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The Scottish Educational Journal



Protect the Future

**EIS President on the
challenges facing
Scottish education**

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**POLITICAL
FUND**

RENEWAL BALLOT

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Campaigning for You

You should now have received voting papers for the Ballot on the Renewal of the EIS Political Fund. This is an extremely important ballot, and all members are strongly encouraged to return their papers and to vote "Yes" for the renewal of the Fund.

The Political Fund is not about supporting any political party, as the EIS is not affiliated to any political party and does not make donations to any political party. Instead, voting to renew the fund protects the ability of the EIS to campaign on the issues that matter to members.

As a consequence of anti-trade union legislation introduced by a previous Tory government at Westminster, any union that wishes to engage in political campaigning must maintain a separate fund to support this work. It is also a legal requirement that unions must ballot their membership before a fund is established, and re-ballot for the retention of the fund once every ten years.

The legal requirements are restrictive, but they must be complied with for any union that wishes to run campaigns on key issues on behalf of their members.

Once again, a Tory government is stepping up its attacks on trade unions and on employee rights. The Trade Union Reform Act, introduced earlier this year, was clearly intended to further restrict the ability of unions to organise and to campaign on behalf of their members. The prospect of Brexit on the horizon also raises worrying questions about potential future attacks on employee rights and protections.

For all of these reasons, it is essential that you vote to retain the Political Fund. See our focus on p10 of this SEJ, and please ensure you return your ballot papers before the deadline of 31 October.

Stepping Up the Pay Campaign

The EIS has been highlighting the decline in teachers' pay for a number of years. The combination of pay freezes and sub-inflation pay awards over several years have contributed to a real-terms pay cut

for Scotland's teachers by around 16% compared to salary levels established in the 21st Century Teaching Agreement.

Although the EIS was clear that declining salaries were creating serious difficulties – both for individual teachers with bills to pay, and for a Scottish education system that needs to recruit and retain highly qualified graduates into teaching – these warnings fell on deaf ears for far too long, as local and national government hid behind the cloak of 'austerity' and the need to 'balance the books'.

Now, at long last, the message that salary cuts are having a damaging impact on our education system seems to be hitting home. The Scottish Government has committed to lifting the public sector pay cap from next year, and has acknowledged the need to look at salary levels and career progression within teaching. Discussions with local authority employers, through the Scottish Negotiating Committee for Teachers (SNCT) have also highlighted the need for these issues to be addressed.

Scotland is facing growing difficulties in attracting new qualified people into the teaching profession. Recent figures have highlighted a troubling number of vacant posts across the country, with particular challenges in a number of geographical areas and in certain curricular areas. International data, also published recently, has highlighted that Scotland's teachers saw their salaries fall at a time when teachers' pay in most other countries was going up. The significantly higher salaries available to graduates in other countries, or indeed in other professions, are clearly a contributing factor to teacher shortages in some areas.

As we highlight in the Council Report on p4 of this SEJ, EIS Council has determined how the pay campaign should move forward. The AGM in June resolved that the EIS should formulate a campaign for fair pay linked to next year's salary claim. This will be a key focus for the union in the months ahead.

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

COUNCIL AGREES PAY CAMPAIGN STRATEGY

The first meeting of the new EIS Council for 2017-2018 convened in late September, with a packed agenda to be considered. In addition to normal business, Council also welcomed Dr Carol Campbell as an external speaker to commence the afternoon session.

The key debate during the main session of Council was centred around the pay campaign.

Salaries Convener Helen Connor updated Council on recent discussions via the Scottish Negotiating Committee for Teachers, and on a potential new offer from the employers' side.

At a special meeting, the Salaries Committee had discussed the main elements of the potential new offer, which included an improvement from a 1% increase to a 1.5% increase for the top of the main-grade pay scale (where the majority of unpromoted teachers sit), alongside 1% or £350, whichever is the greater, for all other pay points and a commitment to restore short term supply to the appropriate grade, along with a review of post point 6 career pathways. The Scottish Government had pledged an extra £4M in funding to pay for the improvements in the proposed offer, confirmed Ms Connor.

Explaining the background to the revised potential offer, Helen Connor said that, "Part of the teachers' side narrative claim submitted to the SNCT this year was about levels of pay at the top of the main grade scale, part of the claim was about restoring supply teachers' rates of pay, and part of our claim was about future progression. The proposed revised offer does make some attempt to address each of these elements of the claim."

Council then moved on to debate on the potential offer. In a lengthy discussion, a total of 28 speakers debated the pros and cons of what was being proposed. Some felt that the offer was as good as it was going to get, while others took the

view that there was a need to settle but that the current proposal was divisive and needed to be amended to ensure equity for all members. While there were many differences regarding the merits of the proposed offer, there was a clear consensus on the need to start building momentum towards a campaign next year once the pay cap has been lifted. Keeping members informed, and building activism for future action on pay were also highlighted as priorities by most speakers.



Ms Connor said, "I do not think by any means that this proposed offer represents a victory, but we do need to look at it in the wider context where the pay cap remains in place for this year and other public sector workers have settled for 1% offers. In making our decision, we need to consider all the factors and the needs of our members."

Des Morris (East Renfrewshire) was one of many who spoke to urge Council to reject the proposed revised offer, arguing that a differentiated deal that offered varying rates of increase for different staff would be divisive. "We need to be seeking better pay for all of our members, not just some of them", said Mr Morris.

Gavin Roberts (North Lanarkshire) highlighted that Scottish teachers had achieved a better offer than had been achieved anywhere else in the public sector, and praised the "astuteness" of the EIS negotiators. "What we have here is a holding position, which would establish an improved baseline to support our restorative campaign for next year."

But **Susan Quinn** (Glasgow) argued, "This offer is not good enough. If it was a good deal, our negotiators would have accepted it – as they have the authority to do. We are discussing it today because we know it is not a good enough deal to just accept."

David Baxter (Dundee) asked if members were ready for the prospect of industrial action if no pay deal was reached – "Are we ready for industrial action now? We will need time to build a campaign."

But **Pamela Manley** (Angus) urged Council to "Reject this divisive offer. We are not here to create divisions within our membership."

In summing up, Helen Connor said, "This is a very difficult issue. This proposed deal could be divisive. The decision before us today is about what is best, tactically, as we move forward. I have listened very carefully to the debate today which has been very informative and will be valuable as we proceed with the pay campaign."

President Nicola Fisher then called a show-of-hands vote on the matter, and Council voted overwhelmingly to recommend rejection of the proposed new offer and to ask EIS negotiators to seek further improvements via SNCT discussions.

It was clear from both sides of the debate that all Council members agreed that next year, and specifically next year's pay claim, will establish the main battlegrounds in the campaign for a fair, restorative pay settlement and enhanced salaries for teachers at all levels.

The EIS Strategy Sub-Committee and Executive Committee will reflect the feelings of Council as they consider future pay campaign strategy.

Further updates on this year's pay discussions will be issued as soon as possible.

Executive

Vice-President Alison Thornton advised Council of the arrangements for the Ballot on the Renewal of the EIS Political Fund and highlighted the importance of members voting to retain the fund (see focus on p10 for more information).

Ms Thornton also updated Council on financial matters – including an update on EIS investments – and on staffing matters and on the progress of planned refurbishments of EIS properties.

Education

Convener Susan Quinn updated Council on a wide range of issues, including: SQA related concerns which had been raised via the Assessment and Qualifications Working Group; Guidance on changes to National Qualifications; National Standardised Assessment and Workload; the EIS request for an additional in-service day related to NQs and SNSAs; proposed new routes into teaching; Education Scotland and inspection procedures.

Equality

Convener Bill Ramsay updated Council on plans for EIS support of Challenge Poverty Week; on the development of a Welcome Pack for young people newly arrived in Scotland; and on work to update advice to members on tackling Islamophobia. New Guidance on Reasonable Workplace Adjustments had also been prepared, said Mr Ramsay, for the approval of Council.

Employment Relations

Convener Ricky Cullen updated Council on Benevolence matters, providing information on Benevolent Fund investments and on applications for assistance from the Fund. He also updated Council on Legal Affairs matters, including an update on casework, on some changes to EIS legal representation, and on a recent welcome High Court ruling that the introduction of fees for employment tribunals was not legal.

Guest speaker

See feature on p16 of this SEJ for an interview with guest speaker Carol Campbell, and the Report of the EIS Professional Learning Conference – at which Dr Campbell delivered the keynote address – on p18.

Period Poverty



At the AGM in June the EIS passed a Motion to campaign for free sanitary products to be made available for pupils and students in all schools, colleges and universities. In support of the Period Poverty campaign the EIS set up a donation box at its most recent Council meeting for sanitary products which would be distributed to food banks as part of the campaign. EIS President Nicola Fisher said, “We fully support all the excellent work being done by many organisations and campaigns to highlight and address the issue of period poverty. We would encourage our members to support these campaigns in order to help put an end to this dreadful situation. It is shameful that in this day and age, many women and girls struggle to access basic sanitary products which can lead to a significant impact on their health, hygiene and wellbeing. This is a matter of basic human dignity, to which we should all be entitled, regardless of income.”

Independent Report highlights poor working conditions for teachers

A major new piece of independent research, carried out by academics at Bath Spa University, has highlighted that the working conditions of Scotland’s teachers are ‘extremely poor.’

