude to Mr Cullen for his work as Convener with a warm round of applause.

Code of Conduct & Complaints procedure

Council agreed new policy papers on a Code of Conduct for EIS members, and a Review of the EIS Complaints Procedure including an increased emphasis on member involvement in the complaints process.



On the Code of Conduct, President Elect **Bill Ramsay** explained that the code would formalise policy on interaction between members and employees. Commenting, Mr Ramsay said, "In terms of conduct, we are all already bound by GTCS expectation. This new EIS policy should not result in a big change for any member."

David Farmer (Fife) asked how the changes to the complaints procedure would increase the involvement of lay members in the process. Responding, General Secretary Larry Flanagan explained, "Instead of the General Secretary deciding what warrants an investigation, there will be a lay member panel which will make these decisions."



Membership Fees

Council gave its approval for a 5% increase in EIS membership fees for 2019/2020. By EIS policy, increases in membership fees generally track percentage increases in teachers' salaries for the year. However, despite a 7% increase in teachers' salaries for the year, the decision was taken to limit the fees increase to 5% for the year.

SNCT Finalises Formal Agreement on Teachers' Pay

The SNCT formally reached agreement on a new three year pay deal for Scotland's teachers and associated professionals. This follows more than 12 months of negotiations, and all sides of the SNCT (teaching unions, local government and Scottish Government) are pleased that a final agreement has now been reached. All parties also agreed that the pay element of the agreement will be implemented as soon as is practicable.

Commenting following the formal agreement, John Swinney, Deputy First Minister and Cabinet Secretary for Education, said, "The formal agreement of this deal will deliver the fair pay rise that teachers deserve and I am pleased that all parties have managed to reach consensus.

"This is a welcome outcome which reflects the partnership approach we want to take with local government and the professional associations, providing certainty on pay, a shared agenda on addressing workload, additional support for learning and empowering schools."

Councillor Gail Macgregor, Employers' Side Chair said, "I am pleased that we have today agreed a three year pay deal for teachers. Building on the stability that this deal provides, we will work with our colleagues in the SNCT to address some of

the other issues raised in the negotiations as we continue to put children and young people at the heart of Scottish education."

EIS Salaries Convener Des Morris, also the SNCT Teacher's Side Chair, said, "We very much welcome the fact that, after protracted negotiations, a formal pay agreement has now been reached via the SNCT.

"The three-year pay settlement that has been agreed will provide a long overdue boost to teachers' salaries, and help to address concerns over teacher recruitment and retention.

"We also welcome the additional joint commitments in the agreement to support teacher professional development and reduce workload through increasing teacher agency and school empowerment."

The Agreement

Pay:

A 3% pay uplift for all teachers and associated professionals earning less than £80,000, effective from 1 April 2018 (backdated). For those earning more than £80,000, a flat-rate increase of £1600 will apply.

A further uplift of 3% from 1 April 2019 (backdated until that date) for all teachers and associated professionals (no cap).

An additional 4% increase, as the result of a Scottish Government policy intervention, to restructure the main-grade pay scale and all other pay points. This increase to be effective from 1 April 2019 and backdated until that date (no cap).

A further uplift of 3% from April 2020 across all pay scales and pay points (no cap).

Workload:

The SNCT acknowledges and approves the offers made by the Scottish Government for all parties to work together to reduce the workload of teachers and to undertake joint activity to assist in reducing and preventing unnecessary workload through increasing teacher agency and school empowerment.

Additional In-Service Days:

The SNCT agrees that 2 additional in-service days, to be held in the academic year 2019-2020, should be provided to allow schools time to focus on key issues such as workload, additional support and empowering schools.

EIS Welcomes Safe Passage Campaign

The EIS welcomed the launch at the Scottish Trades Union Centre in Glasgow of 'Our Turn', a Safe Passage campaign in Scotland for child refugees; and called for more support for unaccompanied refugee children. 'Our Turn' is a campaign asking the UK Government to welcome 10,000 at-risk child refugees over the next 10 years as part of a new child resettlement scheme; and calling on local authorities

to pledge places in their communities for child refugees.

The EIS is calling on local authorities across Scotland to pledge places for unaccompanied child refugees, but also to ensure that the educational and pastoral needs of this vulnerable cohort of children are met. These children may have experienced unimaginable traumas, and when separated from family, remain at great risk of trafficking, exploitation and marginalisation. Many children who arrive in Scotland alone and separated from their

families do not speak English, and learning the language is their greatest educational need.

The EIS will continue to campaign for improved education provision for refugee children; for statutory guardianship services for unaccompanied refugee children; and for enhanced anti-racist education. We will continue to provide resources for our members to support them in challenging myths and misunderstandings surrounding immigration in classroom discussions.



EIS-ULA Consultative Ballot

The EIS-ULA has opened a consultative ballot on the 'final' pay offer made by HE employers via the New JNCHES framework.

The EIS-ULA Executive believes that we must build on last year's campaign, continue to organise in branches and move forward in the confidence that, like teachers, we can stand together and ensure that University lecturers are valued too. It is recommending to members that they should reject the current offer.

The ballot closes at 12pm on Tuesday 18 June. For further information, visit www.eis.org.uk/ULA/Ballot2019



Strong Support Continues for College Industrial Action

Following two more successful days of strike action in May, the EIS-FELA Executive called on Colleges Scotland to return to the negotiating table with a view to ending the long running pay dispute in the college sector. The EIS confirmed that its action short of strike (ASOS), including the "results withholding", would continue until an agreement was reached.

EIS General Secretary Larry Flanagan said, "Given the strength of the two strike days, we know that members remain committed to achieving a fair cost of living rise. We believe that a deal on pay is within the grasp of the negotiators but we need some movement from management."

See feature on P19

Holyrood Debate Highlights Importance of Protecting Instrumental Music

The EIS welcomed Holyrood's recent debate on Instrumental Music Tuition in schools. The debate followed a Report from the Scottish Parliament's Education and Skills Committee which recommended that instrumental music tuition should be free to pupils across Scotland.

Ahead of the debate, the EIS published a Briefing Paper for MSPs, urging them to use the opportunity of the debate to press for the government to 'Change the Tune', to defend and extend instrumental music education in Scotland's schools and to ensure that the funding is made available for this to happen.

Instrumental music tuition in schools has become increasingly threatened in recent years, as the result of financial pressures and austerity-driven budget cuts. The EIS is extremely concerned by the decline in opportunity for young people to learn music in many parts of Scotland. Cuts to instrumental music services across Scotland, coupled with the introduction of excessive fees in many areas, are creating a postcode lottery of provision across Scotland.

EIS Headquarters Welcomes new Team Members



John Mcleod joined the EIS on 7 May, and will succeed Colin Mackenzie as the Institute's Accountant.

John previously worked as Group Finance Director with a privately owned haulage company and prior to that was an Audit Partner with international accountancy firm, Mazars LLP, specialising in working with not-for-profit entities and owner managed businesses. He lives in Corstorphine with his wife, Karen, a doctor specialising in Care of the Elderly, two children who attend Craigmount High School and a small dog. Outside of work, John is a keen singer, currently part of the bass section of The Edinburgh Festival Chorus, and a member of the Parent Council at Craigmount.



Rob Henthorn joined EIS on 8 April, as the new Professional Learning Co-Ordinator.

Before coming to EIS, Rob has worked on education policy and learner engagement in Scotland and across Europe, most recently with an advocacy project promoting Learning for Sustainability to international policy makers. Working with international organisations has made him enthusiastic about travel and global folk music. Beyond work, Rob finds time to homebrew beer, volunteer for community campaigns, and explore Edinburgh's underground arts scene with his wife Hannah.

Blazing a Trail for Race Equality in the Teaching Profession and Beyond



A stand-out highlight of this year's STUC Congress in Dundee was the collection of the 2019 Equality Award by the EIS's very own Khadija Mohammed.

With more than a dash of modesty, Khadija, an EIS-ULA and Council member, received her much-deserved award from First Minister, Nicola Sturgeon who visited Congress to warmly present four STUC Awards in recognition of the work of union members in organising, union learning, health and safety, and equality, before addressing delegates.

Prior to collecting the award from Ms Sturgeon, who later in her speech to Congress echoed the valuable role that equality activists play in our workplaces, Khadija had featured in a short film that was screened in the conference hall to highlight her work on equality within the Union.

However, it is not this kind of limelight that Khadija chases. Rather, she seeks to shine the spotlight on the many issues and inequalities around race that need our collective attention. This is why the EIS Equality Committee made no hesitation in nominating Khadija for the award, supporting her nomination with a litany of her endeavours to promote race equality in Scottish education and beyond.

Women from BME backgrounds and Muslim women are extremely underrepresented in trade union structures in Scotland. Khadija has been a trailblazer in this regard. Not only has she been unstinting in her support to EIS members who frequently benefit from her expertise and insight, but she has genuinely impacted upon EIS policy over several years.

A driving force to tackle race discrimination and champion race equality, Khadija is a member of the EIS Anti-Racist Sub Committee and is the Co-Founder and Chair of SAMEE, the Scottish Association of Minority Ethnic Educators, both of which play a critically important role in ensuring a genuinely inclusive education system in Scotland. Within the EIS, she has been a key contributor to the creation of several recent briefing and guidance papers for our members, namely the 'Myths of Immigration' resources; 'Challenging Anti-Muslim Prejudice' guidance; and a 'Promoting Anti-Racist Education' member briefing, as well as wider EIS work on the anti-racist agenda.

As part of her work as a lecturer in education at UWS, Khadija's courses include content on critical race theory, equality and discrimination. In her everyday work, she seeks to ensure that the educators of tomorrow understand their vital role in promoting equality, challenging discrimination, and valuing diversity in Scotland's classrooms and staffrooms.

