

eis

YOUR
PAY CLAIM

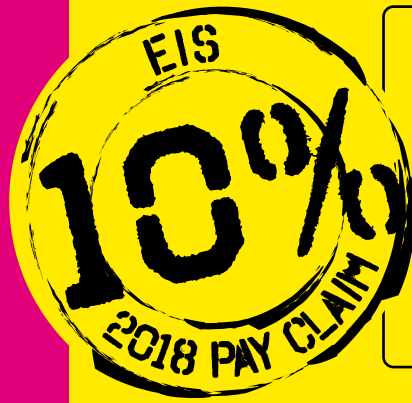
YOUR
UNION
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NATIONAL
DEMO

27th
OCTOBER
GLASGOW

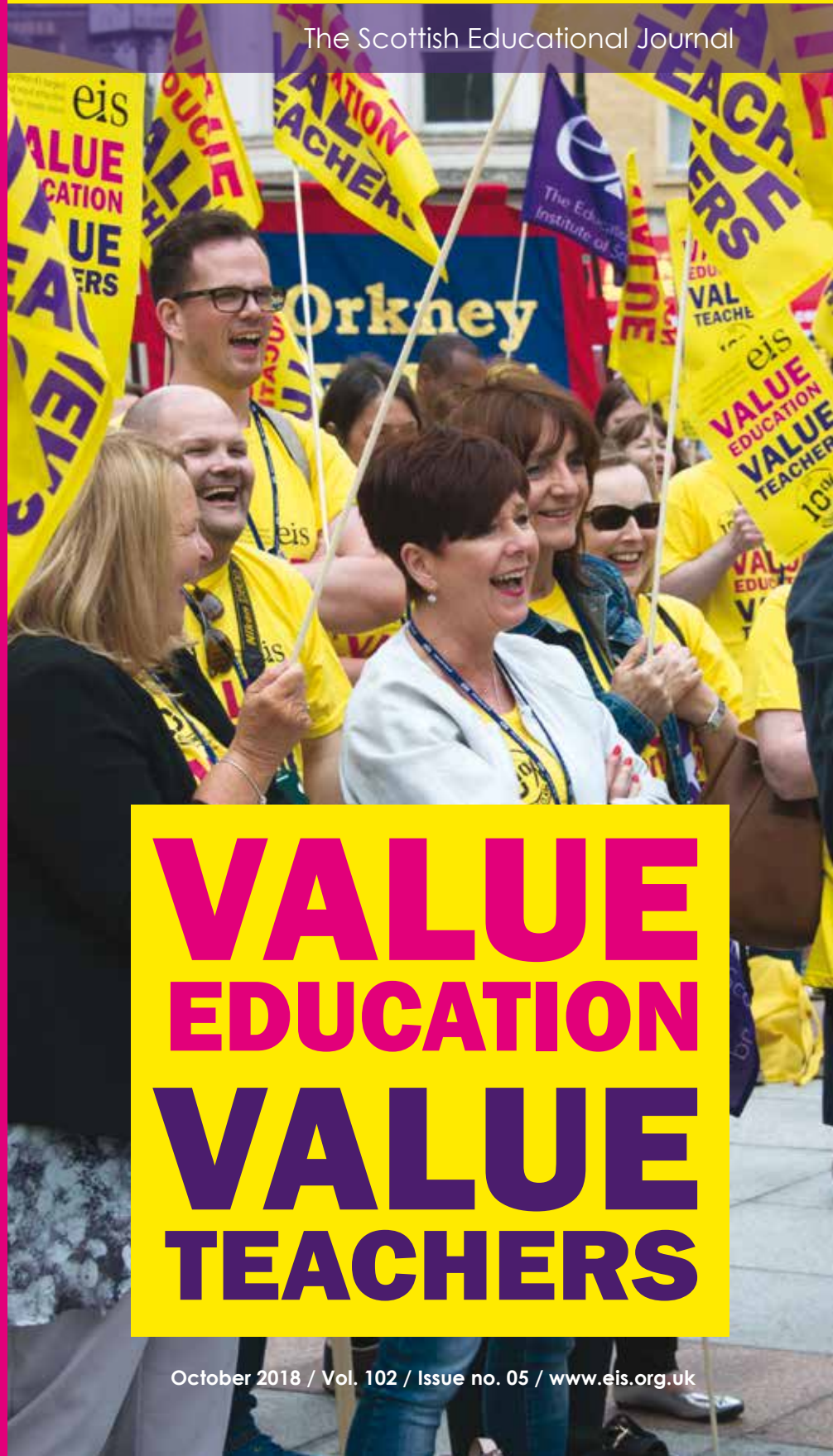
Assemble: 11.00am
Kelvingrove Park, Glasgow
March: 11.30am

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SEJ

The Scottish Educational Journal



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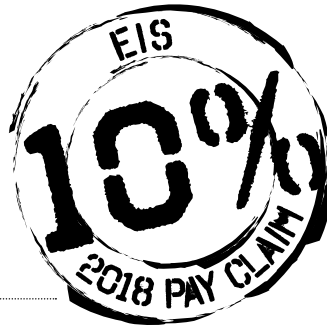


Each month we will have one draw in which we will pick two lucky winners! One EIS member will win back the cost of their annual car insurance and one EIS member will win back the cost of their annual home insurance in our fantastic free-to-enter competition.

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

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

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Pay Campaign Takes a Dramatic Turn

Just as this edition of the SEJ was about to go to print, there were sudden developments in pay negotiations at the SNCT. EIS negotiators went into a meeting with the Scottish Government and COSLA, expecting to hear the latest proposals for an offer on teachers' pay.

Instead, in an obviously pre-planned and coordinated strategy, the shutters were slammed down on any further negotiation. The previous offer from the employers' side, based on a 3% cost of living increase and a restructuring of the main grade scale, was reheated by the Scottish Government and COSLA and presented as their 'best and final' offer.

Given that this offer had previously been rejected by the teachers' side of the SNCT as 'derisive' and 'divisive', it is clear that the other parties to the SNCT were acting in a deliberately inflammatory manner.

The message from the other side was stark – we are not offering you anything better, so what are you going to do about it?

It is essential that Scotland's teachers rise to this challenge, and fight back for a fair pay settlement. The offer was intended to divide and rule, to pit teacher against teacher, in the hope of weakening our resolve for collective action.

At the time of writing, plans are progressing to ballot members in order to send a clear message that this pay offer is unacceptable. It is critical that every member who is eligible to vote does so, and votes to reject the stance taken by the Scottish Government and COSLA.

Clearly, the other sides of this negotiation are spoiling for a fight. They have underestimated the strength of feeling

within the teaching profession, and the determination of the EIS and its members to secure a fair deal for all of Scotland's teaching professionals.

The National Demonstration in support of the Pay Campaign, to be held in Glasgow next week, now takes on even greater importance. In the run up to the ballot, building the active support of all EIS members is critical to achieving victory in the pay campaign.

As we highlight on p12 of this SEJ, an anonymous letter sent by a Scottish teacher to the Scottish Government has laid bare the frustrations felt by many within the profession. This letter prompted substantial public and media attention, and led to questions in the Scottish Parliament about the pressures being placed on teachers.

The First Minister's response was, in essence, I want to hear directly from Scotland's teachers about the challenges that they face. I am listening and willing to act to address your concerns.

Thousands of teachers, marching together through the streets of Glasgow on October 27, will send the message very loud and clear – Value Education, Value Teachers. Pay us what we are due – starting with delivery of our 10% pay claim for this year.

See our guide to the EIS National Demo on pp9-11 of this SEJ, and visit the EIS website at www.eis.org.uk for all the latest information and updates.

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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.

Join the National Demo on
Saturday 27 October in Glasgow.
More information can be found at
www.eis.org.uk/ValueTeachers

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TEACHERS**



First Council of New Session Puts Pay Campaign to the Fore

The first meeting of the new EIS Council for 2018/2019 had a strong focus on the ongoing pay campaign, and looked ahead to the National Demonstration to be held in Glasgow on Saturday 27 October.

Reports from Vice-President Bill Ramsay, on behalf of the Executive Committee, and Salaries Convener Des Morris highlighted recent developments in the campaign and in negotiations via the Scottish Negotiating Committee for Teachers (SNCT).

Commenting on the campaign, the Vice-President said, "The campaign focus at the present time must be to build towards a successful strike ballot – this is a priority for the campaign at this stage." Mr Ramsay lauded colleagues in

EIS-FELA for their excellent indicative ballot result on their pay offer which, had it been



Des Morris

subject to the restrictive Trade Union Act thresholds, would have smashed through them. Salaries Convener Des Morris updated Council on the long-running pay discussions at the SNCT, and offered a review of all the negotiations to date. "Our pay claim is for 10% across all pay bands, and clearly a 3% offer falls far short of our aspirations for a fair pay settlement," he said.

"Everyone has taken the same percentage pay-cut over the past decade, so everyone deserves a fair pay rise."

Mr Morris went on to highlight the very low or zero pay awards that teachers in Scotland have received over the past decade: (2009, 2.25%) (2010, 2.5%) (2011, 0%) (2012, 0%) (2013, 1%) (2014, 1%) (2015, 1.5%) (2016, 1%) (2017, 1+1%).

Speaking of the most recent proposal offered by the employers' side, which was rejected by the teachers' side of the SNCT,

Mr Morris said, "This was an offer that differentiated between our members. It would not have helped with recruitment or retention of teachers. Everyone has taken the same percentage pay-cut over the past decade, so everyone deserves a fair pay rise."

The pay campaign and the forthcoming national demonstration were the focus of a special afternoon session during Council. General Secretary Larry Flanagan updated members on the campaign, and for plans to put thousands of teachers on the streets of Glasgow as a clear show of strength to employers and the Scottish Government.

Mr Flanagan also highlighted the need to continue to build support from members for a future industrial action ballot, and cited the Trade Union Act which now makes it far more difficult to secure a legal mandate for industrial action.

"We need to learn lessons from other unions, who have discovered to their cost that it is far more difficult to secure a ballot result for industrial action as a result of the strict ballot thresholds imposed on public sector unions via the Trade Union Act," he said. Mr Flanagan emphasised that any member not voting in the ballot now counts

as having voted "no" for industrial action – making both securing a high turnout plus a strong "yes" vote absolutely essential.

Michael Dolan (West Dunbartonshire), Vice-Convener of the Salaries Committee, said "We need to highlight to members that a failure to vote is a No vote. Members need to feel a sense of responsibility to their colleagues."

David Baxter (Dundee & Salaries Committee) agreed, and said that "Our slogan should be that Failing to Vote is Voting for Failure".

Other issues addressed during the Pay campaign session included: Coordination of transport for the Pay Campaign Demo (David Farmer, Fife); learning lessons from other



Caroline Yates

unions (Caroline Yates, West Dunbartonshire); the timing of the National Demo (Ron Constable, Aberdeen City); OECD comparisons on teacher pay (Allan Crosbie, Edinburgh); engaging younger members

in the campaign (Heather Hughes, West Lothian); the importance of face-to-face contact to promote the campaign (Nicola Fisher, Ex-President, Bill Ramsay, Vice-President and Megan McCrossan, North Lanarkshire); the form of future industrial action (Martin Bayliss, Aberdeenshire).

Executive

Vice-President Bill Ramsay highlighted that a review of existing legal service provision had concluded that a second EIS Legal Officer should be appointed, and that the recruitment process for the post was now underway.

Mr Ramsay also advised Council that a decision has been taken to cease the current contract with the provider of the members' discount scheme, Countdown, at the end of the year. A new provider, Parliament Hill, would then provide the EIS member benefit scheme, said Mr Ramsay.