The research found that teachers in Scotland face high levels of workload demand, leading to greater stress and reduced job satisfaction. “The results of this independent research confirm that Scotland’s teachers continue to be overburdened with excessive workload demands and are subject to high levels of

stress. This will obviously have a detrimental impact on morale within the profession and on teachers’ health and wellbeing,” said EIS General Secretary Larry Flanagan

Particularly worrying, in light of the recruitment challenges that exist across the country, is the finding that over 40% of teachers are considering leaving their job within the next 18 months.

This clearly highlights the need for urgent action to make teaching a more attractive profession, with better working conditions, to ensure that we can continue to attract and retain highly qualified graduates into teaching.

This must include reducing the bureaucratic and workload demands on

teachers, ensuring that schools are fully staffed and significant improvements in levels of pay following a decade of real-terms cuts to teachers’ salaries.

Report co-author Dr Jermaine Ravalier, also co-lead of the Psychological Research Group at Bath Spa University, said, “While it is clear that teachers find the nature of their jobs deeply fulfilling, this is no longer enough to outweigh the impact that governmental cuts are having on their jobs.”

An extract of the research report is available on the EIS website www.eis.org.uk

NEWS...

Memorials



Cathy receiving her FEIS in 2016



Lyn and her beloved dog Lisa

Cathy Grant

It was with great sadness that the SEJ learned of the sudden death of long-serving EIS activist and former Fife Local Association Secretary Catherine (Cathy) Grant, who passed away following a short illness, at Ninewells Hospital, on Monday, 31st July, 2017. She was 61.

Cathy was an EIS member for four decades. She taught Home Economics, rising to the post of Principal Teacher at Bell Baxter High School in Fife. Cathy was an active member of Fife Local Association, serving as both President and later as Local Association Secretary. At a national level, she was a long-serving member of EIS Council and a frequent delegate to the Annual General Meeting. Cathy was awarded a Fellowship of the EIS in 2016

Cathy's funeral service was held in The Parish Church of the Holy Trinity, South Street, St Andrews on 10th August, followed by interment in the Western Cemetery.

Lyn McClintock

EIS staff, members and Learning Representatives were deeply shocked and saddened to hear of the death of former EIS employee Lyn McClintock, who passed away on 31 August. She was 58.

Lyn joined the EIS staff in 2003, following the merger of the former Scottish Further and Higher Education Association (SFHEA) with the EIS. The main focus of Lyn's work was Continuing Professional Development, where she played a key role in developing EIS Professional Learning capacity and in supporting the implementation of the EIS Learning Representative programme.

A committed and dedicated trade unionist, Lyn had previously worked for the National Union of Journalists before joining the SFHEA and later the EIS. Lyn retired last year, and became ill a short time later. Lyn's funeral service was held on 11 September in Muiravonside Church near her birthplace of Falkirk, before a private cremation at Falkirk Crematorium.

Resources needed for Named Person

Headteacher member Lorraine McBride recently gave evidence to the Scottish Parliament's Education and Skills Committee, on behalf of the EIS, stressing broad support for the rationale behind the Named Person legislation, but also highlighting members' concerns in relation to workload, resources and professional development

In order for the intentions of the legislation to be delivered, significant

additional resources will be required in the form of administrative and teaching staff in order to facilitate any additional engagement with parents, multi-agency liaison and information-sharing. Significant investment in high quality training will also be essential.

Commenting, General Secretary Larry Flanagan said, "Teachers are concerned about new demands likely to be made of them which will have implications for workload and potentially for conditions of service. Teachers are already suffering from a heavy workload burden and it is

important implementation of the Named Person scheme does not exaggerate this burden and impact negatively on the educational experience of Scotland's children and young people."

Mr Flanagan also commented on the draft guidance that has been written for those acting as a named person, "Whilst it is understood that legal terminology is required, feedback from our members has suggested that the majority of the guidance is difficult to understand and needs to be made clearer."

Cuts to Music Provision

A recent survey of Instrumental Music Teachers, carried out via the EIS Instrumental Music Teachers' Network, found that 71% of respondents cited cuts to the instrumental music service as an issue in their area. The most commonly cited concerns related to budget and staffing cuts, while the charging of fees to pupils to access instrumental music provision was also a frequently cited concern.

Budget and staff cuts are affecting Instrumental Music services in many schools and the level of provision that can be offered to pupils.

Some local authorities are also increasing charges for instrumental music lessons, imposing charges for instrument hire, or are moving to, in essence, the privatisation of instrumental music provision by stealth.

Instrumental Music Teachers are highly skilled professionals who offer a service highly valued by learners and parents, so it is essential that we protect their vital role in delivery of music education in our schools.



The National Union of Journalists Edinburgh Branch and Ian Bell's family invite entries by young writers for a new award to commemorate Ian Bell, the radical journalist and author who died in December 2015.

Entrants should be aged 30 or under at 30 November 2017, and be living, working or studying in Scotland. Submissions should be as yet unpublished. They should be in the critical spirit of Ian Bell and written in a style – taut, provocative but thoughtful – suitable for online and newspaper publication.

The winner will receive a prize of £500 and publication in Scottish Review of Books.

For further information please contact Hilary Horrocks via hilaryhorrocks@btinternet.com or visit nujscotland.org.uk



EIS President Nicola Fisher and EIS-FS Managing Director Chris Bain ahead of the prize draw



The EIS Financial Services 'Win a Car' competition closed at 11.59pm on Friday 29th September and a winner was selected on Wednesday 4th October. The winner was EIS member **Andrew O'Halloran** from Dumfries and Galloway.

Standardised Assessments

Whilst there has been clear guidance from the Scottish Government that they do not expect entire cohorts of pupils to be tested with new SAs at a fixed point of the year, the EIS is deeply concerned that a number of local authorities have suggested they will implement a 'window' in which they expect all pupils to be assessed.

This flies in the face of the intent of the programme, and is absolutely contrary to the guidance that has been issued by the Scottish Government.

The EIS will oppose blanket use of these assessments, at a set point, in any local authority. It is essential that all local authorities utilise the new Standardised Assessments appropriately rather than seeking to adopt a one-size-fits-all

approach by forcing all pupils to take the assessments at the same point of time.

Deputy First Minister John Swinney recently announced that the Scottish Government will not collect pupil-level data from national standardised assessments but will focus only on national trends such as data relating to looked after and accommodated children.

This confirms that the Scottish Government does not intend to create 'league tables' of schools based on standardised assessment results.

The Deputy First Minister was clear that the new assessments are intended to serve as a diagnostic tool to be utilised by teachers to support their own professional judgement of pupil progress. It remains to be seen how useful teachers find the assessments in practice. (See page 14)

EIS LEGAL HELPLINE

0333 400 5778

EIS Legal Advice Helpline is to re-open on 1 November 2017

Opening Hours are 8am to 7pm 5 days a week.*

Calls are free on landlines and on most mobile networks

The Helpline will provide advice on all legal issues with the exception of those which relate to members' employment. Any calls received seeking advice in relation to employment matters cannot be dealt with through the Helpline and will be referred to the Institute.

Family Law, Civil Disputes, Property, Conveyancing, Wills, Criminal Law, Etc.

* Calls After 7pm and at weekends will be provided with the option to leave a message and the call will be returned on the following working day. Calls outside the opening hours in relation to criminal matters will be provided with a 24 hour contact number.

Protecting the Future

The SEJ spoke to this year's EIS President Nicola Fisher and asked for her views on some of the big issues facing Scottish Education and the EIS.



What do you see as the key priorities and challenges for the EIS in the year ahead?

Pay and workload. We have heard warm words on these issues from various agencies and from various levels of government but little real progress for our members.

Workload is the iceberg of the education system. People think they understand about workload because they can see the tip of it but they have no concept of the scale of what lurks below the surface.

Research is showing that the health and wellbeing of our members is really suffering. Teachers are stressed and they're exhausted. They work far longer than their contractual hours but still never get to the end of the work. It's affecting teachers' mental and physical health and also their life outwith school. Worn out, unwell teachers are no good to the children and young people in our schools.

There is a growing difficulty with recruitment and retention in the teaching profession. Why is this happening, and how should it be addressed?

The reasons for and solutions to the recruitment and retention crisis are inextricably linked. Teachers' pay has declined by 16% in real terms. In common with most other workers in the UK, we've been made to pay the price for a financial crisis which we did not create. Meanwhile, many in the financial sector who were culpable, continue to collect huge bonuses; and politicians at Westminster who presided over this mess, and who continue to allow the financial sector to run riot, receive inflation busting pay rises.

And when other careers and other countries pay far better, is it any wonder teachers are voting with their feet?

We also often have a false narrative that Scottish Education is declining, or even failing. We often have politicians using results very selectively to push this narrative because it suits their political strategy. We rarely hear them talking about the many successes within the system. Many people may not exactly be attracted into the profession by this unfortunate and inaccurate narrative. It makes me so sad really, because I think teaching is a fabulous job.

Tackling the impact of poverty on attainment is a worthwhile aim, but can the Scottish Government's introduction of National Standardised Assessment help to tackle the attainment gap?

Our schools are charged with closing the poverty-related attainment gap, which is a tall order without sufficient societal change. The notion that schools, by themselves, can close this gap entirely is fanciful. However, we do know that schools and teachers will work very hard to try to do so and that there are already signs of success.

Will Standardised Testing enable the gap to be closed? Personally, I remain unconvinced. Closing the attainment gap requires time for quality learning and teaching. Unfortunately, there are many barriers in the system which undermine this, such as large class sizes, unnecessary bureaucracy, the overcrowded primary curriculum and excessive primary planning, a catalogue of difficulties with the National Qualifications, public sector cuts and so on. Tests are not going to fix these problems.

