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Developing Leadership

Unlocking our Wealth of Leadership Potential / p8



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Union Activism Needed More Than Ever

Recent events, both national and international, have brought into sharp focus the importance of activism in standing up for what is right. The often poisonous tone of debate around Brexit, both pre and post referendum, has opened major divisions within the UK and across Europe. The divisive policies and dangerous rhetoric of the newly installed Trump administration in the USA, including its deeply worrying – and, arguably, unconstitutional – ban on refugees and visitors from predominantly Muslim nations, have sparked horror and protest right across the globe.

At the recent EIS Council meeting, members from across the country raised their fears about the types of xenophobic and misogynistic policies that the new US administration has openly promoted. Much of this is similar in tone to recent debate within the UK and across Europe in relation to migrants and refugees. We cannot afford to be complacent and assume that the types of things happening on the other side of the Atlantic cannot happen closer to home.

As the policy programme of the new USA administration gathers pace, it appears as though many previously guaranteed rights can no longer be taken for granted. Public services are one of many aspects of life that are currently at risk in the USA.

Education, for example, is under very real threat. As we highlight in our report on p17 of this SEJ, there is very serious concern within US teacher trade unions about the way education is heading under Trump. His planned (at the time of writing) appointment of Betsy DeVos as his education secretary is a clear signal of the approach he intends to adopt to state education. She has no experience of the US public school system, and has

frequently spoken of her desire to adopt a market-orientated, profit making education system across the US.

In the current context, it is more important than ever that trade unions and, even more importantly, trade union members get organised and fight for what is right. The EIS has a proud history of standing up for the right to education and an equally proud history in fighting against bigotry, sexism, racism, xenophobia and discrimination against vulnerable groups. The EIS often brings one of the largest delegations to the annual St Andrew's Day anti-racism rally, and is also preparing to play a major part in the UN Anti-Racism Day event in Glasgow next month.

As we report in this SEJ, the EIS recently held a major event in Edinburgh to support the development of future leadership within the union. At a time of emerging threats to multi-culturalism in our society, as cuts to public services continue, and as the role of trade unions themselves are threatened by government policy, it is vital that members engage and work together within their union.

The EIS will continue to stand united with trade union colleagues, both nationally and internationally, to fight back against the politics of division. We all must play our part – by getting active, by organising and by working collectively – to stand up for our rights and the fundamental rights of all people, no matter where they come from.

See our feature on developing union activism and leadership on pp8-10 of this SEJ, a focus on the threats to US public education on p17 and our Council News on pp4-5 for information on a forthcoming major anti-racism demonstration in Glasgow.

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EIS Council News...

Council Critical of Rise in GTCS Fees

The first EIS Council of 2017 was in an unfamiliar location, as the result of the non-availability of its usual venue, with the Principal Hotel in Edinburgh's George Street hosting the meeting.

Vice-President Nicola Fisher, delivering her report on behalf of the Executive Committee, told Council that Executive had discussed the recent announcement that GTCS registration fees would increase by 30% - from £50 to £65 per year - from 1st April 2017. Ms Fisher told Council that the Committee has agreed to write to the GTCS seeking an urgent meeting to discuss the matter, and that a media release had also been issued.

Council also debated, and unanimously

agreed, a Motion from Andrew O'Halloran (Dumfries & Galloway) calling on the EIS to publicise criticism of the GTCS fee increase.

Mr O'Halloran said, "This 30% increase is just far too much in one go, at a time of austerity when pay has been declining. It is a straw that broke the camel's back moment. This is a major issue for teachers across the country. We have to send a strong message that this is not acceptable."

The Motion was seconded by David Farmer (Fife), who said, "I have had more communications and heard more concerns on this issue from members in the last few weeks than on any other issue."

Many Council members spoke in

support of the Motion - including Helen Connor (North Lanarkshire), Tom Tracey (Inverclyde), Des Morris (East Renfrewshire), Kenny Fella (Renfrewshire) and Alan Munro (East Renfrewshire). Amongst the issues raised was the claim by the GTCS that the fee increase amounted to '£1.25 per month'. However, as Des Morris, highlighted, the option to pay monthly is not offered by the GTCS, so the full fee of £65 - including the £15 increase - would be deducted from teacher salaries in a single payment.

Following the unanimous vote in favour of the Motion, the EIS will pursue the matter further with the GTCS.

UN Anti-Racism Day

The EIS will support Local Associations and Self-Governing Associations wishing to send delegations to the demonstration being held in Glasgow on 18 March to mark UN Anti-Racism day, following a successful Motion proposed by Donny Gluckstein (EIS-FELA).