Education

The issue of SNSAs was the basis for a significant part of the Committee's discussion at its recent meeting, said Convener Susan Quinn. She also highlighted that the EIS member survey on the first year of SNSAs had produced a tremendous level of response, despite being held over a fairly short period just prior to the summer break. The results of the survey, which highlighted a wide range of concerns among EIS members in relation to SNSAs, had been passed to the

Scottish Government, said Ms Quinn.

Carolyn Ritchie (Glasgow) asked, "We shared our survey data on SNSAs with the Scottish Government. Did they share their data which led the Deputy First Minister to state that teachers found the SNSAs 'helpful' with the EIS?"

Ms Quinn replied, "In a word, No. We have asked for the data that the Scottish Government gathered to support its review of SNSAs and inform the Deputy First Minister's statement. We await a response to that request."

Equality

Ex-President Nicola Fisher, the new Convener of the Equality Committee, updated Council on a wide range of issues including: a presentation to the Committee by RespectMe on addressing prejudice-based bullying; the welcome announcement by the Scottish Government of a national minimum school clothing grant of £100 per qualifying child; the planned provision of £5.2M by the Scottish Government for the supply of sanitary products in schools, colleges and universities; and the forthcoming St Andrew's Day Rally in Glasgow which

EIS members are encouraged to attend – further details will be distributed to all establishments as soon as possible.

Employment Relations

Convener Ricky Cullen advised Council that the Committee had recently considered 38 applications for benevolent assistance from members, and that 33 grants totaling £56,100 had been authorised. On legal affairs, Mr Cullen noted that a total of £184,993 had been secured by the EIS on behalf of 12 members. The Committee had also agreed a revised Protocol for Case Handling, with the assistance of EIS Legal Officer Laura O'Neill.

Salaries

In addition to his update on Pay matters, Convener Des Morris updated members on other SNCT matters including an update on the work of the Career Pathways Panel, which is scheduled to complete its work by the end of the year. The SNCT had also dealt with handbook changes relating to payment of short-term supply teachers, national pay and leave specification, family leave reckonable service in relation to the induction scheme and conservation arrangements, he said.

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For more info, visit [respectme](http://respectme.org.uk), Scotland's Anti-Bullying Service
www.respectme.org.uk

NEWS...

Teachers Turning the Tide: Promoting Anti-Racist Education

This special EIS event, Teachers Turning the Tide: Promoting Anti-Racist Education and Challenging Anti-Muslim Prejudice, took place on 29th September 2018. Keynote speakers at the event included: Anas Sarwar MSP, Convener of the Scottish Parliament Cross-Party Group on Tackling Islamophobia; Martin Lennon, Education Worker with Show Racism the Red Card Scotland; and Larry Flanagan, EIS General Secretary.

The event marked the official launch of two new EIS anti-racist publications – a Briefing on Anti-Racist Education and Guidance on Challenging Anti-Muslim Prejudice.

A full report of the event is currently being produced, and will be available from the Equality Department.



Photo: Ian Marshall

Lecturers Vote Overwhelmingly to Reject Pay Offer

Members of EIS-FELA have voted overwhelmingly to reject the terms of a cost of living pay offer.

The pay offer, equivalent to a 2.5% consolidated uplift for lecturers over a three-year period, would result in a real terms pay cut for Scottish FE lecturers and effectively would impose a pay cap on lecturers at a time when the Scottish Government is lifting the cap for the rest of the public sector.

The EIS-FELA Executive had agreed in August to a consultative ballot of its members, with a recommendation that they should reject the offer. The ballot, which closed on 26th September, saw a 60% turn-out with 90% of members who voted, supporting the recommendation of the Executive.

This vote is an overwhelming rejection of the pay offer and signifies the strength of feeling of our members. This dispute is about a cost of living pay rise and ensuring that lecturers' pay keeps up with inflation.

At a time when the sector would benefit from stability, it is regrettable that Management are conflating the provision of equal pay across the sector with a cost of living pay increase, creating a barrier to further negotiation.

We hope that this clear rejection by lecturers will cause Management to think again and return with an improved offer, avoiding the risk of industrial action in our colleges.

EIS-FELA President, Pam Currie said, "The Scottish Government recently



acknowledged that 'the quality of learning at colleges has never been higher' and that this has a direct impact on better outcomes for students and the Scottish economy as a whole."

"Lecturers play a pivotal role in delivering improved life chances, generating a more skilled workforce and addressing inequality in society. They deserve a cost of living pay settlement which reflects both the rising cost of living and the work undertaken by them in an everchanging sector."

OECD Report Confirms Scotland's Teachers Work Long Hours for Declining Pay

The recently published OECD report *Education at a Glance* confirms that Scotland's teachers work some of the longest hours of any OECD country with a very high percentage of time spent in front of the class. Coupled with the country's continuing slide down international comparisons on pay, where Scotland's teachers have endured a real-terms pay cut of at least 24% over the past decade, this highlights the damaging combination of soaring workload and declining pay facing Scotland's teachers. This has created a situation where teaching is no longer a desirable career for many graduates, with serious implications for teacher recruitment and retention and for education provision in many parts of the country.

National Occupational Networks

National Occupational Networks operate to represent certain members who are part of an occupational group within the EIS who have distinctive interests and who may not be represented in other structures within the Institute. These groups operate on behalf of four categories of members – Additional Support Needs, Educational Psychologists, Headteachers and Deputy Headteachers, and Instrumental Music Teachers.

Networks operate to offer a forum for such members, to keep the main body of the EIS advised of developments in these areas and to allow proper assistance to be offered to these members in matters which affect them.

New elections to the Networks are now underway, and EIS Representatives are asked to ensure that their headteacher/depute headteacher (where a member) and any other relevant members in their establishment are made aware of these elections and have the opportunity to nominate themselves for election.

One Network representative is elected for each Local Association area and members may nominate themselves. The period of office is three years and Networks normally meet on around two occasions each year.

Nomination forms are available from Local Association Secretaries and from the Organisation Department at EIS Headquarters and should be sent to Local Association Secretaries to arrive no later than Friday 14 December 2018.



ENHANCING THE EIS MEMBERSHIP BENEFIT SCHEME

The EIS values education and values teachers. The EIS also wants to add value to your membership, by providing a range of offers that will benefit you and your family.

The EIS has been working to find a new partner for the membership benefit scheme which will bring you outstanding offers across Scotland, the rest of the UK and also abroad. From January 2019 the EIS membership benefit scheme will be delivered by Parliament Hill, the benefit management experts, who have over 15 years of experience in delivering membership benefits to a full spectrum of membership organisations including unions, societies, trade association and alumni groups.

The EIS membership benefit scheme will give you access to a whole host of family savings, lifestyle, shopping and travel discounts as well as limited time special offers. This new service will also improve the ability for you to transact through the EIS membership benefit platform, as well as delivering a new EIS membership card that will give you access to your local in-store offers.

These benefits will provide significant savings on products and services you normally buy, which could even help you save the cost of your EIS membership.

Examples include:

Family savings

- Discounted cinema tickets
- Reduced entry to top UK attractions
- Cashback at nationwide retailers and supermarkets

Motoring

- Great prices on new cars
- Multi-vehicle motoring cover
- Savings on MOTs and vehicle servicing

Lifestyle

- Discounts on domestic appliances
- Reduced prices for gym and health club membership
- Eye care with Vision Express

Travel

- Holiday bookings for less
- Great rates on airport parking, airport hotels and lounges
- Discounts on short break and package deals

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



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PAY UPDATE

NEGOTIATIONS BREAK DOWN, EIS TO BALLOT MEMBERS

On the day that this edition of the SEJ went to press, there were sudden and dramatic developments in the long-running negotiations on teachers' pay. At a scheduled meeting of the Joint Chairs of the Scottish Negotiating Committee for Teachers (SNCT), employers and the Scottish Government dropped the bombshell that they were walking away from talks and the prospect of a negotiated agreement. The EIS had been engaging in constructive dialogue, and the teachers' side of the SNCT has made a number of suggestions to address the concerns of teachers. Rather than respond to these suggestions, the Scottish Government and COSLA chose to refuse to engage and walk away – essentially challenging teaching unions to move towards industrial action.

The SNCT Joint Chairs meeting on 4 October, arranged at the request of the management side, was expected to be a standard negotiating meeting. The teachers' side had rejected a revised offer from the employers' side – of a 3% increase for all grades, plus a shortening of the main grade scale, and a capped increase for Headteachers earning over £80,000 – at the previous negotiating

meeting. Coming into the meeting, hopes were high that the Scottish Government and COSLA would be prepared to make improvements to the offer.

However, the meeting proved to be a short one. The Scottish Government and COSLA presented the previously rejected offer as their best and final offer, with no prospect of further negotiation or movement. The EIS and the other unions on the teacher side reiterated their collective view that the offer fell far short of being acceptable, and highlighted that a differentiated offer was divisive and would never win the approval of Scotland's teachers and associated professionals.

At the time of writing, the EIS Salaries Committee is set to hold an emergency meeting to discuss these developments, and to agree the terms of a ballot of members. It is likely that this ballot will be held after the October break, and a huge turnout from members will be essential to force COSLA and the Scottish Government to substantially improve their offer.

The other side's decision to walk away from negotiations has substantially raised the stakes in the Pay Campaign. It is time

for EIS members to hit back, and to make clear their anger at this pitiful pay offer and this blatant attempt to divide and conquer Scotland's teaching professionals.

Next week's National Demonstration in support of the pay campaign now becomes even more important in light of the actions by the other sides of the SNCT. It is absolutely vital that we flood Glasgow with teachers, parents and other supporters of Scottish education to send a very clear message – if you are serious about valuing education, you need to value Scotland's teachers.

See the guide to the National Demonstration on pp9-11 of this edition of the SEJ, and visit the EIS website for the latest developments and updated travel information. If you have not yet made plans to attend the demo, please do so now – your Local Association Secretary can advise of travel plans and other arrangements for the demo.



YOUR PAY CLAIM, YOUR CAMPAIGN GET INVOLVED

A message from the President



“The National March and Demonstration is a vital step in the EIS Value Education, Value Teachers pay campaign. This is your chance to send a strong message

to the Scottish Government and our local authority employers on pay. We need as many of you as possible to join together and march through the streets of Glasgow on 27 October.

Our take-home pay has suffered a real-terms reduction of around 24% over the past decade. This is both unacceptable and unsustainable. The sharp decline in pay has led to a growing recruitment and retention crisis in schools across Scotland. Many graduates no longer see teaching in Scotland as a desirable career, and are pursuing teaching posts in other countries or different careers entirely. Experienced teachers, worn down by a combination of increasing workload and declining pay, are increasingly leaving the profession

early. The impact of this growing crisis on schools, teachers and pupils across Scotland cannot be overstated and must be addressed.

The EIS has negotiated in good faith, in the hope of agreeing a fair deal for all our members. However, as we head towards the end of the year with no agreement in place, the prospect of industrial action looks increasingly likely. Next week’s National Demonstration will be a key show of our strength, and send a warning to our employers and the Scottish Government that they cannot continue to ignore the issue of teachers’ pay. Thousands of teachers marching through the centre of Glasgow will be impossible for politicians and the public to ignore.

The EIS is your union, this is your pay claim and your campaign – join us on October 27 as we fight for a fair pay rise for all of Scotland’s teachers.”