The EIS is also concerned that some Local Authorities may not abide by the agreed practice for administering these tests. The SNSAs should be used by teachers

when they deem it best to do so, either diagnostically or to help inform professional judgement.

The Governance Review may lead to significant changes in the way that schools are run. It may also lead to additional responsibilities for teachers, particularly promoted staff. Are these positive or negative developments, in your view?

In many ways, the Governance Review is the wrong fix for the wrong problem. The Scottish Government's own international advisors have questioned whether it is, in fact, necessary. Is obsessing over who gets to be in charge of what going to reduce teacher workload? Unlikely. Is moving money from local authorities to headteachers going to remediate years of cuts to education budgets? Hardly.

Since the advent of "austerity", we have seen cuts to ASL provision, cuts to EAL support, the disappearance of Support for Learning teachers, the removal of nursery teachers, cuts to management time and so on. Those of us who have experienced all of this first hand – and this will be most of the teaching profession – are unlikely to see the transfer of some powers as the solution to our problems.

The government talks about the importance of Headteachers being pedagogical leaders. Yet they talk about devolving more powers and responsibilities to Headteachers which may, in fact, act as yet more barriers to their fulfilling that role. We already have difficulty recruiting Headteachers. Will that improve if workload associated with the post rises? And if Headteacher duties increase, to whom will existing workload migrate? To Deputies and Principal Teachers, of whom there are fewer, and from there to class teachers.



Like many trade unions, the EIS faces continuing threats from government trade union policy and wider challenges in recruiting members and promoting active participation in the work of the union. How can these challenges be addressed?

This is a really key question for the EIS, particularly as we could be looking at strike action over pay next year. It is very clear that the Tory Trade Union Act is an overt attempt to stop unions striking to defend their members. However, with good campaigning and the support of members, we can overcome the barriers which the Act tries to put in our way.

First, we must secure a turnout of 50% when balloting for industrial action. This means it is crucial for members to return their ballot papers. Then, as we are classed as an essential service, we have to meet the threshold of securing a Yes vote from 40% of our entire membership, whether or not they have cast their vote. This means that people who don't vote at all count against us in the final tally.

However, I think there are some very positive lessons to be learned from the EIS-FELA strike this year. When our further

education lecturers were building up to their industrial action on pay, they racked up some threshold-busting results. This was achieved on the back of sustained and committed campaigning. I am convinced we can see similar results in the school sector if we work together with our members on a vibrant, strong campaign.

When I was a probationer twenty years ago, I was complaining bitterly about something (probably pay!), and I kept saying to the Rep, "What is the union doing about this?." Eventually, she said to me, very kindly, "Nicola, we're the union. What are we going to do about it?." That really stuck with me. The union isn't some faceless third party. It's us; it's you and me.

That's not to say that there's not work for Office Bearers and Officials to do – there most certainly is. However, what it does mean is that every single member has a vital role to play if we are to secure any kind of restorative pay deal.

In a year from now, when looking back on your term, what would you hope to have achieved during your time as President?

I'm keen to keep advancing our Equalities work. I think this is a hugely important part

of what we do. It's the way in which we are outward facing and the way in which we try to help build a fairer, kinder society for our children and young people.

Many of our families have been devastated by so-called "austerity." We know from our members that we have more children coming to school hungry. We know that families are struggling to clothe their children adequately, struggling to pay their bills. The destructive impact of poverty on children's learning and on their life chances is well known. As a union, we have to keep fighting back against the pernicious poverty caused by policies such as the benefits sanctions regime, the family cap and the so-called "rape clause."

Sadly, post-Trump and post-Brexit, we are witnessing a resurgence in far-right activity and a rise in racism. It is utterly horrifying to see the former and the latter directly affects many of the children in our schools and many of the families with whom we work. The EIS, along with the rest of the trade union movement, has a vital role to play in fighting back against racism and all forms of prejudice. We have always been committed to this and I know we will continue to be at the forefront of this kind of campaigning.



EIS President Nicola Fisher pictured on a recent visit to Lochardil Primary School where she discussed current issues facing Scottish education with members.

eis

POLITICAL FUND

RENEWAL BALLOT



If you haven't received your ballot paper contact the EIS Membership Dept.

0131 220 2268

The EIS political fund does not pay into or contribute to any political party.

CAMPAIGNING ON THE ISSUES THAT MATTER

Protect the EIS's role as a campaigning union by renewing the Political Fund

The EIS has opened a ballot of all members on the renewal of the EIS Political Fund. Operating a political fund is a legal requirement for any union which wishes to campaign on any political issues. Unions are also required, by law, to ballot members once every ten years on the maintenance of their political funds.

The EIS established its Political Fund in 1987, following a ballot in which 85% of members supported the creation of the fund. The fund was then renewed in 1997 and again in 2007, following ballots of all members.

A new ballot on the retention of the Political Fund is now due under the 10-year requirement, and the EIS is again urging all members to vote Yes to maintain the Political Fund and to protect the vital campaigning role of the union.

Why does the EIS need a Political Fund?

The EIS political fund allows us to campaign on the issues that matter most to you. The EIS is a campaigning union and a yes vote in the ballot will allow us to continue our work in this important field.

The EIS political fund does not pay into or contribute to any political party. The EIS

has always been and will continue to be, completely politically independent and free of party political affiliation.

We protect and advance the interests of our members by negotiating with employers on matters such as pay, hours, working conditions and pensions. We also provide support and protection to members when they are most needed.

However, the interests and welfare of our members can also be affected by events elsewhere such as, the state of the economy, the policies of local and central government and legal provisions governing, for example, employment, which is why a political fund is so important.

In order to defend our members' interests in Scottish Parliament, UK Parliament and on all matters of government policy and legislation, the law requires trade unions to have a political fund. Without such a fund, we could be prevented from lobbying to change policies or legislation which affect members' working lives.

While the EIS will always be a trade union first and foremost, we are also a professional association with a commitment to campaign for, promote and defend education in the political arena. The retention of the political fund will allow us to continue this vital work.

MAINTAIN THE EIS POLITICAL FUND VOTE YES!

FAQs

If I vote yes, will my union subscriptions go up?

NO, your union subscriptions will not be affected by the ballot result.

I am not interested in politics, why should I vote yes?

This ballot is not about party politics, but about our union having a political voice, to defend the profession and protect the welfare of teachers and lecturers across Scotland.

Does my money go towards a political party?

NO - the EIS political fund does not pay into or contribute to any political party. The EIS has always been and will continue to be, completely politically independent and free of party political affiliation.

How much is the EIS political fund?

The amount is £1.80 per contributing member, per year.

How do I vote?

You will receive a ballot paper to your home address which will include a return envelope and instructions on how to cast your vote.

Further Information: www.eis.org.uk/Campaigns/PoliticalFund.htm



The EIS Political Fund - Why you Should **VOTE YES**

- **Larry Flanagan**, EIS General Secretary

“The UK has long had some of the most obstructive anti-trade union laws in Europe, and the obstacles facing unions grew even more daunting with the Tory government’s 2016 Trade Union Reform Act. This highly restrictive act, which was disingenuously portrayed by the right as a progressive piece of reform, was actually a politically-motivated attack on the ability of employees to organise and campaign through their unions.

In the context of the UK government’s attack on trade unions through the Trade Union Act, it is essential that unions organise and that members are fully informed and engaged in the work of their own union. The EIS has launched a ballot on the renewal of its political fund – a restrictive aspect of UK trade union law that obliges all unions which wish to campaign, on any political issue, to operate a distinct fund for the purpose and

to ballot on its retention every ten years. Given the current political climate, union campaigning is perhaps more important than at any time this century so it is vital that the EIS maintains this political campaigning role.

One slightly unexpected positive of the government’s Trade Union bill is that it has placed a spotlight on the value of unions, led by an active membership base, in protecting employee rights. Although the government’s intent was to weaken union effectiveness, the legislation has provided a jolt and reminded members of the importance of being active in their union.

The EIS is your union, so please do all you can to get involved, get active and to support the work of the union on your behalf – starting with an overwhelming Yes vote to maintain the EIS Political Fund.”

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Teach First: An Insidious Route into Teaching?



Fife teacher and EIS member **Murray Swan** offers a first-hand perspective on the dangers of ‘fast-tracking’ graduates into the classroom to fill teaching roles. Having been accepted for the ‘Teach First’ scheme in England, Murray rejected the offer due to concerns over the programme. He subsequently was accepted for a PGDE programme in Scotland, completed his induction year and is now teaching in a Fife secondary school.

Teaching had always been a vocation I had ambitions of joining. However, I was also aware of how much of a gruelling profession it could be and did not want to embark on this journey without giving it serious thought. I did not feel I was ready to make this commitment upon leaving high school, so instead I opted to study history, a subject I had always loved, therefore leaving the option of studying a PGDE after the completion of my undergraduate degree. Upon graduating at the University of Glasgow in 2014 I decided to apply for teacher training. Unfortunately, I was unable to secure a place on a PGDE course and due to my strong desire to enter the teaching profession I decided to consider alternative routes into teaching.

After carrying out some research I stumbled across Teach First, a fast track route into teaching which allowed graduates to enter the classroom after receiving only four to six weeks of training. After filling out an application online I was able to secure an interview in London. The interview process was intense; around twelve applicants were put through a whole day of questioning at their headquarters in London. It was at this moment that I began to have my doubts about the organisation and their alternative teaching scheme. It seemed strange to me that the interview process was detached from any real discussion about education and indeed

was carried out in an office rather than an educational institution. The interviewers seemed much more interested in how we fared in aptitude tests, rather than attempting to gauge whether we seemed to have the attributes necessary for inspiring and harnessing the potential of young people.