With seemingly boundless energy, Khadija has also undertaken important PhD research on teachers' experiences of racism in the Scottish education system, highlighting a range of issues around structural racism. She has generously given her time to sharing her research findings with EIS members at various events - the need to acknowledge and deal with the existence of white privilege in our society and within the education system, impacting on pupils, students and teachers alike; the need to include learning that develops race cognisance within initial teacher education; that barriers exist to BME teachers using their social and cultural capital

in the classroom; that BME teachers experience a 'concrete ceiling' regarding career progression; and the importance of diversity in the teaching profession to assist in reducing educational inequalities.

With these findings in mind, Khadija has designed and delivered a highly successful coaching and mentoring programme for SAMEE colleagues. Local authorities, Education Scotland and GTCS are each keen to explore with her how they can collaborate with her in this area.

A combination of Khadija's personal, professional and academic experience has also informed her important contribution to the short-life working group of the Strategic Board for Teacher Education on Enhancing Diversity in the Teaching Profession. Khadija has been instrumental in the publication of the working group's landmark 'Teaching in a Diverse Scotland' report which calls for radical changes to how the profession recruits and retains BME teachers. Khadija remains an active member of the implementation group charged with progressing the report's recommendations.

Speaking on notification of the STUC's decision to present her the award, Khadija said, "I'm delighted to receive this award in recognition of all the good work that goes on around social justice and equality in workplaces."

Larry Flanagan, EIS General Secretary, speaking on behalf of the Union, said, "Khadija's work on Equality benefits the union, and in the longer term, will also benefit the profession and encourage more teachers from BME backgrounds to move into the classroom."

In her own words: STUC Equality Award Winner, Khadija Mohammed, talks activism and equality.

How do you feel about being this year's 2019 STUC Equality Award winner?

I was surprised to hear that I had been nominated and by some of the very people who continue to inspire me. I am honoured and humbled to have received this recognition.

I do what I do because I want to support my fellow colleagues. I am passionate about equality issues and if we can do anything to raise critical issues around race equality then all the better.

What first sparked your activism in the area of equality?

It would have to be a collection of experiences. The tragic events of 9/11 had a significant impact on me – I questioned my identity, first as a Black and Minority Ethnic teacher and second, as a Muslim.

I listened to the children in my class saying, 'Muslims are bad people,' and felt that I had to navigate these conversations around hate and prejudice sensitively and with due consideration. I wanted the children to feel comfortable but at the same time be aware that they were reinforcing negative stereotypes that they were picking up secondhand.

A young person joining my class with very little English made me question the role of language. Whose language is valued? Whose is the language of the curriculum, the resources we use?

Fellow BME colleagues reaching out and sharing their experiences and the challenges they face on a day to day basis – this frustrates me no end and I think this really compelled me to say, "It's enough." I wanted to create a safe space for them where they felt safe and understood.

The EIS Equality Department has supported and encouraged me throughout and introduced me to the trade union movement in a way I had never explored before. All of these things have combined to spur me to action.

You're a BME woman who visibly expresses her Muslim faith by wearing the hijab. How influential has this identity been in shaping your activism in equality?

I started off trying to minimise any cultural differences – I simply wished to 'fit in.' I remember my initial teacher training experience where I just wanted to fit in. In my experience of teaching and attending CPD events I noticed that I was the only one. I stood out.

My decision to wear a hijab has been quite influential. I have been challenged about my faith, for example, and specifically about wearing the hijab (with some colleagues making assumptions about what that represented). I have experienced being 'othered' in the workplace.

There are not many lecturers in education who are BME women and Muslim. Puwar refers to this as 'double exposure' and similarly, Crenshaw warns us about the harmful 'double blow' if you are Black and a woman.

In my case, being a Black, Muslim woman, I am likely to be hit by all three forms of exclusion. In different contexts, my presence can sometimes disrupt and disorientate people's expectations – prompt a double take, because I'm different from the perceived 'norm'.

What have been the positive outcomes for others of your involvement in equality?

I have worked really hard as Chair of SAMEE and Convener of the EIS Anti-Racist Sub Committee to share the counter narratives of BME teachers' experiences.

I have been invited to deliver keynotes and workshops on Race Equality, the Prevent Duty, Islamophobia and Teacher Leadership; to contribute to EIS policy on Anti-Muslim Prejudice; to join a short-term working group for the Scottish Government exploring teacher diversity with recommendations that hold institutions to account for BME recruitment and support; and I have designed and developed a bespoke BME Coaching and Mentoring programme which has benefitted many BME teachers.

Representing the EIS as vice-chair of the STUC Black Workers' Committee has introduced me to the wider discourse around the trade union movement. All of

these things help to promote dialogue on race issues.

What challenges have you faced in trying to bring about change for the better in the working and wider lives of colleagues?

There are many challenges. Perhaps one of the greatest ones is when I may speak out about the teacher workforce lacking the skills to navigate conversations on race equality. This can be a risky business. I find it very easy to talk about the colour of my skin and that of some of the young people we teach. However, I had a tendency to falter when discussing whiteness and white people.

As an educator I had to think about why, after decades, we are still facing the same issues, if not worse. I feel that one of my biggest challenges is to ask our student teachers, teachers, school leaders and teacher educators to consider how their own identities may inadvertently perpetuate the discrimination that BME colleagues, BME pupils and minority ethnic parents experience. So, in other words, to make whiteness visible and recognise how it is so firmly embedded within institutions.

It is well documented that racialised minorities require an 'advocate' or 'white allies' to vouch for them – that can be trusted. This gives the exposure and access to key people who can move and shake. The EIS has supported and encouraged me throughout and introduced me to key players in the field.

Do you have any words of advice for EIS members who might want to become active on equality?

Yes, visibility is crucial – it is important for one to be known, to be familiar amongst our professional peers.

Become active in our union – the EIS provides various different platforms and offers ways of exposing the equality issues you wish to raise.

Think about getting involved in your branch, local association or nationally.

Think about nominating yourself to sit on committees. For me, the Anti-Racist Sub was a great place to start.

Organising and Winning

STUC Conference - Caird Hall, Dundee, 15-17 April 2019



Bill Ramsay



Nicola Fisher



David Smith



Susan Quinn



Carolyn Ritchie



Lorraine McBride



Anne Marie Harley



Andy Harvey

The EIS was represented by a full delegation at the STUC 122nd Annual Congress. The theme of this year's congress was 'Organising and Winning'.

The Lord Provost opened proceedings by welcoming all delegates and commenting that the STUC was a "core part of public life" and he was "encouraged by the ongoing commitment to life-long learning and education."

EIS President Alison Thornton successfully moved a Motion on violence in the workplace. Alison stated that, "All workers have the right to feel safe at work and to be confident that they can go about their daily work without being subjected to violent behaviour in any form." Alison spoke about the rising number of violent incidents in schools which were linked to austerity cuts, this was coupled with employers failing to deal with or deal adequately with this and failing in their duty of care towards teachers and support staff. Alison also called for "more accessible and non-bureaucratic reporting measures to be put in place," and outlined that "more action needed to be taken to reduce risks to staff including risk assessments and a better and wholly supportive response by management to those who have to take time off because of violence at work."

EIS President-Elect Bill Ramsay rose to support a Motion on teacher voice. Bill expressed concern that teachers' voices were not being represented in important decisions affecting education and teaching. Bill stated, "The voice of working people should be heard in their work." Bill told conference that when "EIS members decided to draw a line under the pay element of the Value Education, Value Teachers campaign, they had in their hands a letter from the Cabinet Secretary for Education which spoke about an Empowerment Agenda." He went on to outline the rigours of qualifying to teach in Scotland and stated that, "Scotland's teachers are fully qualified to use their professional voice and be involved in decision making. We need to be involved at operational level, at authority level and at national level." He concluded by saying that, "When we flesh out the details of the empowerment agenda with Local and Scottish Government, we will be reflecting on the First Minister's commitment to facility time that she highlighted in her speech earlier in the day."

"Scotland's teachers are fully qualified to use their professional voice and be involved in decision making"

Speaking to the theme of modern apprenticeships and the living wage accreditation, Ex-President Nicola Fisher stated that "apprentices are often denied the living wage. In Glasgow, a monthly bus pass can cost £47. Some apprentices in the beauty industry don't have the money for lunch." Nicola called for the issue to be addressed with urgency stating that intervention was needed so that people "can live and not just exist."

David Smith (Aberdeenshire) spoke in favour of a Motion calling for a revised industrial strategy with manufacturing at its core. David called for greater use of colleges as providers of training for upskilling workers and reskilling those seeking to explore new areas of work or opportunities. David further commented that colleges were making a contribution that was effective and proven as a key part of any industrial strategy.

Susan Quinn (Education Convener) rose to support a Motion focused on mental health and wellbeing of teachers. Susan spoke about the recent EIS survey of members on the topic and outlined that

in a short space of time 12,000 members responded with 76% of those saying that they were frequently stressed and 88% saying that they had experienced stress or increased stress recently. Susan went on to speak about some possible stressors that could be removed. These included improving and reducing class sizes, reducing contact time, addressing workload, more awareness of health and safety and better communication. Susan concluded by saying that EIS were calling for strategies “to get it right for teachers and young people.” The Motion was carried.

Susan Quinn also introduced a short film on the Value Education, Value Teachers rally in October 2018. She outlined how EIS membership has grown as a result of the campaign and that more members have been attending their Branch meetings, meaning that more and more of our members are engaging at school level. The film was warmly received by all those attending conference.

Carolyn Ritchie (Glasgow) moved the EIS Motion on anti-racist education. Carolyn spoke strongly stating that, “We need to use all means in our power to combat racism.” She spoke of the importance of education within schools from Nursery to Higher Education, and called for a strategy to reach out and attract more BME teachers into education.