Alison Thornton, EIS President

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YOUR
PAY CLAIM
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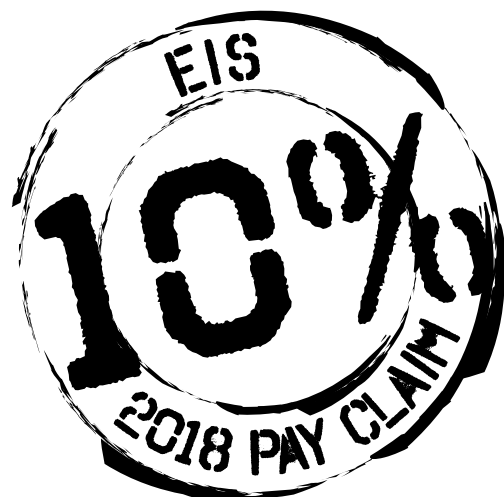
27th
OCTOBER
GLASGOW

Assemble: 11.00am
Kelvingrove Park, Glasgow
March: 11.30am

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NATIONAL DEMO

**27th
OCTOBER
GLASGOW**

Assemble: 11.00am
Kelvingrove Park, Glasgow
March: 11.30am

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Marchers' checklist

Travel arrangements (check with your Local Association).	
Locate my Local Association banner at Kelvingrove Park.	
Map of the route.	
Identify the stewards.	
Warm / waterproof clothes (just in case).	
Comfy shoes on my feet.	
Get my hands on a placard or flag (some will be available, but you can also make and bring your own).	
Use the hashtag #Payattention! for Facebook and Twitter posts.	
I'm ready to march for a fair pay deal for Scotland's teachers.	



For updates visit:
www.eis.org.uk/ValueTeachers

Arrival Station

Subway Route

Bus Routes

Queen Street Station



- Subway from Buchanan St. Station to Kelvinhall. Exit on to Dumbarton Rd and turn left. Walk along Dumbarton Rd, past Kelvingrove Art Gallery & Museum, to Kelvin Way (10-15 min walk). Turn left along Kelvin Way and proceed to assembly point.

- #77 First Glasgow bus from Bath St. Alight on Sauchiehall St opposite Kelvingrove Lawn Bowls & Tennis Centre. Proceed along Kelvin Way to assembly point.
- #3 First Glasgow bus from Hope St. Alight as above.
- #2 First Glasgow bus from Hope St. Alight on Argyle St at the stop after Gray St. Turn right down Radnor St and proceed along Kelvin Way to assembly point.

Central Station



- Subway from St. Enoch Station to Kelvinhall. Exit on to Dumbarton Rd and turn left. Walk along Dumbarton Rd, past Kelvingrove Art Gallery & Museum, to Kelvin Way (10-15 min walk). Turn left along Kelvin Way and proceed to assembly point.

- #3 First Glasgow bus from Hope St. Alight on Sauchiehall St opposite Kelvingrove Lawn Bowls & Tennis Centre. Proceed along Kelvin Way to assembly point.
- #2 First Glasgow bus from Hope St. Alight on Argyle St at the stop after Gray St. Turn right down Radnor St and proceed along Kelvin Way to assembly point.
- #4 / 4A First Glasgow bus from Hope St. Alight at the bottom Of University Avenue, at the Gilmorehill Centre. Proceed along Kelvin Way to assembly point.

Buchanan Bus Station



- Subway from Buchanan St. Station to Kelvinhall. Exit on to Dumbarton Rd and turn left. Walk along Dumbarton Rd, past Kelvingrove Art Gallery & Museum, to Kelvin Way (10-15 min walk). Turn left along Kelvin Way and proceed to assembly point.

- #77 First Glasgow bus from Buchanan St Bus Station (usually Stance 44). Alight on Sauchiehall St opposite Kelvingrove Lawn Bowls & Tennis Centre. Proceed along Kelvin Way to assembly point.
- #17 McGill's bus from Pavilion Theatre. Alight as above.

Partick Station (low level trains from East or West)



- Subway from Partick Station to Kelvinhall. Exit on to Dumbarton Rd and turn left. Walk along Dumbarton Rd, past Kelvingrove Art Gallery & Museum, to Kelvin Way (10-15 min walk). Turn left along Kelvin Way and proceed to assembly point.

- #3 or #77 First Glasgow buses from Dumbarton Rd. Alight on Sauchiehall St at Kelvingrove Lawn Bowls & Tennis Centre. Proceed along Kelvin Way to assembly point.
- #17 McGill's bus from Dumbarton Rd. Alight on Sauchiehall St opposite Kelvingrove Lawn Bowls & Tennis Centre. Proceed along Kelvin Way to assembly point.
- #2 First Glasgow bus from Dumbarton Rd. Alight on Argyle St after Radnor St. Proceed along Radnor St into Kelvin Way and continue to assembly point.

Local Associations currently planning to provide free buses:

www.eis.org.uk/Value-Education-Value-Teachers/DemoTransport

Aberdeen City

Dumfries and Galloway

Edinburgh

Highland

Perth and Kinross

Aberdeenshire

Dundee

Falkirk

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Renfrewshire

Angus

East Dunbartonshire

Fife

Midlothian

South Ayrshire

Clackmannanshire

East Lothian

Moray

Stirling

Scottish Borders

West Lothian

Western Isles



A Stark Warning

A recent anonymous letter from a Scottish teacher, sent to John Swinney and copied to First Minister Nicola Sturgeon, has shone a light on the everyday challenges faced by the country's teaching professionals. From low pay to high workload, from budget cuts to teacher shortages, the letter provides a stark warning to the Scottish Government. Here, we reproduce the letter in full...

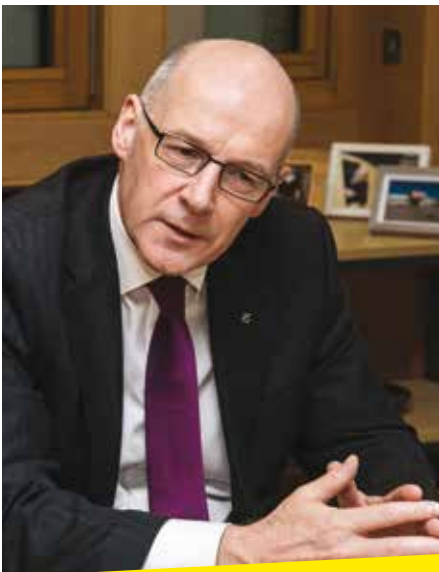


Image: Mark Jackson

Dear Mr Swinney

I am a primary school teacher in a Scottish local authority and I am writing to you regarding my grave concerns about the way teaching in Scotland has become a nearly impossible job to do adequately, far less to the high standard expected of us. I want to highlight to you some of the issues that I know teachers (including myself) face on a daily basis, and why so many teachers currently want to leave our profession. As an SNP voter, I would like to think that perhaps these issues have not been properly highlighted to you. However, my concern is that the SNP and Scottish Government are not tackling the real underlying issues in education but are rather just putting a plaster over a gaping wound with their current policies.

First of all, let me tell you a bit about myself. I have been teaching in the same local authority for 13 years now and I love

my job. I get so much pleasure seeing the children in my class grow over the space of each year and I enjoy making learning fun and exciting for them. I consider my job to be more than just a job. It is a big responsibility and I work extremely hard to achieve the results expected of me, as well as building positive relationships with the children in my care and their parents or carers.

However, I have felt a growing sense of concern over the last three or four years that the job I love is becoming increasingly impossible to do effectively, for various reasons which I have highlighted below.

I am in favour of the pay campaign that the EIS is fighting at the moment, as I think that this is one of the issues that challenges teachers. Nevertheless, I think that the problems in teaching go far beyond a fall in the real level of pay over the past decade.

Firstly, when I started teaching, inclusion was becoming more and more the norm within schools. Now that there are very few specialist schools, teachers are feeling the effects of inclusion on a daily basis. This policy, whilst admirable in its intention, does not work as it is drastically underfunded. In my school, it is fairly common for teachers to be physically assaulted by children whose needs cannot be met due to the inadequate level of funding. It's even more common for our teachers to be verbally abused. These things are happening not because of the lack of skills or effort on the part of teachers. Nor is it through a lack of

support from management. But rather it is through the lack of resources and support from government level.

There are an increasing number of challenging children within our schools, and yet our resources are being continually depleted. We have fewer classroom support worker hours, management are being pulled out of schools more often so cannot help out and the children's needs are simply not being met. It has reached crisis level.

It has become a problem for the children who need extra support as they are not coping in a large class setting. Consequently, the other children's needs are being neglected as teachers are having to spend the majority of their classroom time dealing with these more challenging children. As a class teacher, you feel like you are being pulled in so many directions

because you want to do the best for all your children but it is impossible to raise attainment in your class, whilst having to deal with such challenging behaviour every day. An example of this is with my class last year, where I had to evacuate the children from the classroom on more than one occasion, while one of my children trashed the classroom. I want to emphasise, that I am very experienced in dealing with children like this but, despite my experience, I know that it gets to a point where you can use all the strategies you have been taught and sometimes it just does not work.

Another part of the problem is that these difficulties have produced a blame culture, where the blame is being laid at the feet of teachers. They need more training (true in some cases). They should have done things differently. There should be more strategies in place. It is easy for people to point the finger when they are not working in an

“We have a teaching crisis. This is fact”

“I hope that this letter highlights some of the frustration that teachers are facing at the moment.”

extremely challenging situation, they are not worn down from the day to day stress of having to continually deal with these situations with very few resources to deal them. Having spoken to several teachers in different local authorities, I am very aware that this situation is not exclusive to my local authority but is a Scotland wide problem.

One of the most concerning and frustrating issues with the state of the education system is the inability to be able to speak out about the problems we face. Many

schools have not had proper training when it comes to logging in violent or verbally threatening incidents, so statistics provided to government will never provide an accurate picture

of what is truly going on. The most concerning thing that has happened so far, is that one of my colleagues arranged to meet with yourself, to discuss issues that were of great concern to them. However, this person was ‘warned’ by their manager, that if they went ahead with the meeting, they would be disciplined for this! I find this deeply concerning. We are supposed to live in a democratic society, where we have the freedom to express our views and opinions without fear of repercussions. Clearly this is not so. A situation like this does not sit well with me, thinking that an SNP run government is not allowed to be made aware of what is actually facing teachers on a day to day basis because we have been told to keep our ‘mouths shut’. The very fact that I am having to write to you anonymously, for fear of being pulled up by my local

authority, or disciplined, shows a very worrying situation where democracy is clearly not supported.

Finally, with reference to what the SNP have been proposing to do to help teachers, I do not think that it goes anywhere far enough. We have a teaching crisis. This is fact. In all the local authorities that I have teacher friends in, we all talk about how impossible it is to get supply cover if a teacher is off sick. Many schools have vacant posts that cannot be filled. Whilst encouraging new teachers into

teaching by providing incentives is a step in the right direction, it is merely a drop in the ocean. It does not solve things long term. The long-term issue is that you have lots of very experienced teachers leaving the job. There are new people coming

in who do not have the relevant experience to deal with the kind of behaviours I have mentioned early on in my letter. As there is little support, these teachers are unlikely to last. It is clear that there needs to be a longer-term strategy. Perhaps having a properly funded specialist behaviour support teacher in each school would be part of a possible solution. The children with challenging behaviour need more adult support and smaller class sizes. They would thrive better if they were given this. Then teachers would be able to teach again, rather than be dealing with behaviour as much.

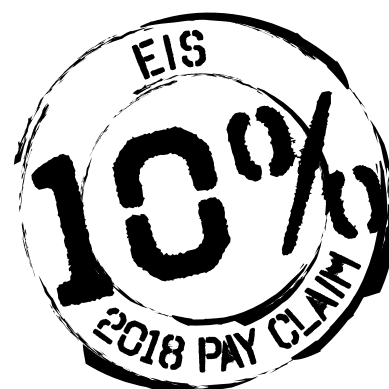
As I mentioned earlier, I am not sure of the extent to which you are aware of how bad things are. When you visit schools, people are most likely to tell you what you want to hear, through fear of repercussions. If you

were able canvas teachers directly perhaps through an anonymous survey, then that would show you the real struggles that teachers are having. I sincerely hope that you take the content of this letter very seriously, because I know that I am starting to feel quite disillusioned with the SNP government’s lack of concern for our failing education system at present. I do believe that this is down to a lack understanding of real difficulties schools and teachers face. I hope that this letter highlights some of the frustration that teachers are facing at the moment.