Just another option?

Furthermore, I was struck by the attitudes of the other candidates who shared the interview experience with me. Many of them had just graduated like me, and were looking for an opportunity to join a graduate scheme of any kind; teaching seemed to be just another option, alongside interviews for positions in retail and other areas of the private sector, rather than a calling which they were particularly passionate about. They viewed entering teaching as a stop gap, something to tide them over until they found a better offer. This was clearly evidenced when it transpired that one of the main interviewers had only spent a very short time in the classroom, three years, before stepping back and taking on an organisational role within Teach First itself. I don't blame the other applicants for taking this approach, as I feel it is more indicative of the nature of employment in 21st century Britain; this being insecure, disheartening and highly competitive.

However, this is seriously concerning for anyone who views education as a means of improving society and the life chances of the most vulnerable young people in Britain. Teaching is a caring profession which should always be looking to advance the public good, rather than being viewed solely as a means used to help individuals get a leg up in the rat race.

An unusual offer

After completing the interview process, I was troubled by many of these misgivings which had been circling around my head. I was later contacted to be informed that I had been successful in my interview and that Teach First would like to offer me a place in a secondary school in an inner city school in London, teaching computing. I thought that there must have been some kind of mistake as I was a history graduate and had not studied computing in a formal setting since secondary school, when I achieved a qualification at Advanced Higher. For me this was the reality check that I needed. It was now clear to me that TeachFirst was an organisation simply looking to fill teacher vacancies caused by brutal public sector cuts, using any means possible, even going to the extremes of placing unqualified teachers in front of pupils. Not only does this sort of practice undermine subject specialists and the value of having a breadth of knowledge

with which to impart to youngsters; it also completely undermines the teaching profession by insinuating that anyone can teach a subject regardless of their academic prowess in that field of study. When I think back to the teachers who really inspired me in school, it was those who were clearly in love with their subject and had an awesome collection of facts and anecdotes, which they used to bring their subject to life. This was the hook which made me dearly value the process of becoming educated.

A better route

After rejecting the advances of Teach First I then worked hard to find a volunteering opportunity in a school in Edinburgh (something which was not easy to secure!) before finally being successful in an application for a place at the University of Strathclyde on their PGDE course. I am now in my first year of teaching following my probationary year and it is only now that I realise the challenge that lies ahead of me, in terms of the process of learning to become a teacher. This will be a lifelong experience, involving a great deal of head scratching and innovation, and is certainly not something which can be achieved in four to six weeks!

I would urge the Scottish Government to rethink their plans of adopting a Teach First approach as a solution to the teacher shortage in Scotland. It will ultimately damage the teaching profession, irrecoverably, and in doing so will place us even further away from our goal of constructing a world class education system which places children and their experiences in schools at the heart of its *raison d'être*.

What is Teach First?

Teach First is a registered charity which claims to address educational inequality. Teach First consists of a teacher training programme where participants are required to spend a minimum of two years in a primary or secondary school while they are studying.

Upon completion of these two years they become Teach First Ambassadors. 40% of Teach First participants leave the profession after this two-year period. Teach First has faced a great deal of criticism from teachers and others within the education sector since its launch in 2002.

The EIS does not support any erosion of initial teacher education nor does it believe that placing unqualified graduates in schools (particularly in areas of deprivation to teach Scotland's least advantaged children) will lead to better or more equal outcomes for those Children.

However, irrespective of any individual's entry route into teaching, the EIS will always seek to recruit teachers into the union and to offer them protection, as our sister organisation, the National Education Union (NEU) has done for fast-track entrants south of the border.

The EIS View

"The EIS is not opposed to alternative routes into teaching; for example we welcome the additional skills set that can be captured when people are assisted in transferring from existing careers into the classroom. Our main concern relates to 'on-the-job' training approaches which effectively put unqualified graduates in charge of classes and children's teaching and learning. That would be a retrograde step. Additionally, if such 'fast-track' candidates are being paid whilst post graduate students studying at University are not, then it threatens to become a divisive issue, further demoralising potential teachers.

"Studies in fact have shown that 'the greatest gains in student learning are attributable to...more experienced, better qualified teachers.' (p111 Empowered Educators: How High-Performing Systems Shape Teaching Quality Around The World. Linda Darling-Hammond et.al.)

"Furthermore, reports by the OECD (2012, 2014) raise concerns about the quality of teaching and learning in classes taught by teachers who are not fully qualified. The reports go on to argue that 'a higher concentration of lesser qualified or novice teachers in schools serving disadvantaged students can have a negative impact on student performance, further diminishing their chances of success.'

"If the Scottish Government wishes to raise the profile of the profession, it should deliver decent salaries and address excessive workload concerns."

Larry Flanagan, General Secretary



“Teaching is a caring profession which should always be looking to advance the public good, rather than being viewed solely as a means used to help individuals get a leg up in the rat race.”

Scottish National Standardised Assessments

The EIS has issued advice to Local Association Secretaries, and to school reps, on the need to ensure that adequate time is allocated within Working Time Agreements (WTAs) for the implementation of Scottish National Standardised Assessments (SNSAs) and that operationally the use of such assessments comply with the guidelines issued by Scottish Government and sees the end of other standardised assessments. Agreement should be sought at LNCT level to achieve these aims.

In the event on no agreement being forthcoming, the EIS Executive has agreed that Local Associations may proceed towards dispute, if required.

Below, we print an extract of the letter sent by the General Secretary to all Directors of Education, or the equivalent, in Scotland.



The Executive Committee of the Institute recently reviewed Scottish Government guidance on the use of standardised assessments. In our view, the guidance reflected a considered response to concerns that the EIS had raised around the programme e.g.

- no whole cohort testing required
- no set windows for assessments
- the primacy of professional judgement, with standardised assessment results being subsumed within that
- a focus on the potential for diagnostic and predictive assessment tools to support learning in the classroom.

Alongside this operational guidance, the Scottish Government has remained committed to the outcome of the new standardised assessments replacing the vast array of current standardised testing tools, addressing concerns of workload and overassessment which the EIS had raised.

During the Executive discussion, it became clear that several local authorities appear to be planning the implementation of Scottish National Standardised Assessments (SNSAs) in ways which breach the guidance issued by Scottish Government.

For example, several Committee members reported various deviations by local

authorities from the terms of the national guidance: identification of assessment 'windows' in which pupils would sit the SNSAs; plans for whole cohorts to undertake the assessments at once; a stated intention to compare SNSA results against teacher professional judgement; and plans to continue the wide use of other standardised assessments.

Such breaches would be unacceptable to the EIS.

They would beg the question as to why Councils would wish to operate in such a way? One answer may be for operational convenience but that hardly seems a justification for riding roughshod over guidelines which have been distilled by extensive discussion, involving local authorities as well as the professional associations. A second, more sinister interpretation, is that certain local authorities simply don't subscribe to the concept of professional judgement and are seeking to misuse the SNSA's as part of a line managed accountability approach, which would be exactly the reason the EIS has agitated against standardised tests.

Such an approach would set Scottish Education on a retrograde pathway.

As a result of the discussion, the EIS Executive Committee has issued advice to Local Associations to resist such breaches as vigorously as possible. In particular

Local Associations have been requested to ensure that SNSA implementation is tabled as an item for LNCT discussion, if this has not happened already, with a view to achieving agreement that Councils will comply with national guidelines and also agree to ending other authority wide standardised testing

In the event that agreement is not reached, Local Associations have been advised to consider lodging a dispute with the local authority, potentially leading to members being balloted on boycotting SNSA processes.

I realise that a number of Education Departments have already held productive discussion with the EIS on this matter and that several strong assessment approaches, based on professional judgement with appropriate moderation, are already operational.

Where this is the case, please accept my apologies for the round robin nature of this communication. Where it is not, may I suggest that a discussion within the LNCT, or other appropriate forum, would be advantageous for all concerned, not least being the parents and pupils in our school communities.

Larry Flanagan
General Secretary
Educational Institute of Scotland

Planning for Scotland's Future Teacher Workforce

The Scottish Parliament's Education and Skills Committee recently explored the issue of the recruitment and retention of teachers for Scotland's schools. The EIS responded to the call for evidence with a written submission which highlighted a range of factors - such as low pay, excessive workload, rising class sizes and lack of supply posts - which contributed to the challenge of recruiting entrants into teaching. Although the EIS is often accused of taking a singular trade union perspective, it is significant that many of the views expressed in the EIS submission are confirmed by the submission, and associated survey data, from the General Teaching Council for Scotland (GTCS). The EIS Salaries Committee considered the GTCS submission at its last meeting and, here, the SEJ summarises the issues covered in the GTCS submission as requested by the Committee.

What are the main challenges in relation to teacher recruitment and retention?

There are many complex challenges in relation to teacher recruitment and retention. These include:

Recruitment

- Poor public perception of the teaching profession
- Financial rewards (including recent pension changes) perceived as less than other professions with similar, or less, responsibility
- Fixed term contracts offered to new teachers rather than permanent contracts
- Failure to appropriately promote the profession and 'talk up teaching'
- A lack of supply teaching opportunities and properly managed and developed supply teachers
- Inadequate arrangements to support those returning to teaching after a career-break
- Insufficient consideration and provision for bringing career-changers into the profession
- Lack of promotion opportunities.

Retention

- Lack of job satisfaction with the working environment which is perceived by teachers as being overly bureaucratic
- Lack of formal recognition or professional incentives
- Lack of support systems within the profession
- Significant reduction in support staff
- Need for improved, healthier working environment and support for teachers

- Lack of flexible working opportunities and contracts i.e. job share - teaching is less flexible than other professions
- Lack of promotion opportunities.