Pam Currie, EIS-FELA President, representing the STUC LGBTI Committee moved a Motion calling for LGBTI Inclusive Education. Pam outlined how LGBTI education is a Trade Union issue, how education in schools on the topic shape identity and life chances. Pam stated that “more young people are coming out but support is not there. A recent survey concluded that there has been an increase in bullying over the last 5 years particularly of trans people, two thirds of young trans people have suicidal thoughts.”

Pam also seconded a Motion on Gender Based Violence stating, “This is a workplace issue. It is important when we talk about gender-based violence we recognise that members of the LGBTI community are at greater risk if named in documents and materials. Therefore, we need to be clear about how support is given.”

Pam also rose to support an emergency Motion on Opposing Anti-Women and LGBT+ Laws in Brunei stating that we must stand shoulder to shoulder with the LGBTI community in Brunei, the common enemy was the far right and it was with dismay that we were seeing some places going backwards including some parts of America.

Larry Flanagan, EIS General Secretary, spoke to a Motion on budget cuts.

Speaking on behalf of STUC General Council which was asking for the Motion to be remitted, Larry stated that Council recognised the sentiment and intent of the Motion and recognised that the austerity campaign needed to be re-invigorated, but this should be a wider STUC united campaign which was needed to protect jobs and members.

Larry further stated that in asking for remission STUC would “take the Motion and look at putting in place a coherent strategy to take forward in the next year.” The Motion was remitted.

Andy Harvey (South Lanarkshire) seconded a Motion on instrumental music provision. Andy supported the right of every child to have access to music lessons stating that, “The Trade Union movement has fought hard for equity and equality and for access for every child, now barriers of privilege and access are being erected. A postcode lottery is in place. Some parents who can pay are paying as much as £500 to access lessons but cannot afford to send a second or third child.” Andy added that “music is core to a child’s education, these cuts are purely about austerity. Music enriches, boosts confidence and impacts positively on mental health and wellbeing.”

Lorraine McBride (North Lanarkshire) moved a Motion on additional support needs. Lorraine asked, “What does ASN actually mean?” She spoke of the broad terms and stated that “the number of pupils in Scotland with additional support needs has doubled since 2011. Scottish Government data shows that there has been an increase of 73% of children

recorded as having ASN.” This was over one quarter of the school population. Lorraine went on to explain that, “The number of specialist ASN teachers and assistants has significantly reduced, in some schools it is not simply diminishing but disappearing.” Lorraine called for “specialist provision schools and classes which met the needs of children with ASN in more individualised ways, with smaller teacher to pupil ratios and permanent full-time support assistants to be introduced or re-introduced where they had been slashed.”

Anne Marie Harley (EIS-FELA) spoke on an emergency Motion submitted by EIS on the college lecturers’ ongoing dispute. Anne Marie explained that lecturers were in dispute over a cost of living pay rise which was within public sector guidelines. Outlining that there had already been four days of strike action with

further days planned and a withdrawal of goodwill, she stated that their position had been met with “blatant obstruction” from the employers’ side and that their conduct “had fallen far short of the expectations of a publicly funded body.” Anne Marie called on Congress to support the dispute and for the Scottish Government to intervene. The Motion was carried unanimously.

A short film on the Equal Pay Women’s March in Glasgow 2018 was shown during conference. This received a well-deserved standing ovation.

Some EIS activists who were representing other STUC affiliated organisations also spoke at conference. Annie McCrae, retired member, spoke in support of a Motion on the menopause and Julie Ferguson (Orkney), EIS nominee to the STUC Disability Committee, formed part of a panel on a fringe meeting on Dementia and the Ageing Workforce.

“music is core to a child’s education, these cuts are purely about austerity. Music enriches, boosts confidence and impacts positively on mental health and wellbeing.”



A Momentous Year

EIS President Alison Thornton will conclude her term of office by presiding over this year's EIS Annual General Meeting (AGM) at Perth Concert Hall. Alison's time as EIS President coincided with a momentous year for the EIS, with the Value Education, Value Teachers campaign dominating much of the work of the union over this period. Here, Alison looks back over an extremely busy year of campaigning as she looks ahead to her final event as EIS President at this year's AGM.

A visit in early May to Priorsford Primary in Peebles gave me the opportunity to meet with the EIS members and hear from them their thoughts on the outcomes of the Value Education, Value Teachers campaign. While very welcoming of the pay settlement they were keen to discuss issues such as workload, ASN and the lack of opportunities or recognition for additional professional learning. These are concerns for the majority of EIS members and so being able to discuss the

commitment from Scottish Government and COSLA to address these areas through joint working with the EIS was welcomed. There was a personal element to the visit because when Priorsford opened as a new school in November 1972 I was a pupil in Primary 7 and although I did not know it at the time the first Headteacher of Priorsford was Charles Blacklaw FEIS who had been EIS President from 1969-1970.

In reflecting on my own year as EIS President two images immediately came to mind. One will be shared by many and the other perhaps not so much so, but both reflect the positive outcome that can come from people coming together to share their common view on an issue and that when this happens there can be influence on the decisions of politicians in both government and local authorities.

The EIS was established in 1847 and had two founding principles, to promote sound learning and to defend the interests and welfare of teachers. These commitments

continue to underpin the work of the EIS as much today as they did 172 years ago.

When the Value Education Value Teachers campaign was launched in January 2018 the EIS was quite clear that it would be a campaign that would not be won quickly and would be a major area of EIS activity for 2018-2019. From August to October hundreds of meetings of EIS members took place and I had the opportunity to attend quite a number. EIS members made their feelings known - that they had had enough!

So, the huge turnout of EIS Members and the support of members of other trade unions, parents, pupils and members of the public for the march and rally in Glasgow on 27th October did not come as a great surprise. The "river of yellow" stretching from Kelvingrove Park to George Square and the "sea of yellow" in George Square itself is an image I will never forget and I am sure will become a reference point for many EIS members in years to come.

“the voice of EIS members was heard loud and clear throughout the whole campaign”

Although it took a further 6 months of negotiations which included a number of pay offers and consultative ballots of EIS members, the pay deal for 2018-2021 has now been agreed. The high levels of voting by EIS members in the ballots and strong support for the recommendations in each of the ballots made sure that the views and the voice of EIS members were heard loud and clear throughout the whole campaign.

Alongside the pay settlement, it is welcome that there has been a commitment to work on a number of other issues which EIS members raised throughout the campaign and particularly in the survey of EIS members that took place over a 2-week period in December 2018. These campaigning issues will include tackling unnecessary workload, support for children and young people with Additional Support Needs and new professional learning opportunities for teachers

At the start of my year as President I made reference to the year on year challenges that face Instrumental Music Teacher colleagues because of the non-statutory nature of IMT provision. I hoped that there would be some progress towards the position whereby local authorities would be required to provide free Instrumental tuition to any pupil who wished to learn. This has been the desired outcome of the ongoing EIS Campaign “Change the Tune” which was launched in the Autumn of 2018. Sadly, the recommendations in the recently published report from the Education and Skills Committee ‘A Note of Concern: The Future of Instrumental Music Tuition in Schools’ will continue to leave

the decisions on what basis Instrumental Music Tuition is provided to each local authority and so at the mercy of the annual budget setting process.

However, in February this year I took part in a demonstration organised by pupils to protest a proposal to end all Instrumental Music Tuition except for pupils in S4-6 who had chosen music as an SQA exam subject. Hundreds of pupils from both primary and secondary schools across Midlothian gathered outside council headquarters and demonstrated in a very musical way the outcome of the opportunities that they had had to learn to play music. The organisation and enthusiasm of the pupils was amazing and not something that I will forget. The pupils won the day with councillors voting to reject the proposals from council officers and so the current provision will be continued. A positive outcome for this year but no long-term certainty.

So my final thoughts on the year are that I have really enjoyed and learned much from the many opportunities to meet with, hear from and speak to EIS members whether at school meetings, local association meetings or at one of the professional learning events or conferences held for EIS members. 2018-2019 has certainly been a very busy and successful year for EIS members and all members will continue to have a part to play as we build on the successes of this year moving forward.

- Alison Thornton



Making Choices



The issue of subject choice in Secondary schools has become a hot topic for political debate in recent months. Concerns over the narrowing of subject choice available to young people, particularly in the senior phase of Secondary schools, has led the Scottish Parliament's education committee to carry out an inquiry into subject choice and Curriculum for Excellence. The EIS continues to play a significant role in this debate, with a written submission to the inquiry and an appearance by General Secretary Larry Flanagan at the committee to provide further evidence. Here, the SEJ highlights the evidence presented by the EIS on behalf of teachers and pupils across Scotland.

Opening the session, the Convener of the Education and Skills Committee, Clare Adamson, welcomed the guests who had come to give evidence and invited each member to provide a bit of flavour by outlining their experience of the Curriculum for Excellence.

Outlining the position of the EIS, General Secretary Larry Flanagan said, "Some of us have been warning that where we are now with the senior phase is well short of the ambition of CfE. The ambition that was articulated was about maintaining breadth across the senior phase of education and creating space for depth in learning. That was because one of the criticisms of our previous system was that we got kids through exams but did not give them depth of understanding linked to the skills for the 21st century that the Organisation for Economic Co-operation and Development was advocating that the jurisdiction should engage with. In particular, the ambition was that there should be parity of esteem between vocational and academic education. If those are the yardsticks, where

we are at the moment falls well short and we are dealing with a system that is still in transition.

"Part of what drove our system (prior to CfE) was that it was obsessed with qualifications, because they were the benchmark against which schools were judged. The primary function of a teacher who had any kind of certificate class was to get the pupils through the qualifications with the best possible results."