Thank you for taking your time to read this letter, and I sincerely hope that it will make a difference.

Kind regards,
A Scottish teacher

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Viewpoint

A Conversation with the President

The SEJ spoke to EIS President Alison Thornton, and asked for her views on the key issues facing Scottish Education and the EIS at the current time.



You became EIS President at this year's AGM. Can you tell us a little about your teaching career and history as an EIS activist?

Thinking about how I have found myself to be in the role of EIS National President for 2018-2019 I would have to sum it up as "Two conversations with Two PTs."

Towards the end of my Maths degree at Edinburgh University I had a chance conversation with the PT of Maths from my school and an invitation to come in and observe classes for a few days. This led to me applying to the then Moray House College of Education to do my PGCE and become a teacher.

The Summer of 1984 was an interesting time to begin a teaching career. There were shortages in several subject areas, the new qualifications were being boycotted and there was the start of a major EIS campaign for an independent review of teachers' pay. When I realised that I would be EIS President for this year I had a certain sense of "deja vu."

My involvement with the EIS began some two weeks into my teaching career. My PT told me of a meeting for teachers taking place in a neighbouring school the following week which he thought I might find interesting. I went and it was a meeting of the EIS Stewartry Local Association. At that meeting I discovered that my PT was also the EIS Regional Secretary!

So as the industrial action of the mid eighties developed I became an activist in the EIS firstly at local, then regional and then national level when elected to EIS Council for the first time in 1995. Since then I have been elected to the Executive, Employment Relations, Equality and Salaries Committees and served as convener of the Emergency and Finance Sub Committees.

What do you see as the main challenges facing the EIS and Scottish education at present?

In many areas we have a growing pupil population and so, an increasing demand on our existing schools to accommodate more classes. We have the loss of general purpose spaces, gym and dining halls in schools as they are turned into classrooms and playground space being reduced with the installation of portable classrooms. New schools are built through expensive private partnership finance deals and sadly have proved in many cases to be of questionable quality with companies putting profits before pupils' safety.

The number of teachers is not rising to reflect the rise in pupil numbers and so we have increasing pupil/teacher ratios. Education budgets are not increasing to match the demands for educational provision. More and more is demanded of teachers and other school staff to fill the gaps left by the reductions or removal of non statutory services for pupils.

A further challenge lies in attracting people to become teachers. It is worrying that not all Initial Teacher Education Programmes are filling the places on their courses. Even when teachers reach the standard for full registration we are seeing that an increasing number are either looking to teach elsewhere in the world or to give up teaching altogether after just a few years.

Clearly, the Value Education Value Teachers campaign is a key focus for the EIS this year. Where does the campaign go next?

The Value Education Value Teachers campaign, which supports the EIS Pay Claim for 2018-19, was launched nine months ago at the January meeting of EIS Council. The EIS maintains its repeatedly stated position of wishing to seek a negotiated settlement for all teachers and associated professionals. With teachers' pay falling by 25% in the last ten years becoming a teacher is not seen as an attractive career choice for many. A key factor in this decision is often cited as pay. So we need this addressed and the first step is a pay rise of 10% for all. Negotiations are continuing but we may reach a point where there will be no more progress that can be made. If this happens then following on from the AGM 2018 decision EIS members will be consulted on possible next steps. Following a number of successful pay campaign seminars held across the country in recent weeks the next



major event in support of the pay campaign is our National March and Rally in Glasgow on Saturday 27 October. This really is open to all involved in education. I hope for a huge turnout to send a clear message to both local authorities and the Scottish Government that Valuing Education means they must Value Teachers and begin to restore their pay.

Pay is also a challenge for lecturers in FE and HE. What can the EIS do to ensure fair pay awards in these sectors?

Members in Higher Education are facing what amounts to a real terms' pay cut for the ninth successive year and I can understand their frustrations as they are continually being asked to do more work for less pay. This has culminated in their recent vote to overwhelmingly reject the 2% pay offer, issued by Management in April 2018. The EIS-ULA Executive is considering whether to move to a statutory ballot for industrial action.

In Further Education, the return to national collective bargaining was a move welcomed by the EIS in 2015 and allowed EIS-FELA to drive forward the campaign for equal pay and terms and conditions for FE lecturers across the sector. Three years later and I am delighted to see the progress that has been made through the hard work and determination of our members – not least by two periods of industrial action. We have now secured equal pay for FE lecturers in Scotland and have agreed core terms and conditions of employment nationally for the first time since the early 1990s. However, the fight for fair pay continues as FE lecturers are now being offered what amounts to a 2.5 % cost of living pay offer over a three year period. Members in this sector too have firmly rejected this offer and are facing the potential of a third strike in as many years.

We have now secured equal pay for FE lecturers in Scotland and have agreed core terms and conditions of employment nationally for the first time since the early 1990s

The use of SNSAs in P1, P4, P7 and S3 continues to be a concern for many teachers. What is the EIS doing to address these concerns?

School session 2017-18 saw pupils in P1, P4, P7 and S3 sit the new government imposed online Scottish National Standardised Assessments, (SNSAs) for the first time. From when they were first announced, the EIS has consistently voiced its concerns about these new assessments and questioned, in particular, what educational value pupils will gain from these assessments.

A teacher's knowledge of their pupils' learning and understanding is built through the daily interactions they have with their pupils. Assessment can be used when a teacher sees it as appropriate but this should only be to confirm and never to

replace a teachers' professional judgement in planning the next steps for their pupils learning.

Scottish Government issued advice for the SNSAs stated clearly that narrow windows of time for testing should not be identified and cohorts of pupils should not be tested at the same time. Also, other testing programmes should not continue. However, EIS members are reporting that what has actually taken place is narrow windows of time for testing being identified and all pupils being tested at the same time clearly contrary to what was in the advice. This has led to disruption in a number of ways, such as pupil learning not happening as planned with some teachers and pupil support staff being taken away from their regular roles to deliver the testing programme. Further upset to pupils has been caused by the IT provision for the tests not being fit for purpose.

The recent vote in the Holyrood Parliament regarding the P1 assessments was welcome. However, we await the

government's response and the EIS will continue to challenge the validity of these tests at all stages from P1 - S3 at every opportunity.

What is one thing that you would like to achieve during your year as President of the EIS?

I have been very fortunate that all three of the schools I have taught in have had thriving music departments. Large numbers of pupils being given the opportunity to learn a musical instrument or to continue learning began at their primary school. These pupils take part in a huge range of musical events both within the school or as part of larger groups with pupils from other schools.

Key to all of this is the dedicated work of our instrumental music teacher colleagues. However, the provision of instrumental music tuition is not statutory and is not part of the core curriculum. So, year after year instrumental music provision is seen by local authorities as an area for inclusion in budget-cutting proposals. This brings uncertainty to both instrumental music colleagues and their pupils alike.

This constant challenge to instrumental music provision has to end. Scotland has a long and proud musical heritage and if our pupils continue to have barriers put in place through charges for tuition, or reductions to range of instruments being offered, then this strong music tradition will be lost.

The EIS has already raised this directly with the Deputy First Minister who says he sympathises but this now needs actions not words. If I were able to report to the 2019 EIS AGM that instrumental music provision was no longer to be a local authority political football, but was to be supported by centrally based secure funding, I would be delighted.

Assessing the Impact of SNSAs

The past two EIS AGMs passed Motions which raised concerns over the introduction of Scottish National Standardised Assessments in schools. Many members have expressed doubt over the educational value of SNSAs, and their potential to impact positively on the learning experience of pupils in the classroom. The EIS has signaled many cautions to the Scottish Government and has been monitoring the implementation of SNSAs in a variety of ways. To gauge the views of members who had been involved in administering SNSAs in the first year, the EIS conducted a short survey late last session, and shared the findings with the Scottish Government, MSPs and local authorities. The EIS has also given evidence to the Scottish Parliament's Education Committee on the experience of teachers and pupils who have used SNSAs in their school.

The EIS survey raised serious concerns about the approaches of both local and national government to the SNSA assessment model.

The Scottish Government guidance on the implementation of SNSAs stated, in relation to the timing of assessments, that 'in consultation with the school and local authority, teachers will decide when within the school session is the appropriate time.'

Rightly, and due to EIS influence, this guidance places teacher professional judgement at the heart of a school's approach to assessment. Regrettably, however, efforts by the Scottish Government to dissuade local authorities from imposing SNSA assessment timeframes on schools in the first year of implementation, largely failed. Rather than children be assessed when their teachers judged it appropriate, children were largely presented en masse through SNSA 'assessment windows.'

The concern about the use of set 'windows' is that the only argument for using them is to allow comparison of results between schools – school comparisons are possible already through the use of CfE Level data which is based on teacher professional judgement across a range of assessment evidence. To create a narrow focus on SNSA data is to create a 'high-stakes' environment around what were meant to be diagnostic classroom tools, supporting but not supplanting (or testing), teacher professional judgement. Effectively, a first step on a slippery path to SATS and the target setting, league table approaches we have left behind.

The vast majority of members who responded to our survey indicated that they were afforded little to no scope for professional judgement in determining the timing of SNSAs for the children in their classes. According to the data, in at least 25 local authorities, assessment windows were set. Not only did this prevent teachers who know their children best from identifying the best time for them to undertake assessments in the best interests of their learning, it created significant logistical challenges in terms of practical delivery.

Reducing the Burden?

In introducing the SNSAs, the Scottish Government billed them as a means by which to homogenise and streamline the plethora of standardised assessment activity taking place in local authorities across Scotland, reducing the assessment burden on children in the process. Yet EIS survey data also revealed that in at least eight local authority areas, other forms of standardised assessment continue – a further blatant breach of Scottish Government guidance and further damage to the quality of children's experiences of the Broad General Education as a result of over-assessment.

The survey data points to many more issues with SNSAs – the swallowing up of time that would be better spent on quality learning and teaching; pupil engagement with the assessment activities ranging from boredom to erosion of confidence to extreme anxiety; the misalignment of the rationale of CfE with that of national standardised assessment, particularly

in relation to Primary 1, the cornerstone of which is supposed to be play-based pedagogy; the drain on human resource, resulting in support being withdrawn from children with additional needs and directed instead to SNSA delivery; increased workload demand stretching even to teachers administering assessments beyond their contracted class contact hours; school ICT equipment falling short of the level needed; and the limited value of SNSA data compared with the great cost that they have brought to schools, pupils and teachers.

Weighted with so many concerns from our members, amounting to more than 170 pages, the EIS was far from reassured by the outcomes of the Scottish Government's SNSA User Review.

None of our members reported the assessments to be 'stimulating', as was claimed in the report. Rather there were frequent comments that children found SNSAs so uninspiring that they 'randomly clicked' their way through them to 'get them over with.' On the issue of accessibility, the overwhelming majority of EIS survey respondents found them to be inaccessible to P1, while some also indicated issues of accessibility for P4 and children with additional needs. On the usefulness of the SNSA data to teachers, we received 33 pages of negative criticism and only 7 pages of positive feedback, much of which was decidedly lacklustre in tone. The Scottish Government was provided with the feedback from EIS members; the balance does not seem to have been reflected accurately in its review process.