What are the factors that influence whether teaching is considered an attractive profession compared to other professions by those that might consider a career in teaching?

- Poor public perception and how teachers, and young people, are often negatively portrayed in the media
- Perceived lack of status within society as opposed to other professions
- Financial recompense perceived as less than responsibilities of job
- It is a job that can make a fundamental difference to society but too few young people considering careers are aware of this and encouraged to enter teaching
- Lack of appropriate flexible working opportunities prevalent in other professions.

What factors influence teachers when deciding whether or not to apply for promotion to senior management/ Headteacher level?

Some teachers get to a point where they want to have a greater influence on their school and community and at this stage think they are ready for promotion. Some teachers are inspired and coached by colleagues to gain the skills to be able to lead others successfully, but not all teachers want to operate in this type of management role which essentially takes them from the classroom and from teaching and learning. At present there is no defined role for a teacher who would wish to be recognised for their leadership of learning in the classroom.

With the limited opportunities that now exist for promotion, teachers can feel that they lack experience and do not have the required skills to progress to the next level. It should also be considered that the regular and public 'knocking' of teachers and education, the failure to 'talk up teaching', has led to many teachers feeling reluctant to put themselves in a position where they might be subject to negative treatment and behaviours by the public.

- Extracted from the GTCS submission on Teacher Workforce Planning. Full version available from the Scottish Parliament Website.

The EIS view

The submission from the GTCS is helpful, and reflects many of the views of the EIS. The EIS acknowledges that workforce planning is not an exact science and that there is a need to be cognisant of the danger of training teachers for posts which do not exist whilst also recognising that having an adequate supply of newly qualified teachers is essential to maintain delivery of high quality educational experiences for young people.

The EIS response to the consultation is available at www.parliament.scot

GTCS Elections: The EIS will field a strong set of candidates for the forthcoming elections to the GTCS. The EIS values the role of the independent GTCS and has significant concerns regarding proposed reforms to the nature of the organisation. Please use your vote in the forthcoming elections to support EIS approved candidates.

Achieving Excellence and Equity – an international perspective

Dr Carol Campbell, Professor of Leadership and Educational Change at the Ontario Institute for Studies in Education, is a prominent academic and a member of the Scottish Government's International Council of Education Advisers. Dr Campbell was a guest speaker at September's meeting of EIS Council, and was keynote speaker at the EIS Professional Learning Conference (see report on pp18-19 of this edition). The SEJ took the opportunity to ask a few questions about the current climate in Scottish education and on the work of the International Council of Education Advisers.



What's your impression of the current readiness of Scottish education to achieve greater equity of outcomes for those children – currently more than 20% – who are living in poverty?

I think that the shared ambition is there. There is a readiness in terms of a commitment to the importance of the attainment gap and children living in poverty. Historically, the Scottish education system was about raising up all children to succeed to their fullest potential. So, I think there is no shortage of well-meant commitment that it is an important priority. There are important policies around the attainment gap and support for teachers in schools, in certain communities, in certain areas. I think Pupil Equity Funding is a significant resource. Scotland has the benefit of a high-quality teaching profession who are committed to supporting all children to their fullest potential and really taking on the issue of poverty. We know that within schools, teaching is the number one factor to support a student's life chances and future success, so the role of the EIS and EIS members is absolutely critical. At the same time schools can't do it all and we live in a context of austerity and resource constraint and changing communities. I believe the readiness in terms of commitment is there. I do think it will require further focussed attention and resources and inter-agency supports for communities as well as the work of teachers and Headteachers.

What impact do you think the Council of Education Advisers is having on Scottish education policy? Do you feel that the Scottish Government is heeding the advice of the Council?

The International Council of Education Advisers (ICEA) has existed for just over 12 months. We've had 3 meetings now. Each time we come for 2 to 3 days, so we have intensive meetings. We've been out to visit some schools. We've met with students and teachers and parents. We've met with the EIS and other professional associations and I do think we're having an impact. The role of the council is to give our very best advice and of course, the nature of advice is that it can be accepted or not accepted. I recognise that the EIS and other professional associations are having an influence too and I do think that's important. We have identified 3 priorities that we're actively working on at the moment.

One of these is around pedagogy, teaching and learning. My own view is there has been a huge amount of emphasis on curriculum and on assessment. Both of those matter – but we also need to get into the teaching and instruction conversation. I've been advocating for professionally led teacher networks and Headteacher networks in partnership with the EIS and others. We are looking at leadership and how is it possible to have a range of leadership routes and trajectories for teachers and Headteachers beyond the current system and we have been advising on the importance of collaboration and, of course, now the regional improvement collaboratives are moving forward.

So, how do we ensure teaching and learning is at the heart of them? We have also been asked about assessment. The standardised assessments were announced before the ICEA existed. We have cautioned about the importance of professional judgement and diagnostic use of assessment and that it must be one of a range of assessments. I think that's similar to some of the advice from the EIS and I do think that has been listened to. And the same on governance, we have cautioned about trying to drive through structural change but to also work in partnership and I think that has been listened to.

Tackling the poverty-related attainment gap is a key priority in Scotland currently – is the Scottish Government correct that National Standardised Assessments will help to close the gap?

I think the standardised assessments can help. But we have been discussing diagnostic purposes, professional judgement, trying to avoid the negative consequences of standardised assessments if it went down a route of ranking and naming and blaming and shaming. And I don't think we're going down that road. I hope we're not, and we certainly advised against it. I think there is a risk of narrowing the focus on literacy and numeracy. That's not the advice we've been giving. We've been talking about the whole child. I think that you have to consider standardised assessment as only one form of evidence about children, alongside professional judgement, alongside homework, classroom practice, lessons, all of those things. And then that is only one part of the bigger picture

of how we actually support teaching and learning and school leadership and community development. The experience in Ontario, where I'm based, we did use standardised assessment results to look at where there were areas of need. Where students or schools were struggling. In 2005, 20% of our primary school children were below reading proficiency. What we did is we looked at that data and we put in additional resources. So it wasn't about blaming people, or firing people or closing schools. It was about saying here's an area of need let's put in some additional resources, let's put in some professional learning for teachers. So, 20% of students behind in reading proficiency in primary. Now it's less than 5%. I think if data is used for diagnostic and supportive purposes it will help. If it's used for blame and judgement, it won't.

Enhancing teaching practice and promoting effective leadership are points of emphasis for the International Council. How do the current funding and recruitment issues facing education impact in these areas?

The vast majority of people who work in education want to do the very best. They want to be learners as professionals and they want to support the learning of the children and young people in their care. And I actually saw research recently from the EIS and Education International where the majority of teachers in Scotland said they want to improve their practice, they want more professional learning, they want more support. With more experienced teachers, I do think they are going to move forward with teaching and learning and leadership. That said, I do think pay and conditions need to be looked at. If you feel underpaid, undervalued, over worked, that's not a healthy condition. Work life balance is a major issue here, it's a major issue in Canada too. I think that needs to be addressed. In Canada, when I did research on teacher recruitment, and if pupils in schools see their teacher as a role model, they often aspire to become a teacher. So, we have to continue to see that pattern, that virtuous circle, where you have a good experience at school, so you think I want to be a teacher. And that can only happen if we support our teachers to their fullest potential. I'm not going to dodge the question - I think there are issues around funding and recruitment that absolutely need to be addressed at this moment in time.

What's your view on the establishment of regional collaboratives? Is this approach the most effective way to foster collaboration within the education system?

I was here at a meeting of ICEA last week and we were at the Scottish Learning Festival and we met with most of the professional associations and I was heartened that around that table there was support for the regional improvement collaborative. I think now it's a case of 'how do we make them as effective as possible?' I think the debate about whether they should exist has moved on. Whoever becomes the director of the regional improvement collaborative is really important. Who are the staff? Because if these are to be the heart of teaching and learning and closing the attainment gap, it has to be people with really great educational expertise. They have to have the resources to put in the support services that, unfortunately, are not present in all local authorities at the moment because of austerity. I think we have to look at how we make it work. What we know about collaboration is it needs an infrastructure. It does need leadership and resources - money. Some sort of structure around it. But that in itself is not enough. What you also need is a culture of trust, and valuing each other, collaboration and relationships. And that takes more time. So, I think that piece around working practices will actually be key to making this work. Once the infrastructure is there, it's really 'how do we work together?'

What role do you see for the EIS, as Scotland's biggest teacher trade union and professional association, in the endeavour for equity and excellence?

You have an absolutely vital role. You have a vital role in terms of your leadership. You have a vital role in terms of advocacy. You are one of the leading voices about current experiences on the needs of children, of the education system and of course of the professionals who work in the education system. So, I think as you are doing, saying that equity really matters is important. Saying that excellence really matters is important. Saying that teachers' working and learning conditions really matter. Saying what our young people need really matters. So, I think you've got an important advocacy role - and of course that includes pieces around your labour negotiations and all of those issues. I think you've also

got an important action role - if I can put it that way. In terms of the actual work on a day-to-day basis of your members - who are the people who are going to make this happen. It's in your hands - teacher led, Headteacher led, union led sharing of ways in which we actually can get to excellence and equity. Closing the attainment gap is going to be challenging, so we need your hands on deck. And there's talk about the future of inspection in Scotland but for the EIS, what I hope you could be, is the inspirers of hope and change as well as the honest critic about where we need to look at things more carefully.

What needs to happen next within the education system...and beyond?