"The EIS has an excellent record in supporting and promoting anti-racist campaigns", said Mr Gluckstein.

Glasgow - 18 March

further details: www.eis.org.uk



Executive Matters

Vice-President Nicola Fisher provided an update on the work of Executive Committee, including recent appointment to the EIS staff (see focus on p27)

Ms Fisher also updated Council on the progress of a statutory industrial action ballot at Edinburgh College, in relation to the dismissal of an EIS member by the college. An earlier planned ballot, on the issue of the dismissal and on disciplinary action against the EIS Branch Secretary, had been postponed due to the college dropping all disciplinary action against the Branch Secretary, Ms Fisher said. A new ballot, addressing the sole remaining issue of the member's dismissal had subsequently been approved, said Ms Fisher, and was underway at the time of the Council meeting. See the EIS website for further updates on this matter.

New advice on industrial action has been produced, said Ms Fisher, to take account of the implications of the UK government's anti-Trade Union Act. This advice will now go through final checks to ensure legal compliance, before being published and distributed, Ms Fisher told Council.

Education

Convener Susan Quinn updated Council on discussions regarding the National Improvement Framework and, specifically, on the planned roll-out of Standardised Assessments. Discussions are ongoing regarding piloting of the assessments, and the EIS recently issued a poster to schools summarising EIS policy on assessments and urging members to challenge any practice at school or local authority level that runs counter to this policy, said Ms Quinn. Ms Quinn also answered a number of questions related to the planned pilots, and highlighted that discussions were continuing with the Scottish Government regarding its plans.

Equality

Convener Bill Ramsay provided an update on the work of the Committee, including a recent member survey on the impact of the EIS Face up to Child Poverty campaign and plans to arrange a number of union-sponsored free screenings of the film I, Daniel Blake which deals with the impact of austerity politics on people across the UK. Mr Ramsay also highlighted the imminent launch of a series of EIS publications highlighting Myths of Immigration for use in schools, colleges and universities (see news item on p7 for more information).



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Salaries

Tom Tracey, Convener, told Council that initial discussions around the teachers' pay claim for 2017-2018 had taken place via the SNCT. He also highlighted that the forthcoming local authority elections, and the purdah period which would precede them, might have an impact on the pace of the negotiations. In early discussions, Mr Tracey said, the EIS had focused on the new tax-raising powers of the Scottish Government - which has repeatedly stated it is opposed to austerity - and highlighted that these powers could be utilised to allow for fair pay settlements for public sector workers. Mr Tracey indicated that the EIS has also called for the establishment of a working group to

look at the specific issues of the bottom and top of teacher pay scales, in order to address pay erosion and recruitment challenges.

Employment Relations

Convener Alison Thornton updated Council on the work of the Committee, and confirmed that the Committee had approved 9 benevolence grants totalling £17,550 in response to applications for assistance from EIS members. On legal affairs, Ms Thornton confirmed that 39 cases had been considered by the committee at its most recent meeting, and noted that £67,000 in legal settlements had been achieved on behalf of 2 members since the previous committee report.

NEWS...

EIS Welcomes New Investment in Teachers in Nursery Education

The EIS has welcomed the announcement of a new £1.5M investment to recruit additional teachers and graduate specialists into nurseries in deprived areas of Scotland. The new investment, announced by First Minister Nicola Sturgeon, marks a positive commitment to the delivery of high-quality nursery education to help tackle the poverty-related attainment gap that exists across the country.

A good start to education in the nursery phase is essential to ensure that all young people have the opportunity to reach their potential. The deployment of sufficient numbers of GTCS-registered teachers across the sector is a vital component

in guaranteeing a high-quality education experience for all young children in our nursery schools and classes.

Commenting EIS General Secretary Larry Flanagan said, "This investment in the training and deployment of additional qualified teachers, together with graduate specialists in childhood practice, demonstrates a continuing commitment to tackling the impact of poverty on educational experience.

"In recent years, the number of teachers employed in the nursery sector has been declining across Scotland so the renewed commitment to employing teachers in this vital sector of education is clearly a very welcome development."



New President & Vice President elected

The new EIS President and Vice-President for 2017-2018 have been elected, following the completion of the nominations process.



The new President elect is **Nicola Fisher**, a Primary teacher from Glasgow. Ms Fisher is a long-time EIS activist and member of EIS Council. Ms Fisher has served on EIS Executive Committee for several years and is a frequent delegate to, and speaker at, the EIS Annual General Meeting. She is currently serving as EIS Vice-President for 2016-2017.