"That led to a shallower learning experience for our young people. The senior phase was meant to open up a different approach, in which we would view the learning as being of equal value to the qualification. That is why the ideas of breadth and depth and parity of esteem became the benchmarks.

"CfE was not meant to be about a change to qualifications. It was meant to be a

pedagogical change about how we facilitate learning for our young people, and was predicated on the idea that young people must have more than just qualifications, and need a skill set that makes them resilient in an ever-changing market in the 21st century. That is where the space for depth in learning was meant to be pitched, but implementation of the senior phase has left us some way short of achieving that ambition."

Johann Lamont then asked a question about whether there is concern about the lack of an external examination for a lot of young people and the consequences for the level of resources that they will be allocated to support their learning.

Responding, Mr Flanagan said, "As far as the senior phase is concerned, significant subject choice is supposed to happen in S3. However, that is not the reality. The majority of schools still do subject choice in S2, which means that they are still leaning towards standard grade post-16 qualifications instead of thinking about broad general education in the senior phase.

"A young person who leaves school at 16 might well be out of school in fourth year and be doing college courses instead, but they must still have a pathway through to 18 that is predicated on the idea of a positive destination.

"There is still a debate around National 4 and whether there should be an external qualification in that respect. However, the fact is that for a lot of the young people who leave, that qualification will not necessarily best suit their career intentions.

"CFE was not meant to be about a change to qualifications. It was meant to be a pedagogical change about how we facilitate learning for our young people..."

"The issue (of an external examination at N4) has simply been parked for the past 18 months. Opinion among our members is divided, with a lot of people thinking that an external exam would give N4 added validity in the eyes of parents and pupils."

Rona Mackay asked a question about pupils in some areas potentially being offered only 5 subjects in the senior phase.

Mr Flanagan responded, "That is ridiculously narrow. Offering only six subjects in S4 is narrow as well. The issue is how schools can overcome that. They can overcome it

by going back to a two-plus-two-plus-two model or they can do what some schools are already doing and plan a two-year course across S4 and S5.”

Iain Gray asked about the decision to scrap Standard Grades and replace them with National 4 and 5, particularly the view that this change had been unnecessary and had not been a core aim of CfE, which was intended primarily as a curricular rather than a qualifications change.

Mr Flanagan replied, “I suppose that it depends on whether you think that a solution from the 1980s is appropriate in 2020. We are all on board with the fact that, in the 21st century, our young people are facing challenges beyond school that we did not face when we were at school. What underpinned the idea of curricular reform was the fact that we had to have 21st century skills. It is a bit clumsy to describe the skills like that, but the idea was that it is not enough just to have qualifications. Young people will not be in jobs for life; they will have to be adaptable and resilient. Our system was predicated on qualifications and it was being criticised for not delivering on the broader agenda.

“At the time of the Standard Grade discussion, I was still in a school; I was an EIS convener. I was going to a lot of meetings, and a lot of our members were unconvinced by the whole thing. I was saying that the ambition of CfE could be achieved if the qualifications were left as they were, but how we taught was changed. If we did that, we would end up closer to the ambition than if we changed the qualifications but kept teaching in the same way. We have changed the qualifications, but in the upper Secondary school we pretty much still teach in the same way. We are still teaching kids to get through qualifications and all of the broader agenda is being squeezed out.

“Because the SQA did not design fall-back into the (new) system, N4, N5 and higher are all discrete qualifications and if you sit the wrong one, you could end up with nothing, which is why a lot of schools like to

get money in the bank in S4, so that kids get their N5 done and at least they have that to fall back on.”

Jenny Gilruth then asked if there might have been a cultural resistance in the Secondary teaching population to changing how we do things from Standard Grade because it was thought that Curriculum for Excellence was perhaps more suited to Primary.

Replying, Mr Flanagan said, “There was cultural resistance because teachers had become used to a system whereby they were validated on the basis of how well their kids did in terms of qualifications. We have had two decades of the SQA league tables on the number of Highers pupils were getting and information about the transition from Standard Grades into Highers.

“Our whole system was geared towards pupils achieving qualifications. When we switched to a new system, we literally went from the new qualifications arriving

in school post-Easter to implementation in August. No one spent any time discussing with schools what the change was, so the whole focus of schools was on how to minimise the required change in order to deliver the new qualifications and ensure that pupils were not disadvantaged by being the first cohort.

“It is honestly only now that a bit of heat has been taken out of the system that we are addressing that missed opportunity. We are at a stage where we need to decide whether we still have big ambitions for CfE and how we move towards them.

“We made a mistake collectively as a system in the way that we introduced N4 and N5. That has created some of the issues that are being faced about subject choice restrictions. Such restrictions were not built into the system, which is why I have said that they were unintended. However, they were not unforeseen.”

Tavish Scott then asked how the issues raised by the inquiry, related to subject choice and a narrowing of the curriculum in the senior phase, could start to be

addressed.

Responding, Mr Flanagan said, “The starting point would be to decide whether we still believe in the ambition of breadth and depth and parity of esteem. If those are the outcomes that we desire, we have to think how we achieve that. We do not achieve it if the bulk of our system is on a stepladder of qualifications.

“It is a big jump for Scottish education to start talking about exit qualifications and it will be quite a contested area. I know that a lot of our members would sympathise with the idea that we should have certification in S4 and we should look at starting the courses earlier. I think that that boat has sailed. If we look at where we are, we can recognise that that is not a good learning experience for young people and start to think about how we move it forward.

“However, there will be young people in our system for whom the stepladder approach to getting qualifications is entirely the way they should do it, so they are getting success early. That is asking for quite a lot of flexibility in our system, which is what the empowering schools agenda is meant to be about.”

Liz Smith then went on to ask a question about 2-year courses leading to qualifications, and whether this was a positive way forward.

Responding, Mr Flanagan said, “Yes. There is a lot of flexibility in the system. After the first three years, the bulk of pupils do two-year courses, but that is not an absolute given — it depends on the ability of the student. One-year courses are part of the mix in the three years of the senior phase.

“Two-year courses are absolutely the way forward. It does not have to be a prescriptive arrangement. The school’s pupil cohort might require a mixed economy; for example, quite a number of schools offer two-year courses for straight higher candidates who bypass N5, but they do not offer it to all pupils. This is why the empowering schools agenda is important; what is offered has to be tailored to the needs of the school’s pupils.”

This is an edited version of Larry Flanagan’s evidence to the Scottish Parliament’s Education & Skills Committee on 8 May 2019. You can view a video of the entire session at www.scottishparliament.tv/meeting/education-and-skills-committee-may-8-2019 and the Official report of the evidence session is available at www.parliament.scot/parliamentarybusiness/report.aspx?r=12088



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.

The EIS PACT Against Poverty

A meeting organised by the EIS Equality Department entitled, 'The EIS PACT Against Poverty' will feature a presentation by Professor John McKendrick, (Scottish Poverty and Inequality Research Unit) and John Dickie, (Director of Child Poverty Action Group in Scotland) on the current outlook on poverty in Scottish society.

Organising to Win – Achieving Local Success

The EIS Organisers will be holding a fringe meeting, 'Organising to Win – Achieving Local Success'. It will look at how to build on the success of the Value Education Value Teachers campaign and achieve further wins by applying organising principles to a local context.

Challenging Xenophobia and the Rise of the Right

There will also be a fringe event on challenging xenophobia and the rise of the right. This will feature a presentation from Education International General Secretary, David Edwards, where he will discuss EI's role in the global fight for trade union and human rights.

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 and Twitter account throughout the event, so that members can keep updated as Resolutions are agreed.



Guide to the EIS AGM 2019

The Annual General Meeting (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.

The 2019 Annual General Meeting (AGM) of the EIS will be held in Perth Concert Hall, from Thursday 6 June to Saturday 8 June.

Here we outline 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, Alison Thornton from Edinburgh, 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 (Bill Ramsay, South Lanarkshire) and Vice-President (Carole Thorpe, Aberdeen City) 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 Motions and amendments are grouped into subject headings and blocks of time are allocated to Motions under each heading.

This year there are 59 Motions to be debated as follows:

- 17 on Education matters;
- 7 on Employment Relations matters;
- 3 on Equality matters;
- 14 on Salaries matters;
- 18 on Organisation matters.

BARNHILL

Former EIS Area Officer to bring his new Orwell novel to the EIS AGM in Perth



Norman Bissell at Barnhill with what is thought to be the remains of George Orwell's motorbike.

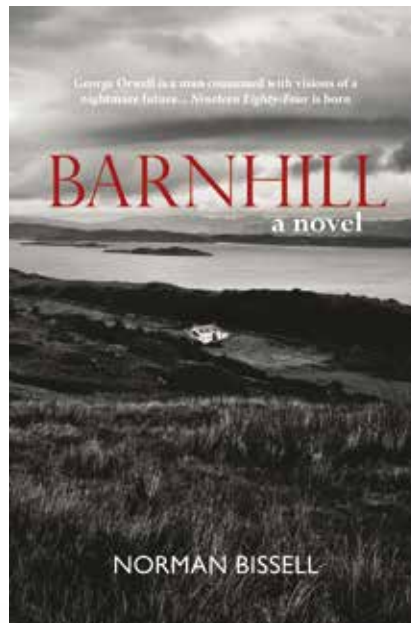
Former EIS Area Officer Norman Bissell will bring his newly published novel *Barnhill*, about the dramatic last years in the life of George Orwell, to this year's EIS AGM in Perth. He will host a stall to showcase and sign copies of his book.