I would like to see a priority focussed on professionally led sharing of teaching and learning practices. We've been talking about putting more power in the hands of Headteachers. I would like to see how more power can also be in the hands of teachers, to see them share their practice. To make sure that our conversations and our actions are about teaching and learning linked to the attainment gap and the other aspects. I'm really interested in how the EIS and other professional associations can play a role in supporting teachers to share their practice. Not just within the local authorities or even within regions - but across Scotland and I think that's going to be the key. Policy only takes you so far. It's the profession leading the way. The short-term piece is pay and conditions and workload and issues like that. We can't dodge that. I think there is a recognition that with the pay freeze, that that needs to be addressed now. Students' learning conditions are a teacher's working conditions and you need to look at both together. I think there is a short-term piece about really valuing and supporting the profession and I think there is the political commitment around that and I think the longer term is how we get to professionally led improvement.

- This article is based on the transcript of a conversation between Dr Campbell and Brian Cooper, Head of Communications, at September's meeting of EIS Council in Edinburgh.

Building Teacher Leadership

The SEJ reports on the EIS Professional Learning Conference, which was held recently in Glasgow.

The theme for the day was Building Teacher Leadership, and the conference was opened by EIS president Nicola Fisher, who took delegates through the order of play for the morning and got the auditorium thinking about the role of professional learning in teacher leadership.

Nicola spoke about the centrality of teachers to improving outcomes for young people, and the importance of professional learning in this. Nicola recognised the EIS Learning Reps and their role in supporting, signposting and providing teacher learning that responds to needs in their own area. She shared the three priorities for Scotland that came out of this year's International Summit on the Teaching Profession, hosted on home soil in March this year, with leadership and professional learning front and centre, as well as a clear and developing role for the EIS:

- Professional association-led, equity-related professional learning
- Facilitating and incentivising deep professional learning
- Career pathways that reflect increased collaboration, leadership development and strengthening from the centre.

Keynote presentation: Teacher Learning and Leadership: Of, By and For Teachers

The conference welcomed an illustrious keynote speaker in Dr. Carol Campbell, proud Scot and Associate Professor of Leadership and Educational Change at the Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Carol began her presentation by asking the audience to consider: 'What's worth fighting for in Scottish education?' The answer she then distilled into four key Scottish values: wisdom, justice, compassion and integrity. Carol's position on the International Council for Education Advisers (ICEA) has helped identify priority themes of pedagogy, leadership

and collaboration. These, together with our values, are shaping how we want Scottish education to look, with people and relationships at its heart.

Teacher wellbeing is also key to improving outcomes for our pupils. We may feel this takes a back seat at times. But wellbeing is cognitive, and as professionals, we want to learn. And learning makes us feel good! Carol posited the idea that learning itself is essential to our wellbeing.

The importance of influencing and sharing

A number of delegates commented on the resonance for them of Carol's exhortation to 'exercise their influence' as teachers; leadership is not simply about titles or job descriptions but about one life influencing another. Influential educators make use of evidence-informed professional judgement; they embody the collaborative professionalism of mutual respect and influence; they co-create, mobilise, adapt and contextualise knowledge; and they seek to de-privatise practice – in other words, to share. Carol asked the audience to consider: 'What knowledge do you have that you can share?' and to find and make the spaces, however small, in order that sharing can happen.

Evidence-informed practice from Canada

Carol cited learning from three projects from her adopted home of Canada that sought to identify the key features of effective teacher learning.

What about Scotland?

Education International has recently published findings from a global study on teacher identities, which include both Ontario and Scotland as case studies. The summary highlights are shown below. For full details visit:

www.ei-ie.org/en/detail/15379/understanding-teacher-identity-in-the-21st-century

Teacher learning and leadership

Carol went on to talk in more depth about Ontario's Teacher Learning and Leadership Program (TLLP) which recognises the vital role of teacher development to improving outcomes. Scotland of course has a dedicated resource in the shape of the Scottish College for Leadership in Education (SCEL), widely acknowledged as providing excellent opportunities for leadership learning at all levels.

The approach of the TLLP is to support experienced teachers to undertake self-directed advanced professional development related to improved student learning; to help classroom teachers to develop leadership skills for sharing learning and exemplary practices; and to facilitate knowledge exchange for the spread and sustainability of effective and innovative practices.

For more on the TLLP visit:

www.otffeo.on.ca/en/learning/teacher-learning-and-leadership-program/

Overcoming the challenges

Carol acknowledged the barriers faced by the profession in accessing meaningful Career long Professional Learning within ideal socio-cultural, professional, political, economic and emotional contexts, but nonetheless drew to a close on an inspirational and motivating note, reminding teachers that professional learning is a mosaic of diverse experiences, opportunities, activities and outcomes ... and that this variation is appropriate, professional, beneficial and above all positive:

'You can do anything! But not everything. Start where you are. Use what you have. Do what you can.'



Workshops

Delegates had pre-selected two workshops from a choice of six; two of which were delivered by Senior Education Officers from the General Teaching Council for Scotland. The workshops on offer were:

Coaching and Mentoring

This workshop was delivered by Elaine Napier from the GTCS and was an interactive workshop giving a snapshot of the difference between coaching and mentoring and included some useful 'takeaway' resources.

Why sharing matters

This workshop was delivered by Ciara Gibson, Lynne Jones and Sheena White, Pedagogoo Moderator Team. The facilitators told the story (surely now approaching legend status) of how 'Teachmeet' was inaugurated in a pub around a decade ago, with teachers meeting to share the positives and buoy each other during a time of negativity at the outset of Curriculum for Excellence.

Demystifying Professional Recognition

Jacqueline Morley from the GTCS explained how Professional Recognition is awarded to teachers displaying advanced, accomplished expertise.

What is teacher leadership?

Delivered by Fearghal Kelly from SCEL, this workshop involved a brief exposition of SCEL and its values – quality, confidence, creativity, courage and equity – what it does and how far it has come.

Play – where learning happens!

This workshop, delivered by Sue Palmer, Kate Johnston and Martine Leitch from Upstart Scotland, started with the suggestion that play is in our DNA and it is crucial to human development. Play is said to be our in-born learning aid to creativity, problem solving skills, communication and social skills, a love of learning, self-regulation and resilience.

Collaborative action research

The programme aimed to encourage staff to learn from each other, experiment with their practice and monitor and evaluate change. It was delivered by Kevin Lowden from the Robert Owen Centre for Educational Change.

Offering Thanks

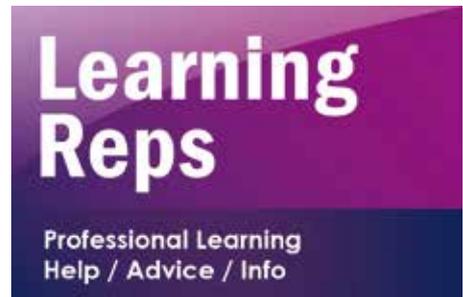
Sonia Kordiak, the Convener of the EIS CPD Sub-Committee, closed the conference by thanking all the speakers and delegates present, and all Sub-Committee members, EIS Learning Reps and EIS staff who had contributed to the day.

EIS president Nicola Fisher presented Carol Campbell with a memento of her visit to Scotland with sincere thanks for her inspirational keynote – a traditional Scottish Quaich engraved with words by Scots poet Alexander Scott.



Local Learning

Rep-led Professional Learning events



EIS Learning Reps have a key role in supporting members with their professional learning needs. In addition, many organise their own local learning events.

Dundee and Angus College Learning Rep Susan McAvoy organised a Health & Wellbeing Event entitled 'Mindfulness: For you and your learners' at Dundee and Angus College on Saturday 3rd June. Learning Rep Debbie Thom, Lesley Walker and D&A staff member Amy Nicoll were there on the day to lend valuable support. This event followed on from the Social and Emotional Wellbeing Event held in April 2016.

There were a range of workshops from mindfulness practitioners, including Susan herself, who spoke about their experiences of delivering mindfulness programmes in schools and colleges (to both staff and students), how to use mindfulness skills to enhance wellbeing as teachers and lecturers, and a workshop with a yoga teacher on mindful movement.

The event was attended by over 70 people and feedback from participants included comments like:

"Loved my day today, on a Saturday of all days. Looking forward to future events, have been unaware of these events and will definitely look out for future events. Many thanks."

"A very thought provoking morning – lots of suggestions, ideas. Also lots of questions! Many interesting points to take away to share with colleagues and family members. Organisation was excellent."

"This was a very well organised event. Fantastic catering, much appreciated after an hours drive. Lovely venue and workshop spaces. Keynotes gave a great introduction and fuelled my interest from the start. I sincerely hope there is more events in the future."

There will be a follow-up World Café event in 2018 focusing on the potential of mindfulness in helping us close the attainment gap.



Susan McAvoy, Dundee and Angus College Learning Rep with Amy Nicoll and Lesley Walker (EIS) at the Mindfulness event.

East Renfrewshire Learning Rep Raymond Shankland organised an event entitled 'Professional Learning and You' on Wednesday 10th May which featured presentations from Charlene Simpson of GTCS on Professional Update and Dr Mike Carroll of The University of Glasgow on professional learning opportunities for teachers offered by his institution.

The event took place in the delightful surroundings of the Dalmeny Park Hotel in Barrhead, which provided an afternoon buffet for participants. Comments received on the day included:

"Speakers were most informative and motivational."

"Very useful in regards to completing professional update."

Many thanks to our Learning Reps for the time, hard work and commitment that went into organising these successful professional learning events. You can find out who your local authority or college Learning Rep is by visiting the EIS website at www.eis.org.uk/LRs:_An_Introduction/LRs_contacts.htm

The role of EIS Learning Reps

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

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.