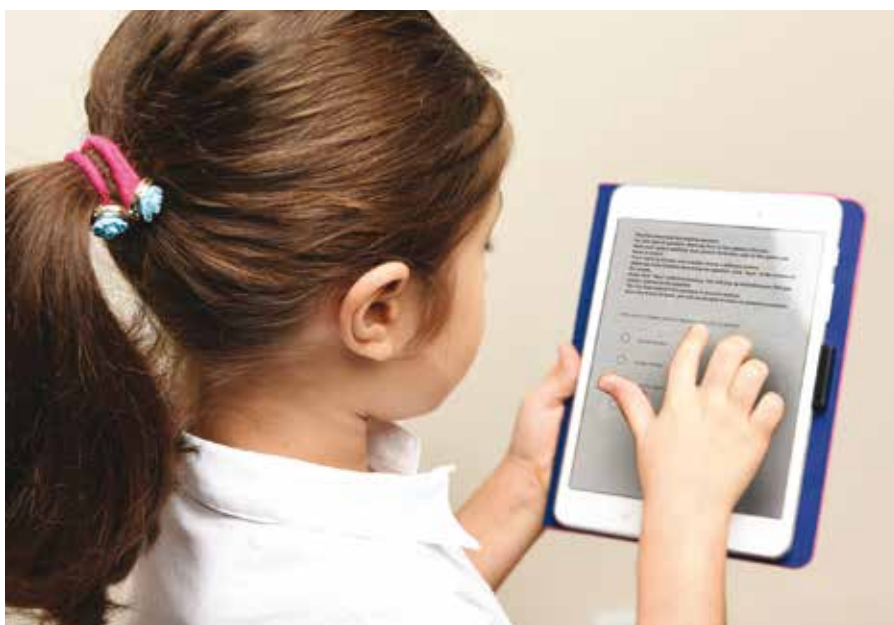
Improving the Experience?

In the face of heavy criticism of the implementation of SNSAs at Early Level, the Scottish Government has made much of the plans to 'improve' the P1 experience of them. The package of promises is a poor response to the concerns raised. For example, replacing a third of the questions was in the pipeline long before the User Review was underway - for all assessments, not just at P1. Similarly, there had always been plans to replace any problematic questions – this is not a new measure. SNSAs were trialed with thousands of children before going live, apparently with the aim of ironing out issues of assessment validity, yet last year's cohort faced questions that were not fit for purpose. Looking at that track record, the EIS believes there to be very real risk that poor questions that are inappropriate for the children sitting them will be replaced by others that are no better.

In design terms the P1 assessments follow the same model as those for P4, P7 and S3 (that is a 30 question assignment with differentiated progress after every 10 questions). Unlike the other stages, however, the P1 curriculum is based on a pedagogy of play-based delivery. How can a traditional testing regime be considered consistent with such a different, more progressive learning environment?

Closing the Gap?

The claim that these assessments are critical to closing the attainment gap is fallacious. In P1, for example, they have largely been administered towards the end of the school year when teachers have already assessed areas such as reading ability and set in place appropriate next steps – the assessments were only meant



to add to the evidence; they do not provide any discrete or unique information. And at best, they assess between 5% and 10% of the skill set covered in P1 Literacy and Numeracy; there is a serious danger of overhyping their importance in saying that the results are critical to children's progress.

Finally, the promise, as an outcome of the User Review, of better support and guidance to teachers on how to incorporate SNSAs into 'everyday teaching and learning' is questionable on two fronts. One, it suggests falsely that the problems experienced with the SNSAs have been down to teachers' implementation of them. Two, no amount of support and guidance will enable teachers to position and time these assessments within children's daily learning while the Scottish Government

allows local authorities to dictate assessment windows, whole cohort testing, and the continued use of other forms of standardised assessment.

September's parliamentary vote on the issue called for P1 SNSAs to be halted and reviewed. The Deputy First Minister has said that P1 SNSAs should continue for the time being as planned, however. Whilst the EIS is in favour of P1 SNSAs being ended, the current advice is that members should seek to ensure that the Scottish Government SNSA guidelines are implemented fully. The EIS has also written to the Scottish Government on the issue of ending P1 SNSAs and to ask for action to ensure that across P4, P7 and S3, the agreed guidelines are implemented by local authorities. We await a reply. Members'

survey responses frequently referenced additional SNSA-related workload that was not factored into Working Time Agreements. The EIS is clear that all assessment activity, including SNSAs, should be factored into Working Time Agreements, with ongoing monitoring to ensure that SNSA activity is not encroaching on time allocated within the WTA to other activities, or on teachers' time beyond their 35 contracted hours. If faced with such pressures, members should raise the issue with the school management and/or the EIS Rep.

In the meantime, the EIS will continue to monitor and evaluate the impact of SNSAs on learning and teaching and to raise the concerns of members through the appropriate channels.



Play Not Tests

The EIS is actively supporting Upstart Scotland's Play, Not Tests, for P1 campaign.

Upstart is not opposed to assessment but objects to the use of national standardised tests of literacy and numeracy skills at far too early a stage in children's education.

Commenting on the campaign, General Secretary Larry Flanagan said, "The EIS is sceptical about the worth of standardised assessments generally but we're particularly opposed to their introduction for P1 pupils. They bring a rigid formality to assessment at a stage where the judgements of teachers, based on observation of child-centred learning, are all that's needed to identify and address the developmental needs of the infants. The Early Level of CfE, for children aged 3-6, is about play and interaction - not baseline testing, which many educationalists and the EIS believe to hamper a child's educational growth."

Upstart is also advocating the right of parents to withdraw their children from SNSAs. Whilst the EIS is clear that parents have the right to withdraw their children from SNSAs, members are not being advised to directly advocate such a path. Parents, in seeking to exercise this right, should raise the matter with the Headteacher.

Upstart Scotland has also produced a short animated film, highlighting the campaign in an accessible format for teachers, parents and carers. To view the video, and to find out more about the campaign, visit www.upstart.scot



Serious Regression in Disability Rights in the UK

Equality for disabled people in educational establishments is an important goal. Indeed, the June 2018 EIS AGM voted to reaffirm the EIS commitment to promoting equality for disabled people in educational establishments, and to take forward various actions to get more disabled members involved in union activity.

With the commitments reaffirmed in the recent AGM resolution in mind, the Equality Committee recently considered a report by various human rights organisations, including the Scottish Human Rights Commission, on the UK's compliance with the UN Convention on the Rights of Persons with Disabilities. This report gives an important context to discussions about the experiences of disabled teachers, and is deeply troubling; it makes clear that the UK is falling dangerously behind in terms of disability equality.

This expert analysis, entitled "Overview of Key Concerns Regarding Social Security Reforms and Protecting the Rights of Persons with Disabilities in the United Kingdom"¹, published in June 2018, is a deeply concerning résumé of the ways in which disabled people's rights have come under attack in recent years.

Using language which conveys the seriousness of the issue, it reports that the UN Committee on the Rights of Persons with Disabilities found evidence, during its 2016 examination, of "grave and systematic violations of disabled people's rights," but despite this "the UK Government has yet to take any concrete steps to address the concerns and recommendations of the UN Committee."

Whilst the paper focuses on the adverse impact of social security reforms on disabled people, due to what it calls "the gravity and immediacy of the issue," it also makes more general comment. Alarming it states that "disabled people continue to face serious regression of their rights" in the UK.

The overview of the key concerns document argues that "the longer the UK Government ignores these recommendations, the greater the negative impact on disabled people" and suggests that the continued lack of action from the UK Government on the UN Committee's recommendations – which were informed by the personal experiences of many disabled people – goes against a stated UK Government commitment to equality for disabled people. Not mincing its words, this analysis points to a wealth of evidence which "clearly demonstrates a pattern of regression on the UK's commitments under the UN Convention" and to inertia in responding to the UN Committee's advice, which the authors say "sets a worrying example for other countries." These concerns have also been raised by the UN Committee on Economic, Social and Cultural Rights and the UN Special Rapporteurs on Poverty, Housing, Disability and Food. A forthcoming visit to the UK by the UN Special Rapporteur on Extreme Poverty, scheduled for November 2018, is expected to shine further light on the adverse impacts of social security reforms on disabled people.

While this societal context is troubling, it makes it more important than ever for the EIS to continue advancing the equality agenda for disabled people. Crucial too, is that disabled members are at the forefront of shaping the EIS response. We know that disabled teachers and lecturers face extra barriers compared to their non-disabled colleagues. For example, when developing member guidance on reasonable adjustments² we heard that these are often denied or suddenly withdrawn. We also heard about unjust application of sickness absence policies, and difficulties dealing with inappropriate or offensive remarks or stereotyped views about what disabled people can or cannot do at work.

We also know that many people still think about disability as a medical issue (in which a person's perceived impairments



are the central focus), rather than a social one (in which barriers to inclusion are socially constructed and not inevitable). A further impediment to progress is limited general understanding of the scope of disability, which includes unseen or 'hidden' conditions, and illnesses such as cancer, which is considered a disability under the Equality Act 2010. These factors all make the need for concerted trade union efforts to advance disability equality all the more urgent.

For that reason, the Education and Equality Department is seeking to hold a consultation event for and with disabled members, to learn more about the barriers to involvement in union activity and to explore means of overcoming these.

Together, we can stand against regressing rights, demand equality and challenge out-dated views about disability. Together, we can make education settings across Scotland better places for disabled people to work and learn.

If you would be interested in taking part, or finding out more about the consultation event for and with disabled members, please notify National Officer Jenny Kemp (jkemp@eis.org.uk) by the end of October 2018.

We are also gathering case studies of disabled members who have been active in the union, in any capacity, and would encourage anyone who feels able to share their story to contact the Equality Dept at EIS HQ

Jenny Kemp
National Officer, Education and Equality

¹ <https://www.equalityhumanrights.com/sites/default/files/crpd-overview-of-our-concerns-lack-of-government-progress-june-2018.pdf>

² <https://www.eis.org.uk/Disability-Equality/ReasonableAdjustments>

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EIS Action Research Grants: Meeting and Celebration Lunch

On 21st June 2018 an event was held at EIS HQ in Edinburgh to mark two special occasions. The first meeting of the new cohort of EIS action researchers took place for thirteen successful applicants, who will each receive £500 to carry out a research study in 2018-19.

On the same day a celebration lunch took place both for those who had completed research projects in 2017-18 and the new cohort.

Seven EIS action research grant-funded studies were completed in 2017-18. Three of these were undertaken as part of a Masters qualification, and as such one is anonymised. The studies were:

- **'Time-served teachers'?** Professional identity and further education lecturers in Scotland. (Pam Currie, Glasgow Kelvin College)
- **Capturing complexity:** Influences of a 6-week Workplace Mindfulness training course on the mental well-being and retention of Further Education students. (Susan McAvoy, Dundee and Angus College)
- **Can moving image education improve literacy attainment?** (Gillian Wilson, Beckford Primary School, Hamilton)

- **A seamless pathway?** An exploratory study of Articulating Nursing students. (Laura Kidger, Glasgow Clyde College)
- **Walking together, hand in hand:** Examining the experiences, barriers and motivators around parental engagement in a Complex Learning Needs (CLN) setting. (Fiona Graham, Linburn Academy, Glasgow)
- **What is the impact of outdoor education on the lives of pupils with complex needs?** (Jean Heath, St. Crispin's School, Edinburgh)
- **Can teaching primary one children music have a positive effect on phonics?**

Reports of these studies are available on the EIS website.

The training suite at HQ was transformed into a space for our teacher and lecturer researchers to share ideas and practice and to celebrate and recognise achievements.

Awards were presented by EIS Ex-President Nicola Fisher and Education Committee Convener Susan Quinn.



Pam Currie

'Time served teachers'? Professional identity and Further Education lecturers in Scotland

This action research project explored the ways in which lecturers experience 'professionalism' in the college workplace and how they construct a professional identity, with a particular focus on newer teaching staff (<5 years' service). This study took place in the context of the return to national bargaining in the college sector, with renewed interest on the role of a professional lecturer and the question of professional registration. Questionnaire and semi-structured interview methods were used to reach over 400 lecturers from across Scotland. Participants reflected the breadth of the college sector, with pre-entry careers ranging from cabin crew to research mathematician.