His debut novel brings to life George Orwell's desperate struggle on the Isle of Jura to finish *Nineteen Eighty-Four* before his health fails. Written at Barnhill, a remote farmhouse on Jura, *Nineteen Eighty-Four* was first published 70 years ago on 8 June 1949 but it may have cost Orwell his life. After finishing it, he went into hospital with tuberculosis and never came out. Its terrifying vision of a future ruled by a surveillance state has never been more relevant than it is today.

Deeply researched over eight years, *Barnhill* explores the crucial last period of Orwell's life in London, Paris and Jura, and brings a Scottish perspective to the growing body of work that portrays the author, whose real name was Eric Blair. It reveals the private man behind the celebrated public figure – the tragic death of his wife, his devotion to his baby son, his tempestuous love life and his fear of assassination at the hands of Stalinist agents.

"Orwell was passionate in his defence of truth," Norman says. "He was consumed by the need to alert us to what could happen if we do not stand up against those who lie and spy on us to maintain their power."

"I moved to the Isle of Luing, in sight of Jura, after I retired from the EIS in 2007 and became fascinated by the contrast between this beautiful area where Orwell lived and the horrors he depicts in *Nineteen Eighty-Four*. I wanted to bring to life the man, his family and friends, and to tell the moving story of how he sacrificed his own future for the greater good."



As a writer and Director of the Scottish Centre for Geopoetics, Norman is inspired by the natural world and its creative expression in geopoetics, and this perspective permeates *Barnhill*, in which he depicts Orwell's own passion for nature. He vividly describes Orwell's efforts to be

self-supporting on Jura, and the terrifying incident when he, his son, nephew and niece almost drowned in the Corryvreckan whirlpool.

Norman received an artist's bursary from Creative Scotland to carry out research and professional development to write the novel. He was principal teacher of history at Braidhurst High School in Motherwell and a long time EIS activist and member of EIS Council and National Executive, Lanarkshire EIS President and Secretary, and Strathclyde EIS Convener. He says, "I'm looking forward to attending an AGM again and to meeting some of my former colleagues and friends."

EIS General Secretary Larry Flanagan, who read an early draft of the novel, says, "This is a thoroughly researched piece of writing which Orwell fans will enjoy as an insight into some of the personal challenges faced and agonies endured by this most significant 20th Century writer."

Barnhill a novel is published by Luath Press who also published Norman's poetry collection *Slate, Sea and Sky*, a Journey from Glasgow to the Isle of Luing. It is available in bookshops and online. Signed and dedicated copies can be ordered from the author at www.normanbissell.com/shop/



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A 4-day working week? We'll settle for a fair pay-rise, thanks.



EIS-FELA President Pam Currie outlines the latest developments in the long-running dispute over a fair pay rise for Scotland's college lecturers.

Lecturers across Scotland have now taken their fifth and sixth strike day in the ongoing pay dispute. Picket lines grew across the country as EIS-FELA members reacted angrily to the increasingly bizarre claims coming from Colleges Scotland – the latest being that lecturers want a four-day working week and “don't know why they are on strike.”

We are clear why we are on strike – we are on strike because we have not had a cost of living pay rise since 2016, and we have one clear demand to settle this dispute – a fair cost of living pay rise for all lecturers, in line with Scottish Government public sector pay policy. That's it. No four-day working week, no Caribbean island, no unicorns.

The current two-day strike action is part of escalating industrial action which includes a resulting boycott and 'withdrawal of goodwill', with lecturers refusing to carry out voluntary, non-contractual duties. This action short of a strike (ASOS) started on 15 April and has had a dramatic impact – with lecturers refusing to work through their lunchbreak, answering emails only during paid working hours and not taking marking home at weekends, teetering piles of unmarked scripts are stacking up in staffrooms around the country – proof, if we ever needed it, that the vast majority of lecturers work significantly more than a 35 hour working week, particularly in these critical weeks of the last teaching block.

If management do not return to the negotiating table with an improved offer, the next few weeks will see a crisis in the sector as the resulting boycott bites. Lecturers are refusing to enter results into the college resulting systems – without this, results cannot be sent to SQA and students' certificates cannot be processed.

We are not participating in industrial action because we want to hurt our students. We choose to teach in colleges – in many cases for significantly lower salaries than could be earned in industry – because we care passionately about our students and about the role of colleges in widening access to education, delivering vocational education and giving a 'second chance' to learners from all walks of

life. Unfortunately, any form of industrial action we take inevitably impacts upon our learners – but we have done everything we can to avert this action.

The same cannot be said for Colleges Scotland, who have demonstrated utter disregard for their students and staff alike from the start of this dispute. The offer made last week brings in terms and conditions – an entirely separate workstream – attempting to rewrite the meaning of the National Working Practices Agreement before the ink was even dry on the page and trying to force lecturers to trade terms and conditions for a paltry cost of living rise.

Lecturers are highly qualified, committed professionals, and we are at the end of our tether with Colleges Scotland. The Scottish Government continually remind us of the importance of the college sector to the economy and wider society. National bargaining for the Further Education sector was an SNP manifesto commitment – the Fair Work Convention and public sector pay policy are government policies. It's high time that the Scottish Government stepped in, not just to resolve the current pay dispute, but to hold to account an Employers' Association who are playing roulette with our students' futures.

Pam Currie, EIS-FELA President

(This article was originally published on the Times Educational Supplement Scotland website)



ASN - Exploring the gap between promise and practice

The SEJ reports on the recent EIS Professional Learning Conference. This event, which focused on the delivery of education for young people with Additional Support Needs, also marked the launch of a new EIS guidance document on ASN provision.

Teachers' absolute dedication to the children in our schools is one aspect of the Scottish education system of which the EIS is most proud. That dedication was on display on a sunny Saturday morning in May, when around 80 members gathered in Edinburgh to focus on the hot topic of learners' Additional Support Needs. As Sonia Kordiak, Convener of the EIS CPD Sub-Committee put it, "Parents and the public sometimes don't realise the commitment we teachers have to our own learning."

The 2019 Professional Learning Conference provided delegates with learning on matters both theoretical and practical, covering theories of inclusive pedagogy and research on local authority ASN provision, and also strategies to support refugees, and children with autism, mental health issues, or social, emotional and behavioural issues. Chairing the event, President Alison Thornton spoke of the widening range and growing complexity of children's needs, against a backdrop of diminishing resources; and highlighted that in our recent member survey, 78% disagreed that there was adequate provision for children with ASN in their school.

Delegates were the first members to get hold of a new EIS report, hot off the press, which was launched at the conference. 'Additional Support for Learning in Scottish School Education: Exploring the Gap Between Promise and Practice', sets out EIS concerns around ASL provision, including undervaluing of additional support needs specialism,

under-investing, and rising levels of need. The report restates the EIS view that inclusion on the cheap is not acceptable.

The report also reaffirms the EIS commitment in principle to inclusive education and to diverse classrooms, whilst making plain that the gap between the promise of progressive legislation and policy and the experience on the ground cannot continue. Members can find the report on the EIS website and are also welcome to request hard copies from the Education and Equality Department (cstarko@eis.org.uk).



We understand that some members experience barriers to attending events (geography, caring commitments, the quest for work/life balance etc). For the benefit of those who'd have liked to attend but couldn't, here's a flavour of what was discussed.

Professor Lani Florian, Bell Chair of Education, University of Edinburgh stated that ASL provision is highly variable, which is an equity issue, but there's a lot teachers can do to mediate the effects of unhelpful variables. Sometimes, within 'the dilemma of difference', the solution reinforces the problem, e.g.

some differentiation can inadvertently perpetuate 'the repetition of exclusion.' Teachers' craft knowledge is vital; and the way in which teachers attend to individual differences is key. She reminded delegates that "inclusive education is a process."

Jenny Kemp, EIS National Officer (Education and Equality), shared the key findings of new research that shows that Local Authorities' provision for ASL is variable; and that expectations of class teachers have changed over time, but support for taking on new roles is patchy. The research shows that professional judgement is the main currency in determining who needs support – but which professionals? The EIS view is that classroom teachers often don't feel heard in decision-making processes around ASN.

Dr Carrie Ballantyne, UWS, shared her thoughts on learners with social, emotional and behavioural needs, emphasising that the presence of people who are loving, nurturing and provide safety calms children's stress responses (and children need to know 'it's ok to feel these feelings'). A sense of belonging at school is vital, and fostered by e.g. buddy systems, mentoring, peer-tutoring, circle time, and extra-curricular events led by young people; she also suggested having one clear wall in each classroom to give 'mental space' for processing thoughts, and using positive language: 'do walk calmly' in the corridor, not 'don't run!'

Lorna Johnston and Marion Rutherford, City of Edinburgh Council Learners, gave guidance on supporting learners with autism. Their advice is to provide, for all children with autism, a visual timetable; an individual safe space; planned movement breaks; predictability; opportunities to initiate; and understanding of distressed



behaviour. CIRCLE project modules on autism will be shared online by Education Scotland soon. A key message was that autism is lifelong; they urged teachers, don't take away supports that work.

Clare Fulton, One World Centre, focused in her workshop on learners from refugee and migrant communities, who can face poverty, poor housing, mental health issues, language barriers, etc. and need extra support. They need school to be a place of sanctuary. She touched on lots of good resources e.g. from the British Council, EIS, and ScotDec.

Rachel Hood, Mental Health Foundation, provided a workshop on children and young people's mental health, suggesting that the medicalisation of mental health can obscure the story of people's lives. The MHF believes that places where people learn, work and play should positively support mental health, and advocates for whole-school approaches. Schools should seek to support self-management, improve mental health literacy, tackle stigma, view positive mental health as a right, and support pupils and adults to develop strengths and skills that underpin resilience.

Happily, the sun was still shining as the conference concluded, giving delegates the chance to recharge their batteries before returning to school, ready for the ongoing challenge of getting it right for each and every child. Be assured that the EIS will do its utmost to help members in meeting that challenge.