The new Vice-President elect is **Alison Thornton**, a Secondary teacher and the current EIS Local Association Secretary for Edinburgh. Ms Thornton is a long-standing member of EIS Council and Executive, and has served on a number of EIS Committees including Employment Relations (where she is the current convener), Equality, and the Emergency Committee.

Both Ms Fisher and Ms Thornton will formally assume their new posts at the EIS AGM in June, when current President Margaret Smith (Falkirk) moves to the post of Ex-President.



EIS President Margaret Smith and other members of Falkirk Local Association joined with Unison colleagues recently to protest against the local authority's planned budget cuts.

EIS Commends Focus on Improving SQA's Support for Schools

The EIS has commended the publication of a report by the Scottish Parliament's Education Committee which identifies the need for improvements in the Scottish Qualifications Authority (SQA). The EIS, and teachers across Scotland, have raised significant concerns regarding the SQA in recent years and have called for the authority to improve its services and its support for schools, teachers and pupils.

Last year, EIS members embarked on a programme of industrial action in relation to the excessive workload burden being

placed on pupils and teachers by SQA assessment requirements. This action quickly led to the SQA agreeing to remove compulsory Unit Assessments from all National 5 and Higher courses as an initial step to reduce workload.

Commenting, EIS General Secretary Larry Flanagan said, "The Scottish Parliament's Education Committee has produced a very detailed report, which makes clear that the SQA has a significant amount of work to do to build a more constructive and more supportive

relationship with schools and teachers. The removal of compulsory Unit Assessments from National 5 and Higher courses, following an industrial action campaign by EIS members, was a positive step in the right direction."

The EIS Education Committee has looked at the evidence before it, and has produced a report which highlights further steps that the SQA must now take to regain the trust of Scotland's teachers. The EIS will continue to engage constructively with the SQA and other partner bodies to support the delivery of a system that meets the needs of young people, schools and communities across Scotland.

£120m Attainment Funding for Schools

The EIS has welcomed the Scottish Government announcement that details the allocation of additional funding for attainment initiatives in schools across Scotland. The EIS fully endorses attempts to tackle social inequality and support schools in tackling the poverty-related attainment gap that persists across the country.

For far too long, the greatest factor impacting on pupil attainment has been

the level of family income – a situation that has only been made worse by austerity politics and cuts to public services, including education.

EIS General Secretary Larry Flanagan commented, "This additional £120M investment in our schools will help to support valuable initiatives which aim to tackle the attainment gap and reduce the damaging impact that poverty has on the educational experience of too many young

people across Scotland.

He continued, "It is important to remember this £120M is intended as additional resource for schools, and is not a replacement for any of the core funding that is allocated to support learning and teaching by local authorities.

"Schools will now want to take a collegiate approach, involving staff at all levels, to agree how best to utilise this additional funding to support learning and teaching initiatives aimed at raising attainment."

Myths of Immigration

Three new EIS 'Myths of Immigration' booklets will be launched on Wednesday 22nd February 2017, from 6:00pm – 8:00pm, at the Scottish Parliament in Edinburgh.

The event will be sponsored by Bob Doris MSP, with speakers from the EIS, Show Racism the Red Card, and the Scottish Refugee Council.

This event will be an opportunity to explore how anti-immigration narratives have created a context in which racism can thrive, and to discuss how teachers and lecturers can combat myths about immigration and promote equality, using these new EIS resources, and working with partners.

To register your interest in attending, please email Ashley Gray (agray@eis.org.uk). More information will be made available on our website.