How to get involved

If you are committed to the professional learning agenda and are considering taking up this interesting, valuable role within the EIS, please contact:

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visit www.eis.org.uk/LearningReps

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For all your CPD questions and information find your nearest Learning Rep online at www.eis.org.uk

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Launching: 1st Nov 2017



The Commute to School Keeping Everyone Safe on Our Roads



Now that we are well and truly back to school, EISFS and our General Insurance partner, Cornmarket Insurance Services want to share some Road Safety hints and tips with EIS members that can also be shared within the classroom and with colleagues.

There were a total of 10,881 road casualties reported in Scotland in 2016, 1% fewer than 2015 and the lowest number of casualties since records began in 1950. However, there were 1,011 child casualties reported in 2016, an increase of 40 (+4%) more than in 2015. This included 12 fatalities, 8 more than the previous year so it is imperative that we keep road safety, in all aspects, at the forefront of minds to save a life or prevent serious injury.



Driving with children

The School Run

The school run isn't always the calmest of experiences and trying to get children out to school on time can be one of the most stressful points in any parent's day. Take a look at some hints and tips from Richard Gladman, Head of driving and riding standards at IAM Roadsmart, giving advice on driving with children. Feel free to share these and enforce a strong Road Safety message with your classes.**

Know the law on car seats. All children under 12 must be in an appropriate child seat. Check out the Good Egg guide www.goodeggcarsafety.com for the latest information. Choose a recognised retailer and always try a few seats in the car before you buy.

Never be tempted to buy a second-hand car seat, as it may have been involved in an accident or the essential fitting instructions may be missing. The law on booster seats has recently changed, so the advice now is not to use a booster cushion but always choose a booster seat with a back.

Take care where you park. Getting in and out can be as dangerous as the journey and toddlers can run quickly if they are near the road.

Plan out your journey, including where to stop for a comfort break, remember children often need a break before you will. Make it an adventure, maybe even leave the motorway for a treat? Entertaining the children with games can be educational and often amusing.

Check the weather forecast. Children that are too hot or too cold get grumpy very quickly. There is nothing worse than an irritable and hot toddler throwing a tantrum because they have been wrapped up in thermals.

Pack for success and disaster. You never know what 'lions and tigers' you may face on your long journey so we recommend packing items such as spare clothing, food and drinks.



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Keeping calm whilst driving

The back to school environment can often signal the arrival of pressure cooker driving conditions on our roads. Many drivers can be stressed by heavy traffic, never ending queues, roadworks and Autumnal weather conditions. Read some hints and tips from IAM Roadsmart, on dealing with road rage for riders and drivers on how to remain calm and deal with some stressful situations. **

Be considerate. You are not the only driver or rider on the road. Swallow your pride and continue with your journey rather than getting caught up in an argument. If you are at fault admit it and apologise.

Call the police. If you do not feel safe and feel the situation is getting beyond your control, lock your doors and get in contact with the police or drive to a busy location.

Stay calm. Most incidents on the roads can leave you shaken, especially after a road rage situation. Before continuing your journey, why don't you try looking for a quiet space to stop where you can breathe deeply and recollect yourself.

Don't react. If you see someone acting in an intimidating or aggressive manner, don't make eye contact or behave in a manner that could aggravate the situation further. Resist the urge to retaliate as you can never predict how the other driver or rider will respond.

Avoid it. Avoid tailgating and responding to rude gestures and remarks. Acknowledging your mistake with a cheery wave will often defuse a situation immediately.

Remember, careful practice, planning and preparation make everyone's lives safer on the roads.



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*Taken from Key Reported Road Casualties Scotland 2016, Transport Scotland, 14th June 2016

**These hints and tips were taken from IAM Roadsmart road safety publication, published on 6th September, 2017. For more information on road safety visit www.iamroadsmart.com.

EIS to the fore @ TUC

The EIS played an active role at the 149th annual Trade Union Congress in Brighton. Members of the EIS delegation contributed on a wide range of debates, including on Motions related to Brexit, public sector pay, the welfare system, the education funding crisis and excessive workload in education.

This year's Trade Union Congress was based around the theme "Changing the World of Work for Good", and brought together around 500 delegates representing all of the TUC's affiliates. The EIS delegation was led by President Nicola Fisher, and also included David Baxter (Dundee), Susan Quinn (Glasgow), Larry Flanagan (General Secretary), David Belsey (Assistant Secretary) and Stuart Brown (Area Officer).

The EIS had submitted two Motions for the consideration of Congress. The first dealt with workers' rights after Brexit, while the second covered public sector pay policy. General Secretary Larry Flanagan spoke on the Brexit Motion, while Dundee LA Secretary David Baxter spoke on Public Sector Pay. Other EIS speakers contributed on a range of Motions, including those on the Welfare System (President Nicola Fisher), and Educational Workload (Susan Quinn, Glasgow).

Brexit and Workers' Rights

Seconding a Motion affirming support for European nationals working within the UK and supporting full protection for such workers post-Brexit, EIS General Secretary Larry Flanagan said, "As the reality of Brexit moves ever closer, there continues to be a great deal of concern surrounding the implications for employee rights."

"Many rights and protections afforded to workers in this country derive from EU legislation and questions surrounding what will change once the UK is no longer bound by European directives still remain unanswered."

Mr Flanagan continued, "A key issue for the Trade Union movement must be the rights of people from other EU countries

who have chosen to make Britain their home, and who have made a positive contribution to many aspects of society."

"It is unacceptable that EU nationals are being treated as pawns in political posturing and Brexit-induced haggling. From the perspective of Scotland, migration is essential to the future economic prosperity of the country."

"Workers fulfilling vital roles in our society and economy do not deserve to be treated in this way by our government and demonised as they are by many in the tabloid media."

Public Sector Pay

EIS Local Association Secretary for Dundee, David Baxter, spoke in support of a Motion calling on congress to campaign for the removal of the pay cap policy from the whole public sector and to facilitate coordinated campaigns, up to and including industrial action, to end public sector pay restraint across the UK.

Mr Baxter said, "Scottish Teachers have seen a real term cut to our wages by 16.4%. This at a time where Scottish schools are finding it hard to recruit teachers. Where workload related pressures are increasing, teacher stress levels are increasing. Teachers are getting More stress for Less."

Mr Baxter continued, "The EIS, like all our colleagues here in this hall are building a pay campaign, buoyed by the success of our Colleges branch, EIS-FELA, who took 6 days of industrial action this year, to secure equal pay across their sector."

"A national campaign is going to take a concerted effort from all of us. We need to show this Government our collective



strength. Now is the time to stand together and deliver the pay rise the public sector deserves and our members need."

Welfare Policy

EIS President Nicola Fisher spoke in support of a Motion condemning the UK Government's welfare policies and calling on Congress to campaign for a welfare system that meets the needs of our communities.

Ms Fisher spoke on the impact of unjust cuts to social security on children and families with a focus on the so called 'rape clause' and the 'family cap.'

Speaking on the so-called 'rape clause' Ms Fisher said, "The DWP (Department of Work and Pensions) describes this as the 'most effective, most compassionate' way. It would be laughable were it not so despicable."

"This clause ignores the realities of domestic abuse and ignores the fact that rape occurs within as well as outwith relationships."

Ms Fisher also spoke out against the 'family cap' saying, "We all know or have a third child. A child full of joy and hope and promise, but a child whom the Tory Government considers less worthy and less deserving. Imagine what it must feel like to be the child who is a greater burden on their family."



TUC Awards

The EIS was very successful at the recent TUC Communication Awards. Our Face Up to Child Poverty booklet was highly commended in the Best Campaign Communications category as an excellent document which looks at a range of poverty-related issues and offers sound advice for teachers. Our Get It Right for Girls booklet also did well in the Best Designed Communication category and was hailed as a well-designed report with strong production values. In the Best Membership Communication category, the Scottish Educational Journal was highlighted as having a good balance of union and professional material as well as some strong features on politics.

Educational Workload

Seconding a Motion highlighting excessive and unnecessary education workload, Education Convener Susan Quinn said, “The Code of Practice on Working Time Arrangements for Teachers outlines how a teacher in any Scottish establishment should be able to manage their work in a 35-hour working week.”

“Yet, like our colleagues in England and Wales, recent surveys show that class teachers and managers alike are regularly well beyond this. Indeed, the most recent independent research into teacher workload found that 40% of those surveyed were considering leaving the profession within the next 18 months due to workload issues.”

Ms Quinn continued, “We’ve seen innovation on top of innovation catapulted into schools with no thought for the time it will take to implement these in classrooms and no evaluation of the impact on teacher workload.”

“Five years ago, our then Cabinet Secretary for Education spoke at an EIS conference and acknowledged the workload issue for teachers.”

“He established a working group on tackling bureaucracy which made two reports and all in the system agreed we must reduce the workload in schools. So why, five years on, do our members not report a dramatic improvement in their working life?”



10 money saving tips with your EIS Countdown Members' Offers

Members save literally £100,000s via Countdown every year. Ever wondered how to save even more?

1 Use the Gift Card and Voucher offers to make regular savings of up to 6.5% on the weekly shop. The programme could not be easier to use. You can even still collect the store's own loyalty points. When you've tried it once, you'll never want to pay full price again!

2 Like the Countdown Facebook page from the link on the website and follow on Twitter @CountdownCard. You will receive regular news and short term special offers.