For more information about the day's discussions, see:
www.eis.org.uk/Professional-Learning/ASNProfLearningConf



“I’m not advocating doing more with less but I’m not suggesting either that in a climate of diminishing resource that we do nothing...use your agency as teachers to push back...”

Professor Lani Florian



“The EIS firmly believes that austerity budgets have been the root cause of changing provision.”

National Officer Jenny Kemp



A Plea from Palestine

EIS Assistant Secretary Andrea Bradley recently joined a trade union delegation on a visit to Palestine. Here, in a highly moving piece, she shares her thoughts on the experience.

'Please go back and tell people in your country about us. Please tell them that we are not terrorists...We are not anti-Semitic. Tell them we are not victims... We are resisting the occupation. Please tell them about what is happening in Palestine.'

This was the echoing plea of the many people that I met with and talked to as I took part in the TUC Women's Delegation to Palestine a few weeks ago.

It was the plea of our bus driver - a Palestinian man lucky enough to hold I.D. that allowed him to live and work in Jerusalem whilst millions of other Palestinian people are forbidden entry to the city without a permit - to live or work or shop or visit family or accompany a relative to the designated cancer hospital. He resists by being a driver for solidarity delegations like ours. He resists by bringing carloads of second hand clothes to the thousands of Palestinian people living in refugee camps across the country.

The plea was echoed by the members of the General Union of Palestinian teachers who met with us on their day off to tell us of the daily disruption to education by checkpoints, army barricades and arrests of pupils in school classrooms and corridors. They resist by being at school every day that they can despite checkpoints and barricades, to continue the children's education and to walk the children home at the end of the day when it's too dangerous for them to go unaccompanied.

It was the plea of a local mayor in the beleaguered city of Hebron who we witnessed being stopped from walking down a street by a young and heavily armed Israeli soldier, because he was Palestinian and 'orders' wouldn't allow it. Later, we watched a group of American tourists and their guide being allowed down the same street, protected as they walked by another armed soldier. The mayor resists by asserting over and over his right to pass.

It was the plea of the President of the Palestinian University Lecturers Union, who described the stranglehold of Israeli occupation on personal and academic freedom - checkpoints preventing students and staff from entering universities, heavy restriction of lab equipment for their science departments by the Israeli authorities, and even closure of universities by Israeli military order. The lecturers resist by accepting students onto courses whose families can't afford fees, because they see the acquisition of education as a cornerstone of Palestine's resistance to the occupation.

The plea was of a Jewish female activist, representing the Women's (Palestinian and Israeli Jewish) Coalition for Peace, who described how she and other female Jewish anti-occupation activists are branded anti-Semites, often shunned and ostracised by their families and communities, and face the very real threat of gender-based violence and harassment. This was mild, she said, in comparison to the treatment of Palestinian women who face the biggest risks of reprisal from the authorities for resisting occupation. The Coalition resists by researching and publicising the scale and wide international reach of the Israeli arms industry.

The same plea came from the Director of Defence for Children International (DCI), a global children's rights organisation. He described the incomprehensible brutality of child detention for thousands of Palestinian children, mainly boys, some younger than 12 years old - dragged from their beds during night-raids; arrested without warrant or charge; handcuffed, blindfolded and beaten in front of their families; transported to detention centres as they lie on the floors of military jeeps, intimidation and torture on the way; heavily interrogated without access to legal counsel; physically and psychologically tortured leading to them signing false confessions; and tried in military courts with conviction rates of 95%. DCI Palestine resists by documenting the thousands of violations of children's rights and providing legal support to mitigate sentences, from between ten and twenty years for throwing a stone, mostly, to between one and five years in prison.

It was the plea of a young woman refugee - Mona - whose family was displaced to the Jenin Refugee Camp when their land and home were confiscated and brought under Israeli control in the early 1950's. 14,000 people now live in the camp, longing to return home. In 2002 Mona and the thousands of other refugees in Jenin were subjected to sustained Israeli attack. She recalled for us how at twelve years old she was separated from her parents during the bombing in which hundreds died and thousands were injured, it taking 15 days before ambulances were allowed in to get to the dead and wounded. Mona, determined to do something for the camp's children has set up a school in one of the dilapidated houses where now 120 children from aged 2 upwards sit at desks

and chairs that have long been discarded by Israeli schools, learning to read, write and speak English in the few makeshift classrooms. Mona resists by using her salary as a carer to fund the school and pay the wages of the teachers employed there, who we saw nurture the children - many of them suffering trauma - and teach them to sing songs, to draw and paint and make, to learn to read and count. The children's eagerness to learn, their pride in showing us and their love of the school, were plain to see.



Salah Ajarma, the Director of the Lajee Youth Centre in Aida Refugee Camp in Bethlehem, made the same plea to us. The camp is surrounded by Israeli military watchtowers, one overlooking the entrance to the Lajee Centre. Outside, there's a memorial to Abd al-Raham Shadi - a child of 13 who was shot and killed by an Israeli sniper from the nearby watchtower, as he stood beneath the flag of the United Nations, in 2016. Today, soldiers fire live ammunition from the security of the watchtower at the children who play football in the adjacent park. Salah resists by bringing groups of young refugees to Europe each summer where they spend a couple of weeks enjoying normal freedoms in normal family homes, giving them a glimpse of what life at home should be like, and growing their aspirations for peace.

We heard the same plea from Manal Tamimi, a leading activist in her village's non-violent resistance to Israeli occupation. Every Friday since 2009, she and the community in Nabi Salih near Ramallah have protested non-violently against the illegal colonisation of surrounding Palestinian land and of a local spring essential for agriculture, by Israeli settlers who, in spite of their unlawful acts, now enjoy Israeli military protection. Meanwhile Manal's family experience regular brutality from the soldiers stationed at the nearby army base built to safeguard the settlers.

The night before we visited Manal, we were told, the soldiers had fired tear gas canisters into village homes, including hers. Manal and her family had been awake until 4am. Such military violence is not a rare occurrence. Her hall table houses a collection of the now spent tear gas canisters and stun grenades fired into her home by Israeli soldiers. Outside in Manal's garden, the family has created an art installation of the weapons debris from the countless attacks, threaded through a trellis of purple irises. The contrast of the flowers and the weaponry is tragically stark.



As we sat in Manal's living room, she told us she has seen two of her cousins shot dead in the street in her village, at point blank range by the Israeli army, and has been shot herself. Both her teenage sons have been imprisoned in Israeli jails. One of them, now released, served us orange juice when we arrived. He played with his little brother who quietly sat at the kitchen table playing a computer game; he joked with his sister. I observed a gentle young man amidst what should have been a tableau of typical family life. His 16-year old brother remains in an Israeli prison for throwing a stone at an army jeep.

The Tamimi family also resists through education - the majority of the adults in the village, with a population of 600 belonging to the same family, are degree educated; around 40 have Masters degrees and 10 hold doctorates. Manal's family resists by film-documenting what happens to the people of Nabi Salih and by attending, when granted Israeli permission to leave the country, international events to speak about the reality of life under occupation. Their weekly protests continue.

As we went to and from our various meetings by mini-bus and on foot, we could see for ourselves the visible signs of the real-life dystopia described to us by the people that we visited across various parts of Jerusalem and the West Bank.

From the mini-bus, we saw miles upon miles of the concrete wall, twenty or thirty feet in height, with many of its sections topped with barbed wire, separating Israeli territory from the West Bank. The resounding message to the Palestinian people is 'KEEP OUT'... of the towns and villages and agricultural lands that their families inhabited for centuries, prior to the 1948 or 1967 'agreements'. The wall almost completely encircles many of the towns and villages where Palestinian people live today, its cold grey, and its mass scale and structure, contributing to an overwhelming sense of confinement. At regular intervals along the wall, looming over the surrounding area, are the military watchtowers with their heavy surveillance equipment and blacked out windows. Looking up at them you sense the unseen eyes on you and wonder if you're the target locked in the sights of an Israeli rifle.



We saw armed Israeli soldiers everywhere we went - at the entrances to the old city of Jerusalem, in twos or threes guarding street corners in Hebron and even, incongruently, on the Via Dolorosa. We saw them standing in bus shelters, at the entrances to gated Jewish settlements, at the entrance to the Ibrahim mosque in Hebron, lining main streets, running over waste-ground, surrounding young Palestinian men, and of course, at the numerous checkpoints which interrupt your journey as you drive from place to place. Looking at the soldiers, you're struck by the odd juxta-positioning of their youth and what should be the innocence of it, with the hardness of their stares and the deadliness of the weapons that they carry. It's disturbing to witness.

On the day that we visited Hebron, after seeing the soldier preventing the mayor from taking us down Shuhada Street, once a gathering point for the local community, a few of us were stopped from walking towards a shop by two young soldiers - one male and one female - who looked like they could have been students in my Higher

English class. They checked if we were Christian before gruffly permitting us to go towards the shop owned by a Palestinian family - one of the few left in the area that hadn't been closed down and ordered to cease trading by the Israeli army. Military orders had also resulted in the closure of the Palestinian municipal offices and the central bus station, now being used as an Israeli army base.

The soldiers stood watching the children playing in the desolate street - a little crowd of boys around nine or ten years old who wanted to sell us wristbands, and a smaller group of girls aged four or five who comically tried to persuade us to buy the colourful child's watches that they wore on their own tiny wrists. The shop-owner told us that life in the area was hard - we were rare visitors to this area, now practically a ghost-town. Money was scarce, he said, poverty rates were high. Our hearts went out to the kids who played and bickered and charmed us in the midst of the surrounding bleakness, seemingly untroubled today by the soldiers who stood with guns across their chests a few feet away.