The study drew upon Clow's (2001) six categories of lecturer professional identity and found that the overwhelming majority identified positively as 'professional', citing qualifications, vocational experience and professional autonomy as key underpinning elements. A smaller group with less teaching experience expressed an emergent, 'not yet professional' identity; many of these lecturers had also still to achieve the in-service Teaching Qualification for Further Education (TQFE).

Participants were asked about their motivation for entering and remaining in the college sector and their experiences of induction and CPD. Gleeson's (2005) 'long interview' was evidenced with the extensive use of part time and temporary contracts for new entrants, and lecturers expressed ambivalent views about the role of GTCS and frustration with a perceived lack of support from college management.



L-R: Andrea Bradley, Gillian Wilson, Larry Flanagan, Sonia Kordiak, Laura Kidger, Susan Quinn, Nicola Fisher, Pam Currie

Growing Teacher Leadership

The EIS has long held the view that all teachers and lecturers, whether in promoted roles or not, are leaders of learning, and it makes a clear distinction between what is meant by leadership in education and what is meant by management.

On Saturday 8th September 23 EIS members attended a new course at EIS HQ, which is a result of collaboration between the EIS and colleagues at SCEL.

SCEL (The Scottish College for Educational Leadership, now part of Education Scotland) has a remit for developing leadership at all levels within the system.

Following demand from members for leadership learning, a new programme, Growing Teacher Leadership, has been developed for teachers and lecturers,

where participants have the option of going on to share their learning from the course within their own school, cluster, college, or as a co-facilitator of the course for EIS members in the future.

The course takes place over two half days, approximately two months apart. This allows learners to put into practice elements of what they have learned by planning an enquiry, to be shared on Day 2 of the course.

The September course was facilitated by Fearghal Kelly, Lead Specialist at SCEL and Jen Faulds of Pathhead Primary School in Midlothian and the SCEL Network. The course has been supported too by teachers Kirsten Telford and Samantha Davie, both of whom have been on SCEL's Supporting Teacher Leadership programme.

Learners participating in this course gain:

- Increased knowledge of what is meant by leadership in the context of education
- Increased understanding of the purpose of leadership in an education setting
- Increased confidence in applying leadership learning to their own workplace
- Increased knowledge of and confidence in how to facilitate leadership learning for others.

We look forward to welcoming back our 23 enquiring practitioners for Day 2 of the course in November, and to supporting further delivery of the programme.

Learning Rep vacancies – get involved!

Do you feel strongly about access to interesting, relevant, high quality professional learning? If so becoming an EIS Learning Rep could be an exciting opportunity for you.

Professional learning is an entitlement for all teachers and lecturers. The primary role of the EIS Learning Rep is to engage with and support members on professional learning issues, as well as to take forward the professional learning agenda in the workplace.

EIS Learning Reps either work within their own Local Authority area, or within their own further education establishment, sometimes on a multi-campus basis. EIS Learning Reps are not required to undertake casework or represent members. They are approved by their Local Associations or Branch, receive training to undertake their role as well as ongoing professional learning, and are required to adhere to the policies, rules and

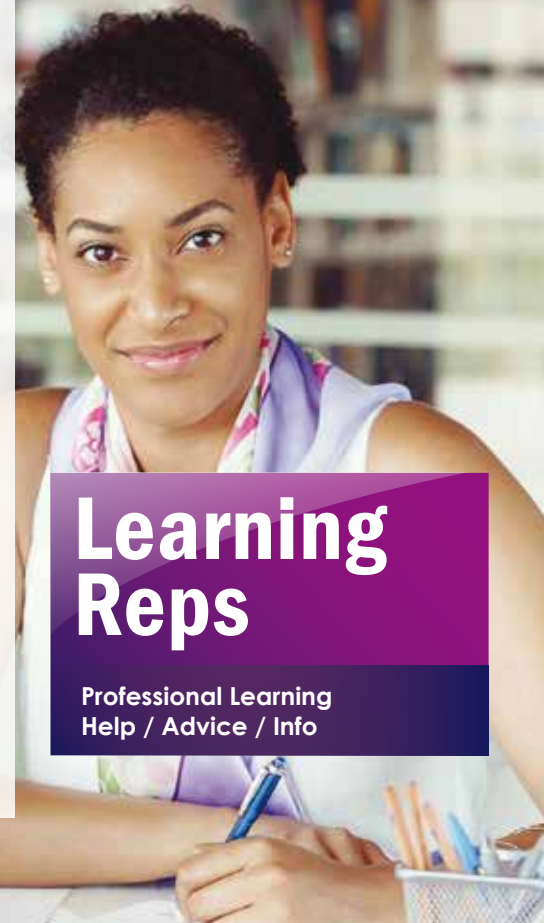
regulations of the EIS. They are covered by the Employment Act 2002 and receive time off to carry out their role. Becoming an EIS Learning Rep is a great way to get involved in your union and to take a key role in supporting fellow EIS members.

It is our objective to have LR's in each EIS Local Association and in each FE Branch. Currently there are vacancies in the following Local Associations:

City of Aberdeen, Dumfries & Galloway, Dundee, North Lanarkshire, Perth & Kinross, Stirling, the Western Isles and West Lothian.

Vacancies also exist in a number of College Branches across the country.

If you are interested in finding out more, or would like to apply for the Learning Rep role, please contact Lesley Walker, Professional Learning Co-ordinator at lwalker@eis.org.uk



**Learning
Reps**

Professional Learning
Help / Advice / Info

"Never doubt that a small group of committed people can go out and change the world, in fact it's the only thing that ever has."
- Margaret Mead

Adverse Childhood Experiences

Support Children and Foster Better Outcomes

The annual Walter Hines Page Scholarship offered by the EIS in association with the English Speaking Union, allows a successful scholar the chance of a professional tour of the USA on a topic of their own choosing. Last year's Page Scholar was Adele Flynn, Development Officer for Intervention and Inclusion in North Lanarkshire. Here, Adele shares her experience.



Adverse Childhood Experiences (ACEs) were first discussed in a USA study examining the negative relationship between exposure to negative childhood experiences, health risk behaviour and disease in adulthood. The original study found that children exposed to serious neglect, abuse or household dysfunction were at significantly greater risk of poor health and social outcomes, such as heart disease, sexually transmitted diseases, depression and partner violence. Shockingly, people who experienced a high number of ACEs died on average nearly 20 years earlier than their peers who reported no childhood adversity. Further studies have been carried out in relation to ACEs and it is now generally understood that there is no exhaustive list of ACEs; the term encompasses any event that has caused stress or trauma to a child or young person.

In receiving the scholarship I was keen to investigate how schools in the USA were supporting children who had experienced ACEs and what practices they had in place to foster better outcomes for children and young people. I arranged to visit a scholar from The University of Maine who was involved in a programme supporting the local community, a large High school in Chicago and a therapeutic day school also in Chicago.

Transforming Rural Experience in Education (TREE) - Washington County, Maine

The first stop on my trip was Maine where I met with Cat Biddle, who is involved in the

Transforming Rural Experience in Education (TREE) initiative. TREE is led by the University of Maine in collaboration with pupils, school staff, families and community members. TREE utilises ACE aware practices to support schools to meet basic needs in terms of mental health, wellness, material resources and supporting student development. Cat picked me up in Bangor and escorted me on trips to Milbridge Elementary and Jonesport Elementary, who are part of the TREE initiative.

The schools had implemented a social studies curriculum. The daily sessions involved direct teaching of a social and emotional curriculum (The Zones of Regulation), discussion with staff about issues that had arose and a time for pupil voices to be heard. The daily lessons allowed time for restorative conversations for issues that had arose between pupils and between pupils and teachers.

While visiting Jonesport Elementary School a kindergarten pupil walked towards a member of staff and called her name, the teacher walked closer to the pupil, got down on her knees and gave the girl a hug and told her she would see her tomorrow. I reflected on the interaction and thought about how simple a gesture it was, the teacher did it instinctively without a second thought but how important a hug could be to that child at that particular moment.

At the entrance hall to Milbridge Elementary I noticed an attractive wall display. I asked about the display and the

"someday" idea was explained to me. At the start of the school year all pupils were asked to complete a "someday" – an activity or wish that they would like to happen over the coming year for themselves. It was explained to pupils that their "someday" had to be realistic and something that could possibly happen. School staff then make a child's "someday" come true. Staff and pupils had taken part in a Beyblades tournament, children were permitted to bring pets to school and children spent the day dressed up to fulfil children's "someday" requests. I thought this was a really simple idea that allowed each child to feel special for one day, it showed the children that they are listened to and that the teachers in their school are willing to do that little bit extra for them to try and bring a little happiness.

New Trier High School – Chicago, Illinois



Tiffany Myers (social work) New Trier High School

Next on my trip was New Trier High School in Chicago, a large high school of approximately 4000 students. Staff are aware of how overwhelming it can be and

how easily “one student may be lost” in a population of 4000. To overcome this the school has programmes and strategies in place to create smaller school communities which foster positive relationships between students and staff.

One of these is the advisor programme, where each of the schools’ pupils is allocated an adviser in groups of approximately 25. The adviser acts as a counsellor and role model for the student. The adviser is also the primary contact for parents and other teachers should an issue arise. On at least one occasion the advisor makes a home visit, to further enhance the pupil, advisor, family relationship. I thought the advisor programme was a great example of a large high school considering how to make connections and relationships to ensure that pupils feel supported. In reflecting on the advisor programme, I considered how many high schools in Scotland had stopped registration periods, giving pupils that one staff member that they see every morning and who acted as a point of contact.

North Shore Academy – Chicago, Illinois



Doug Bolton (Principal) and **Laura Levine-Butti** (Assistant Principal)

The last school that I visited on my trip was North Shore Academy a therapeutic day school for pupils who are finding the social, emotional and behavioural demands of mainstream school difficult. The school utilises the Circle of Courage Philosophy which is based on four universal growth needs for all children; belonging, mastery, independence and generosity.

I met with Doug Boulton, the Principal who discussed his vision was to “create a

school community where kids feel embraced and connected.” He further discussed the importance of creating both physical and emotional safety, with emotional safety being developed through relationships and trust with staff. The school supported the approach that all of the children in the school would have one safe adult that they could approach if required. This member of staff would know the pupil well and be able to offer emotional support.

Doug also shared that staff focus on disregulation rather than on behaviour, with the awareness that no one escapes the challenge of disregulation. When a child disregulates staff are there to support the child, asking - “you seem upset, what can I do to help you work through this.”

I also met with a number of other school staff, two female staff members described themselves as “mumma bear and grandma” and discussed the love they felt for the young people, stating “they don’t get it at home so we give it to them here – it’s sincere.” Staff shared that the aim was to ensure that all children had a connection with at least one adult, they discussed an awareness of the fact that not every student will connect with every adult and that is ok but creating an ethos that places such importance on connection and relationships ensures that staff are always trying to connect.

The schools I visited demonstrated excellent practices in terms of supporting all pupils, with the universal practises in place supporting those who have experienced ACEs. Although supporting those who had experienced ACEs was documented in school policies it was the daily interactions and human to human interactions that demonstrated the school’s superior practices.

As professionals in Scotland are learning about ACEs and their impact there is a growing feeling of “but what can I do?...” In visiting the schools in the USA and reporting my experiences I hope that all professionals realise that there is so much that they can do - connect, build relationships, listen, show some love and maybe even offer a hug.