3 Check out the Countdown Store you can choose from great brands of watches, jewellery, cosmetics, gifts, household goods and much more, with up to 90% off! The savings are truly fantastic and there are price points to suit all pockets.

4 Considering a makeover or project at home? Have you stopped to consider how much you would save by buying your materials and appliances at savings of up to 7% via a DIY store gift card. On a £3,000 project, this equates to £270! Plus you are still entitled to all the offers and events run in store!

5 Make sure you register on the website for our regular eNewsletters. New offers are arriving regularly. Don't miss out!

6 There are local offers at c16,000 local independent businesses waiting to welcome you throughout the UK. These include dry cleaners, takeaways, florists, in fact all the local services we all enjoy. There are offers available up and down the country. Details of outlets are on the website or available via your smartphone. To save money simply show your membership card or use the digital card available via your smartphone.

7 Smart double savings: did you know that when you use our discounted gift cards and vouchers that you can also use the store's own discount coupons and codes which many regularly publish to the general public? This means you have additional savings not available to non-members of the EIS.

8 Planning a holiday or short break? check out Countdown's large range of savings available to members. You really will be pleasantly surprised! You can either use the savings to upgrade your holiday, spend while you are away or why not put towards another trip.

9 Worrying about the cost of back to school? The Countdown discounted gift card service enables members to save money on uniforms in supermarkets and high street stores!

10 Get regular savings, enrol for a monthly standing order to top up your gift cards so you never miss out.



countdown

Saving money with Countdown is much easier than you may think. Many members save around £900 per year on their regular spending. But don't take our word for this, see what other members have said:

Morag saves £6 per week on her weekly shop in Waitrose. She says "It may not sound like a lot but over the year it adds up to £300 of savings which helps us with other bills."

Ruth Was having a beautiful kitchen fitted prior to retirement. The project added up to a hefty £17,000. Ruth was very pleased to save nearly £1,200 through Countdown's gift card programme.

Eileen wanted to book a cottage holiday for the family and was thrilled to learn that she could save £140 through Countdown thanks to her EIS membership.

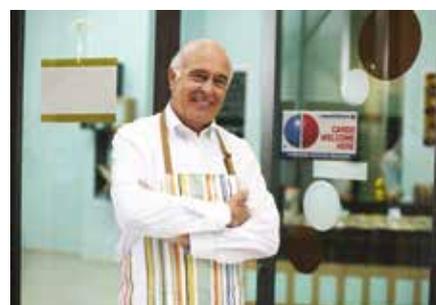
Brian not surprisingly had been putting off changing his old car for too long but now was faced with a four figure bill to get it through the MOT. He then discovered that he could take a 2 year lease on a brand new top of the range Vauxhall Astra for just £129 per month from Affinity Leasing. He said "This made much more sense than pouring a lot of money into my old polluting car."

Jen finds that being a classroom teacher takes nearly all her energy. "A Costa coffee gives me a boost on the way to school! I found that I could save 9% by paying with a Giftcard which I top up Monthly through Countdown... it helps me budget too."

Raj wanted to treat his family to a day at a theme park. They saved over £30 with Countdown which paid for their lunch.

Sally needed a new laptop for her teenage daughter. She found just what her daughter needed on the John Lewis website and saved 6.5%. This added up to almost £30 saved.

For further help and information please register at www.countdowncard.com using your EIS membership number, email us at customerservices@countdowncard.com or call on **01462 889010**



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MORRISONS

Sainsbury's

TESCO

Higher Workload – A Universal problem

EIS-ULA President Nick Cimini, a lecturer at Edinburgh Napier University, describes the severe workload pressures that continue to be placed on university staff and students. The EIS has been campaigning on workload across all sectors for a number of years, and EIS-ULA intends to step up its own specific campaign activity in the months ahead.



University students are well known for burning the midnight oil. Stereotypes abound, but the reality is that many are forced to combine the pressures of student life with often low paid and casualised employment - not to mention those that have family or caring responsibilities to think about as well. This means that when assessment time comes they can often be found working a zero-hours contract through the day and then awake all night in a desperate scramble to revise and meet deadlines.

What is perhaps less well known is that excessive workloads and long working hours are a major source of stress for university lecturers too. The intensification of academic work - linked to top-down managerialism, the relentless demands of research and publication, and changing student expectations - also make it increasingly difficult for lecturers to have a sensible work-life balance.

University lecturers today need to demonstrate excellence with their research, teach effectively, take care of numerous administrative tasks, apply for grants to conduct further research, be readily available to assist students, and mark very large volumes of student work to strict deadlines. And for every demand made of lecturers, there's a target statistic to be measured against - performance review targets, module satisfaction questionnaires, NSS, REF, TEF, etc. - adding further stresses.

Further, lecturers are being forced to work more for less pay and this intensification of workload has coincided with widening inequalities of pay on university campuses. The inflation busting pay increases of senior university leaders have once again come under the spotlight, with the average Vice Chancellor's salary now sitting at £280,877 when pension contributions are taken into account. This represents an

average 13% pay increase since 2009/10. Meanwhile, there has been a real terms decline to the pay of an ordinary lecturer over the same period that represents over a 16% loss, and is expected to reach 19.5% by the end of 2017.

Both staff and students today are subject to an exploitative and anxiety inducing working environment. Something has to give, and it shouldn't be the sanity of those working or studying in universities. For this reason, the EIS-ULA will, this year, be stepping-up our campaigning around these issues and calling on our sister unions - the NUS, UCU, Unison and Unite - to join us in the fight for fair pay in universities and against excessive workloads.

Members are asked to contact their Branch Representatives to see how they can help with this campaign.

www.eis.org.uk/ULA/Contacts.htm

“Both staff and students today are subject to an exploitative and anxiety inducing working environment”



EIS-ULA President Nick Cimini



Would you like to advertise in the SEJ?

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By Fiona C Ross (Edinburgh EAL Teacher).

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www.eis.org.uk/news/opt-out.htm



Sudoku

Medium

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

Hard

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

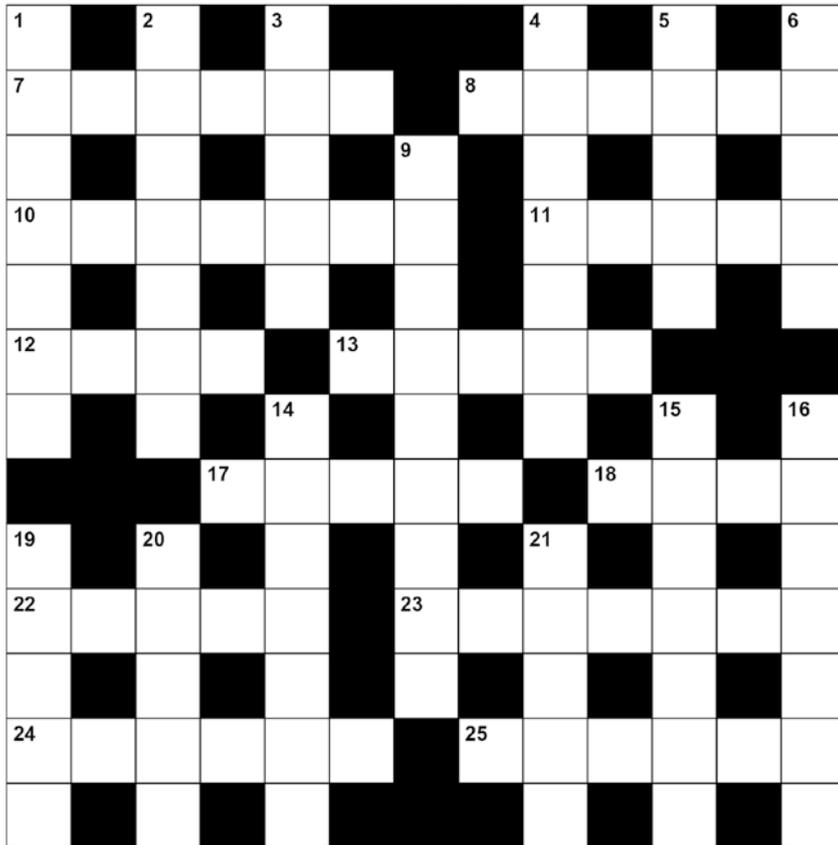
CROSSWORD 97

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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 - Position small brown Church (6)
- 8 - Messy beer - drink lacking sound of disapproval results in wind (6)
- 10 - Take a burden away from soldiers breathing without energy (7)
- 11 - Price without a cruise (5)
- 12 - Rehabilitate actuaries regularly (4)
- 13 - Heavenly being seen from terrible angle (5)
- 17 - Stroke river boat (5)
- 18 - Goodbye girl (4)
- 22 - Greeting from a horrible place: middle of bog (5)
- 23 - Way around Northern Ireland on reflection is standard (7)
- 24 - Substitute Queen accommodated before waltz, ultimately (6)
- 25 - Be in charge of awful court (6)

Down

- 1 - Bird lost without head? Splendid (7)
- 2 - Almost just to entice breakdown (7)
- 3 - Hurts from confused chase (5)
- 4 - Sport about disease, almost (7)
- 5 - Vehicle circling journalist's tree (5)
- 6 - Pier made from type of lignite and toys, oddly (5)
- 9 - Fish: brightly coloured treat when swimming (4,5)
- 14 - Topless motorist crazy for Italian food (7)
- 15 - Sleeping quarters and French container (7)
- 16 - Colour wizard and squashed ant (7)
- 19 - Initially, the heist implicated every financial robber (5)
- 20 - Book final explosion (5)
- 21 - Sound made by duck trailing car (5)

Crossword 96 Answers

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

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