But we knew from visiting the nearby Al-Hdrahimiya Basic School for Boys earlier in the day that such playfulness wasn't always enjoyed by the children locally. On entering the school, we were met with a wide hallway that was lined with photographs. I thought these would picture the boys as they learned, as they played, gathered their school achievements. Close up, plain to see and immediately shocking for us visitors, were images of the oppression and the violence that the children had experienced, literally at the hands of Israeli soldiers.



In one photo - I'm looking back on my own photographs of the display as I write - what looks like a third-year boy is being dragged from the school by four armed

soldiers wearing helmets and visors. The boy's mouth is bloody. Four of his teeth were knocked out by the soldiers as they arrested him, the Headteacher told us. In another image, two soldiers appear to be interrogating a seven or eight-year old boy. He is wearing what looks like a red football top. Both soldiers wear black uniforms and helmets. The boy appears afraid as he looks up at one face partially covered by a visor. In another photo, a boy - perhaps four or five - is in the grip of one soldier while another looks casually on. You can see that the little boy's crying. In another, a thirteen or fourteen year-old boy lies on the floor, eyes closed, wearing no facial expression, arm outstretched above his head. He looks unconscious.



There are a hundred or more photographs like these - all taken on school days in and around the building. Not the gallery of success, as I'd thought. The walls of this school corridor are lined with chilling photographic evidence of the harm that pupils come to as they walk to and from school, and even in their own classrooms where their teachers are unable to protect them from the foot-soldiers of the Israeli regime.

On our bus journeys, we passed a couple of Israeli prisons. I shuddered to think of the children detained in them - held without charge or trial; denied the right to make phone calls; denied visitation by their families for the first three months, then allowed visits only once per month

for 45 minutes; threatened with family members being arrested or their work permits withdrawn or with they themselves being thrown from a third floor window onto the hard ground below; traumatised and tricked into signing statements that are written in Hebrew, believing that they are release statements but which incriminate other members of their family or community.

Journeying around, we were soon able to distinguish between Palestinian homes and villages, and the Israeli settlements, many of them vast, many illegal. From a distance, we could see the black water tanks on the roofs of the Palestinian houses. Although the houses are supplied with mains running water, additional water tanks are essential, we learned. The Israeli government controls the mains water supply, limiting it to only twelve hours per week to homes in the West Bank. People had told us of the practical difficulties this caused them - inability to bathe and shower freely, to do the laundry, to clean the house. In Manal's case, the water was switched on only once per week between 8pm on a Sunday evening and 8am the following morning. Faced with such restricted supply, Palestinian people are forced to buy water supplies...from Israel's national water company, Mekorot. The Israeli state profits from its own minimal observance of the international human right to water.

And it also profiteers from its army's flagrant violation of the human right to water. Another tactic aimed to deter resistance is to pollute the water tanks of Palestinian homes using water canon containing 'skunk water', an intolerably foul smelling liquid which renders water unusable and which is often sprayed directly into people's houses, permanently ruining their furniture and anything else which this disgusting chemical concoction drenches. Roof-top water tanks polluted with skunk water have to be drained, cleaned and replenished with new supplies of water...bought from the same Israeli company. Israeli settlers all the while liberally water their flower gardens and swim in Olympic-sized pools.

We saw countless illegal settlements - their sprawling regularity across the hillsides, imposing fortress-like above the scattered homes of the Palestinian villages below. I thought of what we'd heard about settlers

firing their guns down into the valley at people as they tended their olive groves, almost always with impunity. It was clear looking at the villages and the positioning of settlement after settlement that we were witnessing voracious colonisation in action.

Faced with land and property confiscation, application costs set prohibitively high at \$40,000 and years-long waits for planning permission, we were told by our hosts, Palestinian people have been forced to build houses without permission. While land supply shrinks, families continue to grow. Such houses are built here and there or in occasional blocks of apartments, with something of a makeshift quality about them - nothing like the vast, industrial-scale building projects within the settlements. Frequently, though, the Israeli army arrive at the homes that Palestinian people have built themselves and bulldoze them. The owner of the house is then billed the cost of the bulldozing. Worse, the owners are often made to dismantle the home themselves, as settlers stand by jeering, protected by Israeli soldiers as they do so. On one level, it was hard to comprehend this abject cruelty and desire to humiliate; on the other it's easy to recognise as a recurring and enduring feature of colonialism.

Another was the prevalence of the flag of the dominant power. Huge Israeli flags hung from roof height, almost to ground level, from several of the twenty storey buildings in the city of Jerusalem. The flag declared the occupation of former Palestinian houses by settlers. It hung for miles of road and motorway atop lampposts and overhead cables, and was fixed to countless cars driving to and from the settlements.

Its blue and white fluttered from various positions at the many checkpoints where cars with Palestinian number plates are stopped, identification and permits demanded by armed troops, occupants questioned and vehicles searched. We saw huge queues of cars stopped on the approaches to checkpoints, their drivers impassive as they waited their turn to try to go through. Not a single horn blasted nor an engine revved. It seemed that Palestinian people are resigned for now to their journeys taking hours more than they should - the forced checkpoints and deliberate road closures designed to prevent ease of travel for people as they go

about their family and working lives. The flags fluttering above them as they wait, or drive double the distance to arrive at a destination, are a constant reminder of who are the architects of their oppression.

The tyranny of the regime extends to the social security and employment bureaus too. We met with a group of Palestinian women living in Jerusalem who told us of their experiences of unemployment and attempts to seek state support. Their stories seemed reminiscent of those woven into Ken Loach's 'I, Daniel Blake', depicting the callousness of the UK benefits system.

Iqba described how after 17 years working as a nursing auxiliary, she fell, hurt her back and could no longer work in the role. With four children and her husband living in Jordan, presumably because he had no right to live in Jerusalem, she sought state support from the Employment Bureau who treated her dismissively, with aggression, and without empathy. They repeatedly offered her work that her back injury prevented her from doing and threatened to withhold her income if she didn't take the unsuitable jobs they offered.

Another woman told us of how she worked for eight years as a cleaner to support her children before developing severe allergies to the cleaning products. Her husband being from the West Bank and under the age of 35 at the time, was denied Jerusalem residency, is now permitted to live in the city but isn't allowed to work. She has been forced to visit the Employment Bureau for assistance. Like Iqba she kept being offered other unsuitable cleaning jobs before being ordered to go on an employability course. She has to attend the course weekly. What should be a short journey from home to the course venue can take three hours or more because of checkpoint delays. She leaves her home at 5am for a 10am start. If she's five minutes late for the course beginning, she's excluded from the whole session and her benefits will be withdrawn.



Even cancer sufferers aren't spared by the system. One survivor described how when her cancer treatment ended, her benefits were stopped though she had children and a husband in prison so had no other source of income. Again, she was offered job after job that she couldn't do as a result of her cancer-related disability. She was sent repeatedly back and forwards between the Employment Bureau and the State Social Security Department where time after time she met with refusal to acknowledge her disability, and destitution threatened.

Like the present UK benefits system, every detail of Israeli oppression seems to be by design. None of it appears accidental. Its architects have sat in boardrooms drawing up plans of how the regime will restrict and repress the Palestinians enough to clear them from the land to which Israel stakes its claim. Planning how it will keep favour with the international community, buying their silence in the face of Israel's continual land-grabbing and flouting of international law, and its mass human rights violations against the women, men and children of Palestine. Of how it will paint itself to the world as a bastion of democracy and freedom in the Middle East, a culture and tourism hub.

Democracy and freedom are not what I saw. They don't whatsoever feature in the testimony that I heard from the many people that we met on our visit. They were mothers, fathers, sisters, brothers, teachers, lecturers, union members, community members, parents, health workers, lawyers, journalists, academics, rights advocates and activists. They welcomed us with the warmth and gratitude of people who believe that they're otherwise being forgotten or ignored by the international community.

They wanted us to go back and tell that they are not terrorists, they are not anti-Semitic. They wanted us to tell that they are not victims - that they are resisting the occupation. They wanted us to tell you what is happening in Palestine. They told us time and again of their lack of freedom to exist. The Palestinian people need us to act.

First online EIS Representatives Course



A group of EIS representatives has just completed the first online course for EIS representatives.

The new course was developed by the EIS with the City of Glasgow College to deliver training for EIS representatives in order for them to carry out their duties. The course started last September and was spread over two semesters and concluded on the 30 April. The General Secretary presented the representatives with their completion certificates.

The development and implementation of the course was funded by the Scottish Government's Union Modernisation Fund, and the course was aimed at EIS representatives that live in geographically remote locations that would otherwise have difficulty attending courses in person. This was a pilot course using bespoke materials for EIS representatives in schools.

The course has received glowing feedback from its attendees, and many have said that it had already made a positive difference to their work as EIS representatives.

Caroline Gibson, a rep in Aberdeenshire, said that she was already using her new skills back in school, "I asked my colleagues what issue we could work on together, they identified the WTA. We are now working on this more closely with SMT than in the past." Caroline added that she thoroughly enjoyed the sharing of experiences between reps and looking at other Council's LNCT was invaluable.

Ian Amatt from Perth and Kinross said that he thoroughly enjoyed the course and added that he felt that it enabled him as a rep to "take ownership and make issues more visible."

Mary Maley, Orkney added "This year, sick absence is very high, this is due to workload. We need to encourage our members to say no. Reps are key to this by using their knowledge to give advice and to make greater use of policies. For too long teachers have suffered in silence. The course has given me a good understanding of how to prioritise issues and organise and campaign around those."

Gillian MacDonald, Perth and Kinross said that the course had helped her to "identify an issue and start discussion in school." Gillian added that she now knew where to go for support and had really enjoyed sharing possible solutions with other reps on the course.