If you’re interested in finding out more here is some suggested reading:

- When the Adults Change, Everything Changes: Seismic shifts in school behaviour by Paul Dix
- The Whole-Brain Child: 12 Proven Strategies to Nurture Your Child’s Developing Mind by Dr Tina Payne Bryson and Dr Daniel Siegel
- Hiding in Plain Sight: Exploring Scotland’s ill health by Carol Craig
- The Deepest Well: Healing the Long-Term Effects of Childhood Adversity by Dr Nadine Burke Harris
- The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma Bessel van der Kolk

If you want to keep up to date try following:

ACES Scotland Forum

Facebook: ACES’s Scotland Forum
Twitter: @AcesScotland

Suzanne Zeedyk

Facebook: Suzanne Zeedyk
Twitter: @suzannezeedyk

Re Attachment

Facebook: Re Attachment
Twitter: @Reattachment

ACE Support Hub Cymru

Facebook: ACE Aware Wales
Twitter: @acehubwales

We cannot do great things on this earth We can only do small things with great love

mother terra

Furthering Equality in Colleges



The Equality Challenge Unit (now Advance HE) 'Equality in colleges in Scotland: Results from the 2017 staff survey and focus groups' report published in May 2018 is the first step in what is a critically important and long overdue research project. This report represented a 'first of its kind' study (some eight years after the 2010 Equality Act) into the staff experience of equality in the workplace in Scottish FE. Funded by the SFC, the study involved a questionnaire which attracted nearly 2,000 responses across 25 of the 26 Scottish colleges and was followed up with a series of face to face focus groups involving staff from three colleges.

As trade unionists, our equality work is firmly rooted in an understanding that stereotypes, prejudice and discrimination in the workplace stem from the oppression of certain groups, rooted in the historical, social, political and economic structures of society. The nine 'protected characteristics' identified in the 2010 Equality Act were not simply convenient descriptions but represented groups who fought for recognition through social movements and political action, often with the support of the trade union movement, from the riots which led to the 1976 Race Relations Act to the women workers at the Dagenham plant who struck for equal pay. We welcome, therefore, research which examines the experience of people with 'protected characteristics'; and we are deeply alarmed about what this report has exposed.

Having gathered some important data about the experience of those with protected characteristics in FE – the first time that any such data has been gathered, which is alarming in itself - the report highlighted issues that the EIS has raised at both local and national level for a number of years. Staff with disabilities experienced discrimination and felt unfairly

treated (over 20% indicating that they were not treated fairly in the workplace); and disabled staff felt less able to disclose their status and expressed a lack of faith in HR systems. Unsurprisingly, BME staff were more likely to experience racism in

staffroom and classroom alike, while many lecturers had seen sectarianism in the workplace. The report also flagged up issues relating to cross campus working post-merger, and inequalities between permanent and temporary/zero hours



recruitment, selection and promotion decisions, while LGB staff and older staff rated support from management more poorly. It is unfortunate that the report does not provide useful information about the experience of transgender staff in the sector; the reason for this omission (poor understanding of the survey question) highlights a lack of staff understanding of gender identity, making professional learning on this more important than ever.

In college focus groups, women were more likely to discuss 'lived experiences' of sexism and gender discrimination, flagging concerns over 'lad culture' and language in

staff, not least in a reluctance to complain about bullying and harassment.

It was especially concerning to read comments made by college staff which ranged from the misguided to the offensive. Many of the comments are things we would challenge as trade unionists in the staffroom and the classroom. These are comments based not on oppression or minority status, but on privilege, prejudice and a misplaced sense of entitlement.

The findings raise concerns about the culture in Scotland's colleges, suggesting

that many staff have been poorly treated following the upheaval of merger, and still work in bullying cultures. The report recommends that colleges should take steps to reduce instances of bullying and harassment and to improve college culture. As a union we are actively working through the NJNC to develop policies around this area and developing approaches to combatting bullying and harassment on the grounds of protected characteristics. Training on trans issues, for example, is now in development.

Large sections of the Scottish FE sector are as deeply gender segregated now as they were at incorporation in the early 1990s, which may explain the references to the 'lad' culture described by women in focus groups. Early Years is still overwhelmingly female and Construction/Engineering still stubbornly male, often to a far greater

extent than their equivalent university programmes, and this can give rise to a macho staffroom culture which discourages disclosure of issues such as mental ill health or gender identity, even in a confidential questionnaire.

The lack of media interest in the content and recommendations of this report was a huge missed opportunity for the sector, but we can still take these issues forward nationally and at college level. Branches can use the report to highlight the need for a proper equalities audit at college level – all branches should have an Equality Rep, so now's the time to push for their release for training, and facility time for them to undertake their duties. Members should be encouraged and supported to disclose protected characteristics where appropriate, but we need clear information from management on what they are doing

with the data they have collected – members will not disclose if the information is simply there to tick a box, with no intention of tackling issues on the ground.

As a union too there is more we can do. How diverse is your branch committee? How can you encourage and mentor potential activists from under-represented groups and ensure that branch meetings are accessible and welcoming to everyone? As trade unionists, we must be proactive in challenging harmful attitudes and language in the staffroom and in the classroom. Some eight years on from the Equality Act, it is clear that there is urgent work to do.

- Pam Currie

**The Educational Institute of Scotland
Trade Union Reform and Employment Rights Act 1993**

In terms of the above Act, the following statement relating to the year ended 31 August 2017 is issued to members of the Institute.

1. Total Income and Expenditure

The total income and expenditure of the Institute and its branches as included in the Annual Return to the Certification Officer was

	Members Dues (£)	Other Income (£)	Total Income (£)	Total Expenditure (£)
General Fund	5,764,992	6,324,727	12,089,719	7,638,556
Professional Fund		2,026,169	2,026,169	552,607
Local Associations	784,867	58,391	843,258	741,535
	6,549,859	8,409,287	14,959,146	8,932,698

Note - Other Income includes increases in the valuation of investments and reductions in pension liabilities totaling £7,312,100

2. Political Fund

The total income and expenditure of the Institute's Political Fund as included in the Annual Return to the Certification Officer was

Total Income (£)	369,028
Total Expenditure (£)	34,090

Note - Other Income includes increases in the valuation of investments totaling £209,644.

3. Other Information

The salary paid, including employer's superannuation and benefits provided to or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £127,040 comprising £97,509 in salary and £29,531 in benefits. No salary was paid or benefits provided to or in respect of the President or any member of the Executive.

4. Auditors' Report

The following report by the Institute's Auditors, Haines Watts, Chartered Accountants and Statutory Auditors, Q Court, 3 Quality Street, Davidson's Mains, Edinburgh was included in the Annual Return to the Certification Officer:

Opinion

We have audited the financial statements of the Educational Institute of Scotland (the 'Institute') for the year ended 31 August 2017 which comprise the income and expenditure accounts, balance sheets, related notes to the financial statements including a summary of significant accounting policies, and the consolidated balance sheet. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the Institute's members, as a body, in accordance with the Trade Union and Labour Relations (Consolidation) Act 1992. Our audit work has been undertaken so that we might state to the Institute's members those matters we are required to state to them in a Report of the Auditors and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Institute and the Institute's members as a body, for our audit work, for this report, or for the opinions we have formed.

In our opinion the financial statements:

- give a true and fair view of the state of the Institute's affairs as at 31 August 2017 and of its income and expenditure for the year then ended; and
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice including Financial Reporting Standard 102 (but with the exception of a cashflow)

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the Institute in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Institute has not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the Institute's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters where legislation requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit; or
- A satisfactory system of control over transactions has not been maintained

Responsibilities of the Finance Sub-Committee

The finance sub-committee is responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as it determines necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the finance sub-committee is responsible for assessing the Institute's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the intention is either to liquidate the company or to cease operations, or there is no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Auditors that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Auditors.

Haines Watts, Chartered Accountants and Statutory Auditors
Q Court, 3 Quality Street
Edinburgh EH4 5BP

Dated: 9 February 2018

5. Irregularity Statement

A member who is concerned that some irregularity may be occurring, or have occurred, in the conduct of the financial affairs of the union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct.

The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with: the officials of the union, the trustees of the property of the union, the auditor or auditors of the union, the Certification Officer (who is an independent officer appointed by the Secretary of State) and the police.

Where a member believes that the financial affairs of the union have been or are being conducted in breach of the law or in breach of rules of the union and contemplates bringing civil proceedings against the union or responsible officials or trustees, he should consider obtaining independent legal advice.

[Note: The above wording is reproduced as required by the Trade Union Reform and Employment Rights Act 1993. The Institute, however, being established by Royal Charter, has the legal power to hold property and other assets in the corporate name "The Educational Institute of Scotland" and any reference to trustees in the text should therefore be disregarded.]



Joyce Baldwin

Five Decades at the EIS

When Joyce Baldwin of the Education & Equality department retired this year, it marked the end of a remarkable 49-year association with the EIS. Joyce joined the staff of the EIS in 1969 and, over the next 5 decades, worked across the organisation for the benefits of members and Scottish education. The SEJ spoke to Joyce shortly after her retirement and, here, she shares some memories from her long EIS career.

Following school and a year at college, young Joyce Baldwin set out into the world of work in June 1969. Having finished her college course on a Friday, she found herself walking into EIS headquarters on the following Monday to start her first job.

“I actually had a choice of two jobs”, she says. “One was in a lawyer’s office, and the other was at the EIS.”

Uncertain which job to take, Joyce spoke to a career advisor with whom she was friendly, who said that the EIS would be a good place to work and offer a secure future. It was clearly good advice as, having taken the job, Joyce would never start work for a new employer again.

The first thing Joyce remembers walking in the door was the old-style telephone switchboard at reception, a huge

conglomeration of cables, wires and plugs. Her first job was in the General Office, dealing with mail and administration and helping with switchboard cover when required.

There was very little by way of technology in Joyce’s early days with the EIS. There were telephones, and the occasional typewriter, but little else of the office equipment that we would recognise today. When a mailing to schools was required, the entire office was involved in getting it printed, inserted into envelopes, franked and mailed out. It was an extremely labour-intensive process, often taking the best part of a week from start to finish.

Gradually, technology started to be introduced to the office at Moray Place. The first computer arrived and a word processor for the use of the typing pool and other machines were added over time. “The technology has been probably the biggest change. It has made it possible to have several things on the go at once, whereas in the past you were concentrating on one task at a time. It was still stressful at times, but nothing like it is now where technology often increases the demand to be available at all times,” says Joyce.

As her career continued, Joyce moved around various departments within the EIS and gained experience of working in all parts of the union. She also worked under five General Secretaries – Gilbert Bryden, John Pollock, Jim Martin, Ronnie Smith and finally Larry Flanagan.

What made you stay with the EIS for almost half a century, Joyce is asked. “Generally, the EIS is good to work for. It has its moments, as every workplace does, but everybody puts a lot of work in to do things right. I think there is a very loyal staff, who want what’s best for the EIS. Everybody in the building always wants what’s best for the EIS and go the extra mile to do it.”

We move on to discuss how much the organisation has changed over the decades.

“Back in the early days, we didn’t have much contact with members other than members on Committees. There is far more direct contact with members these days, and much more membership engagement through different events.”

“It was a different working environment back then. People had a specific job to do, and they stuck to that. Everyone was in

their own little silo, and you often didn’t have any notion of what was going on in other parts of the organisation. It’s a lot better now, although obviously each department still has its own responsibilities and ways of working.”

As to what she will miss the most, Joyce immediately says it will be the people and the camaraderie. She is grateful to all the people – current and former colleagues and members – who came to wish her well on her retirement.

Offering her final thoughts on the EIS, Joyce says, “A lot of people put in a lot of hard work and long hours for the organisation. When you work for a union, it’s important that you believe in them. Unions do a lot of good, and they should be valued. They are needed more than ever these days. There are those who want to get rid of unions, so we need to value unions and protect them.”

- Joyce Baldwin was in conversation with Andrea Bradley, Assistant Secretary (Education & Equality) and Brian Cooper, Head of Communications.