The EIS Executive Committee has approved running the course every year for the next three years and to offer the course to all EIS representatives.

“the sharing of experiences between reps and looking at other Council’s LNCT was invaluable.”



The EIS-University Lecturers' Association (EIS-ULA) held its AGM at EIS Headquarters on 27th March 2019. Members from HE institutions across Scotland were in attendance to discuss the latest developments in the ULA pay and workload campaigns and debate and vote on EIS-ULA policy priorities for the year ahead.

The AGM was chaired by ULA President Nick Cimini and was addressed by EIS President Alison Thornton and EIS General Secretary Larry Flanagan.

EIS President Alison Thornton began by describing what a busy year it had been for all areas of the Union with the various campaigns and ballots that had taken place and how they have all had “a common theme, to seek members’ support in pursuit of fair pay settlements for all involved in delivering education.”

Discussing the positive response to the campaigns Ms Thornton said, “The number of members voting in both the ULA consultative and statutory ballots were the highest ever. Although the thresholds set by the anti-trade union legislation were not met, employers were sent a very clear message that enough is enough.”

Addressing ULA delegates EIS General Secretary Larry Flanagan highlighted what a busy year it had been for all sectors stating, “There is a definite feeling public sector pay had to be addressed and the EIS has attempted to do just that, across all sectors.”

Mr Flanagan then went on to talk about the importance of membership engagement within the Union. “Although the turn out in your ballot was disappointing, I think it is important to see that this was still the

highest levels of voting ever in a ULA ballot, and we are now at a turning point in Higher Education.” He explained how important it was to get across to members that, “the ability to withdraw our labour is the key weapon that members have. Nothing will be given to members out of the kindness of management’s hearts” Larry said. “Everything has to be won. And the ULA campaign on workload will be incredibly important moving forward.”

Summing up, the General Secretary said, “I think in all sectors of the union there are opportunities to be taken and as an Institute we are in a much stronger position. The opportunities are there. It will be up to us as an Institute to seize the day.”

The AGM debated and passed a range of Motions on various Higher Education issues.

Moving the first Motion, ‘that this Annual Conference notes recent events at universities overseas - such as the arrest and sentencing of a British academic in the UAE and a clampdown on academic freedoms elsewhere,’ Holly Patrick (Napier) said, “Many UK universities have not thought about the morals or values with which they form partnerships.” The Motion was seconded by EIS-ULA Vice-President Nick McKerrell. “There is no moral compass in higher education management. It is the responsibility of Trade Unions to speak up” he said. The Motion was passed unopposed.

ULA-President Nick Cimini moved a Motion calling for EIS-ULA ‘to launch a campaign to end UK-Wide pay bargaining and highlight the need to campaign for Scottish pay bargaining.’ Nick Cimini argued that the Higher Education system in Scotland is

significantly different to Higher Education in the rest of the United Kingdom. “The new JNCHES discussions, mostly held in London, do not address our needs. It is time to discuss Scottish bargaining.” Following a show of hands, the Motion passed.

Calling for the EIS-ULA to campaign for universities to provide support for member’s mental health, Beth Cross delivered a passionate speech. She said that in her establishment there is currently no structure in place to deal with staff mental health. And called for a return to work procedure to be implemented. The Motion passed unopposed.

The AGM also debated Motions to agree to oppose any attempt by senior management or school management to undermine the Activity Planning Mechanisms negotiated and agreed by EIS branch officials, to campaign for improved HE Governance and to campaign to ensure EIS ULA members are accorded dignity and respect in the workplace.

Full details on all AGM resolutions are available on the EIS-ULA section of the EIS website.

The Meeting also featured a presentation from solicitor Sam Fowles who talked about the possible impact of Brexit on Higher Education. He split his presentation into three parts discussing the impact Brexit may have on research, how it may affect teaching and lecturing staff and the implications it may have for the role of Higher Education in modern society. Mr Fowles concluded his presentation by saying, “We cannot rely on the Government to ameliorate the impact of Brexit on Higher Education but we can rely on lecturers and Higher Education Trade Unions.”

LOCAL NEWS / SOCIAL MEDIA

Dundee EIS Holds Consultative Ballot on School Restructuring

The Dundee local association of the EIS has held a consultative ballot of its members in relation to plans to implement a faculty-based system in the city's Secondary schools. The EIS has serious concerns over the faculty model and believes strongly that the proposals do not represent a positive way forward for secondary education in Dundee.

EIS Local Association Secretary for Dundee, David Baxter, said: "Dundee EIS met with representatives of the local authority to express our opposition to the planned introduction of a faculty model in the city's secondary schools. We do not believe that the Council's plans are based on any sound educational rationale. In the view of the EIS, a move to a faculty structure would be bad for pupils, teachers and schools."

Dumfries & Galloway and Subject Choice

Local representatives of Dumfries and Galloway EIS have expressed concern at the narrowing of subject choice for secondary pupils in Dumfries and Galloway, following a report by Reform Scotland, which shows that subject choice has narrowed in our region since the introduction of Curriculum for Excellence.

The current arrangements are poorer than before because the compression of N4 and N5 into one year rather than the two years of Standard Grade has required a reduction in the number of subjects chosen. There is also a significant time pressure in delivering said courses in a single year.

The Government and Education Scotland have focused too much on implementing new qualifications, rather than supporting schools re-design coherent new curricula.

Local EIS secretary Andrew O'Halloran commented, "The future prospects of our children and young should not be curtailed by narrowing of curricular choice for secondary pupils. This was not envisaged by those who designed the new curriculum."

"We are still paying the price for a rush to implement the new qualifications in 2014, before schools had been afforded the time to consider how to transform their Senior Phase. Too much importance has been given to attainment data, rather than attainment."





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Sudoku

Medium

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

Hard

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

CROSSWORD 105

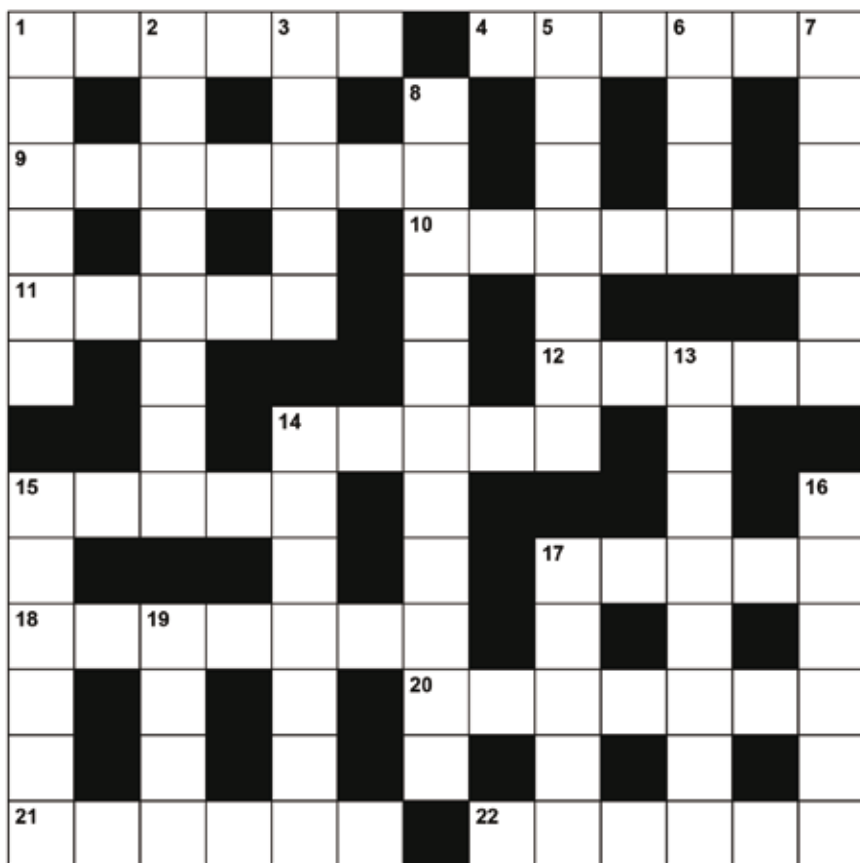
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Name _____

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Send your completed entry to

**SEJ, 46 Moray Place, Edinburgh
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



Across


- 1 - Painter's volatile traits (6)
- 4 - Screen operation for heavy blow (6)
- 9 - Greed created by a Virginia food that's widely cultivated (7)
- 10 - Argue about apartment's interior not being initially many-coloured (7)
- 11 - Hates awful speed (5)
- 12 - Spirit found in part of stethoscope (5)
- 14 - Stopped blowing top and took the edge off (5)
- 15 - Greet flapping bird (5)
- 17 - Feel unwell eating pear's skin for a month (5)
- 18 - Merit of French supply (7)
- 20 - Show not including friendly greeting segment (7)
- 21 - Kind set accepting part of Bible with energy (6)
- 22 - Rushes around for escorts (6)

Down

- 1 - Indifference a simple hospital measure (6)
- 2 - Move rafters assembling around Norway (8)
- 3 - Spain involved in area grab (5)
- 5 - Kept away from a vacant journalist (7)
- 6 - Meat balm massaged (4)
- 7 - Crustaceans uncooked in pan without a sauce, initially (6)
- 8 - Relish fewer breaking fairground ride (6,5)
- 13 - Tease the French after starter of horseradish with soldiers is dreadful (8)
- 14 - Immortal non-resident lacking sign of love (7)
- 15 - Gin den sadly closing (6)
- 16 - Hostels somehow lacking drug for lazy people (6)
- 17 - Sadness initially rejected for musketeer (5)
- 19 - Steer clear of star housing husband (4)

Crossword 104 Answers





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