Joyce’s memories of the EIS through the decades

1970s – That’s when we were allowed to wear trousers. The EIS campaigned for women teachers to be allowed to wear trousers, and eventually it happened. So, because members were now wearing trousers to work, we started to wear them into the office too.

1980s – That was the era of the big pay campaign. It was a real game-changer, and the EIS became a fully-fledged trade union rather than only a professional association.

1990s – Technology took off in the office. More computers, use of emails, better communication across the organisation. Everything became much more integrated.

2000s – This was a hectic time, much like it is now. Everything became more urgent, and we were doing a lot more and a lot of different things.

2010s – For me, this was my most relaxed and enjoyable period at the EIS – even though it was always very busy. The organisation is more hectic than ever but, personally, it was a very enjoyable time.



Would you like to advertise in the SEJ?

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

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Sudoku

Medium

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

Hard

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

Forced from the Profession

I resigned from my post as a Teacher of French and Spanish in a Scottish Secondary school this year. As I am buying a small business, and therefore no longer working as a teacher, I have resigned my union membership. I am grateful for all the support and encouragement I have received whilst a member of the EIS.

I decided to leave a job I love because my professionalism was not appreciated and I was being asked to “teach” courses and Specialisms for which I have no qualifications. The GTCS apparently approve this and are not insisting on relevant qualifications for secondary teachers anymore. Towards the end of last term my new timetable for 2018/19 required me to present RE, Personal Development, Early Years/Childcare and Wider Achievement Cookery. I had only half of my contact time in my specialism. I had only S1-S3 pupils due to a complete lack of

Faculty and SLT support for all the efforts and creativity the MFL department had put into promoting Languages.

I was required to audit the Cookery room and resources and told to order equipment for the room. I was given no time for this and spent personal time at the weekend researching what might be needed. I did not feel confident: the last time I did Food Tech I was 13. I don't even have a Standard Grade. The class I was sent had 21 pupils but the room has space for only 20. When I pointed this out I was told that one pupil is likely to be absent each week and the list remained at 21. Everyone came the first week.

I was timetabled for RE despite making it very clear to the HT that I did not feel competent to do it. I was given S1 and S2 classes requiring twice as much preparation. CPD was arranged by instructing the current RE Specialist to spend 50 minutes giving an overview of the CFE 3 year syllabus for all staff who had been told to replace him. He didn't know

where his next job was to be. It was insulting to all concerned. Then I was given Personal Development to teach for S5 & S6 pupils who have plateaued in English. I began reading and preparing for this but I was taken ill. I ended up in hospital.

I had been thinking about trying to make a living in some other way. I have decided to take control of my life: so instead of being forced to try to follow the capricious whims of an ambitious HT who keeps jumping on every passing bandwagon in the hope that it will whisk her to the next level in her quest for promotion, I will be serving tea, coffee, cake and ice cream to my lovely customers.

I am not leaving the job I was employed to do - that job no longer exists and good solid teaching and preparing young people for life has been replaced by filling timetables with useless non-specifics - often labelled Wider Achievement but usually not wider nor achieving.

Yours etc, Name and address supplied

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SNSAs – Don't believe the hype

Let me cut to the clearest and simplest argument against standardised assessments, and the one which is too often overlooked in the current debate: the overwhelming evidence from peer-reviewed research by educational experts is that standardised assessments offer data that is useless to teachers and skew the curriculum away from deep learning for pupils.

In the face of this overwhelming evidence, and compared to it, everything that John Swinney and the Scottish Government are currently saying about Scottish National Standardised Assessments (SNSAs) is quite simply propaganda, distortion and distraction, based on sheer assertion rather than evidence.

The truth is Scottish teachers are opposed to standardised assessments at all stages, not just at P1. The best data they have on their pupils is that gleaned from the formative assessment they are engaged in every day in their classrooms - the latest P4, P7 or S3 data from SNSAs adds nothing of value to that, and the process of administering the SNSAs has been a waste of pupils' and teachers' time.

Particularly dreadful are the writing assessments which are frankly meaningless - they do not in fact test writing at all, but are purely about identifying aspects of grammar. You don't teach and assess young people pottery or sculpture by asking them to identify features of the clay they are using - you let them experiment with, and shape, the raw material they have at their disposal and you let them create. The same is true of language and writing. You assess pupils' writing after you have inspired their creativity and after you have let them write

stories and poems and articles with meaningful purposes and audiences.

The results of SNSAs in writing are so meaningless, and so divorced from the Curriculum for Excellence and from the National Qualifications that await pupils in S4, that Primary teachers and Secondary English departments would be well-advised to ignore them completely. Hopefully one day soon MSPs will be voting on scrapping them at every level and not just Primary 1.

Until then, they have a duty to force the Government to start listening to the people who have devoted their working lives to supporting children and teenagers and who know how to assess them meaningfully without click-button tests on screens.

Yours etc, Allan Crosbie, Edinburgh

- An edited version of a letter originally published in the Herald.

Not "very pleased" with SNSAs

I first wrote on the subject of Scottish National Standardised Assessments in November 2015, shortly after the First Minister announced these were to be introduced. In that letter I also outlined the very negative outcomes of National Testing after it was initiated by the Tories in the 1980s: years of a narrowing curriculum and young people's experiences; excesses in teacher workload; and a deskilling of the teacher workforce.

I wrote of my fervent hope that Ms Sturgeon would change her mind after hearing the counter arguments from education professionals which would indicate that such a policy would be unlikely to bring about both an improvement in pupil performance or the much desired closing of the attainment gap.

That change of mind has not happened. But certainly, the First Minister and her Cabinet Secretary, John Swinney have had feedback from educators: in the space of one fortnight in June, 460 teachers responded to the EIS survey of teachers' and learners' experiences of the first year's

roll-out. This information was passed on to the Scottish Government. It is unsurprising that John Swinney has mainly ignored that 2-week snapshot of teachers' views, given what they had to say. Right from the start we find that the SNSAs are invalid in terms of uniformity: some children are having one-to-one support, others are being taken for an assessment en masse with their classmates and left to get on with it; some have brand new tablets to work with, others have ageing PCs dating back many years; some are completing the SNSAs in class, others are marched off to the ICT Suite; some are being supported by the familiar face of their class teacher, others are having matters overseen by staff they may not have met before.

These experiences of the pupils involved in the SNSAs, as reported by the participating teachers, is not entirely negative - just mostly so. Of course everyone seems to have focused on the reports of extremely distressed, tearful P1 pupils (in my opinion, if it were only one child affected thus, it would be one too many) but there have been other behaviours equally concerning which have been observed at all SNSA levels in primary: pupils rapidly and randomly hitting answers

through boredom; pupils, inexperienced with using a mouse are unable to "drag" cursors; some children are calling out answers to others sitting nearby (likely because they are used to, you know, co-operating with one another in lessons). Certainly, I have not heard of a single pupil describing them as the "fun" that Mr Swinney seems to think them to be. Maybe his interpretation of "play-based" is very different to mine?

Certainly, I for one, have not heard any teacher describe themselves as being "very pleased" with the information they provide. Maybe Mr Swinney is speaking to different teachers? Possibly. But if so, where is the evidence of this? He is clearly a man who likes data. Can he show me his data that would reassure me that the 460 respondents were just the disgruntled few? I would argue that after a very busy and exhausting school year, 460 angry EIS members is just the tip of the iceberg.

Yours sincerely,
Carolyn Ritchie, Glasgow

- An edited version of a letter originally published in the National.

CROSSWORD 101

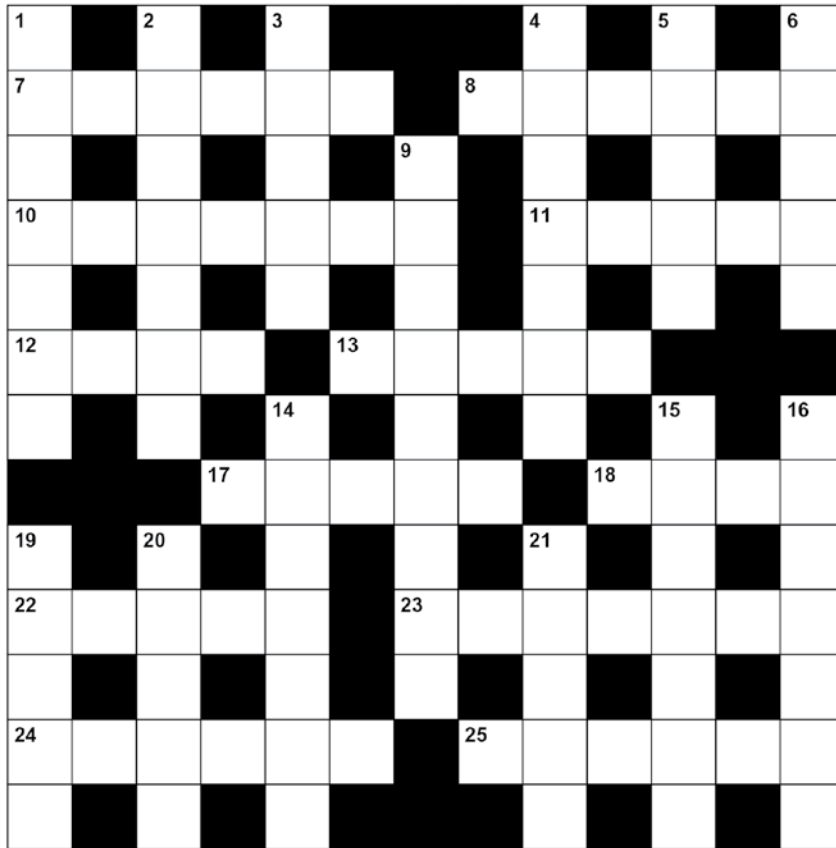
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part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



Across

- 7 - Regretting herb and cooked gin (6)
- 8 - Arab leader to move around, we hear (6)
- 10 - Canoeist initially rejected wild country (7)
- 11 - Japanese martial artist found in Benin jail (5)
- 12 - Finished higher up than (4)
- 13 - Honey-yellow colour bream swimming (5)
- 17 - Partially thankless body part (5)
- 18 - Degree by King's University? That's capital! (4)
- 22 - Wipe out home counties after long period of history (5)
- 23 - Deposit in legal agreement held up (7)
- 24 - Trees swaying around cold private (6)
- 25 - Nearly destroy broken up county (6)


Down

- 1 - Right to erode ground inside French motorway (7)
- 2 - Outlook: we are almost embracing tea in Paris (7)
- 3 - Stupid pub incorporating a drug (5)
- 4 - Swapped coins and note (7)
- 5 - Pal's not right for fanatic (5)
- 6 - Peach surprisingly inexpensive (5)
- 9 - Preserve horrible male drama (9)
- 14 - Exasperated saint almost next to cardinal (7)
- 15 - Company embracing outlandish plays in type of music (7)
- 16 - Masters jokes about addicts regularly (7)
- 19 - Greatest embracing a monster (5)
- 20 - Sorceress swapping iodine for a timepiece (5)
- 21 - Give permission to ally, oddly fed up (5)

Crossword 100 Answers

R	I	D	G	E	R	E	V	E	N	U	E
E	I	N	E	X	N						
C	G	T	M	S	T	U	D	Y			
O	R	I	G	I	N	A	L	E	E		
R	T	T	I	A	N	G	R	Y			
D	E	A	D	L	I	N	E	D	O		
I	L	E	S	W	U						
N	N	F	U	N	C	T	I	O	N		
G	R	E	A	T	N	A	T	G			
E	T	E	A	R	N	I	N	G	S		
B	A	S	I	C	B	D	E	T			
C	O	L	A	S	E						
C	H	I	N	E	S	E	L	A	S	E	R





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