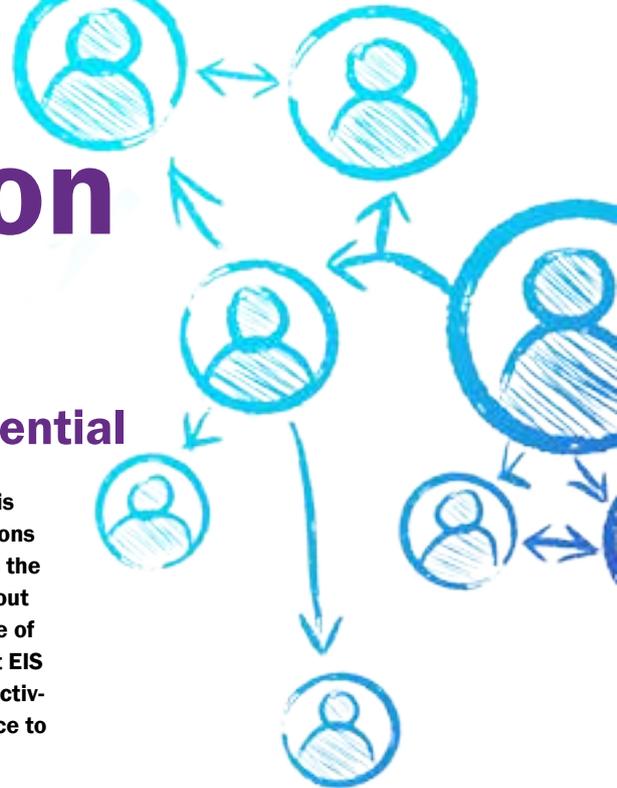


www.eis.org.uk/Meetings_and_Events/MythsofImmigration.htm

Developing Union Leadership

Unlocking our Wealth of Leadership Potential

The EIS is committed to supporting its members, and to offering assistance when it is needed. The EIS remains resolutely a member-led organisation, with all policy decisions being taken by members through the institute's democratic structures. Key to this is the continuing activism of EIS members at establishment, local and national level. Without active members volunteering across the country, the EIS would lose the very essence of what it is and would become a far less effective organisation. A recent event, held at EIS Headquarters in Edinburgh, was designed to support members – from experienced activists to those aspiring to become more active in their union – and offer help and advice to allow participants to take a lead on union activity in the future.



EIS General Secretary, **Larry Flanagan** welcomed all and introduced the event by underlining the importance of workplace activism and of union Reps as the linchpins.

Having secured the maximum available funding from Scottish Union Learning (SUL) to further develop leadership capacity within the Union, and as a follow-up to a previous event, the EIS hosted a successful Leadership Development event over the weekend of Saturday 20th and 21st January.

Attending the event were 34 EIS activists of varying degrees of experience from across Scotland, all keen to enhance their understanding of leadership and the importance of activism within a trade union context, and to grasp opportunities for networking.

Around half of the attendees had been involved in an earlier leadership development activity and were building on previous learning; the other half were

entirely new to this work, having been identified by LAs and through EIS networks as emerging activists who had shown enthusiasm for involvement in the Union.

Proceedings began late on Friday afternoon, delegates having made it to EIS Headquarters after a busy week at work, looking forward to the weekend's activities and to meeting new, like-minded colleagues.

The Importance of Workplace Activism

General Secretary, Larry Flanagan welcomed all and introduced the event by underlining the importance of workplace activism and of union Reps as the linchpins of this. Fundamental to the power of a trade union, he said, is achieving and

maintaining the right balance of strategic leverage and organisational capacity, with the right to take industrial action essential within that balance. With the terms of the (Anti) Trade Union Act coming into force from March 2017, and the ability to take industrial action threatened by the legislative requirement of a 50% turnout in any statutory ballot, coupled with a 40% vote in favour, the ability to organise and mobilise collectively is crucial - hence the importance of growing and developing leadership capacity within the EIS.

Getting to Work

A series of workshop activities followed this introduction. Previous attendees were updated on progress by EIS HQ on a variety of proposals for enhancing leadership capacity put forward on the 2016 Leadership Development Day. Assistant Secretary Andrea Bradley and EIS Organiser Annie McCrae reported back on developments around improving communication, addressing barriers to participation by under-represented groups, building capacity and succession planning, and on future strategies.

Meanwhile the group of newer activists took part in a workshop delivered jointly by the General Secretary and Sean McLaughlan, Chair of Unite the Union Youth Committee and member of the STUC General Council. Sean's presentation on young members and trade unionism challenged the common perception of trade unions as archaic institutions, sharing his knowledge on the role and



What participants said:

“Seeing how passionate everyone is has made me see just how important it is to have a big involvement with the EIS. I look forward to putting myself forward to be a rep next year.”

“Great to get to know a new person/ new people. Shared ‘war stories’ and makes you realise that there are many common issues.”



“The venue is iconic. I believe that bringing activists together at HQ can help to encourage esprit de corps and support isolated activists.”

relevance of trade unions for younger workers and his experience of creative campaigning for better working conditions and against exploitative zero hours contracts. He stressed the importance of trade unions in the 21st century being forward-thinking, dynamic and inclusive, equal in their representation of all members. Energised, enthusiastic activists and trade union officers and officials, he said were key to making this happen. Larry Flanagan reiterated the relevance of membership of the EIS for teachers, using the Your Union; Your Voice film to illustrate the many benefits offered by union membership, and particularly activism.

Growing Networks

A core aim of the Residential was to grow new networks across Local Association areas by buddying less experienced activists with those who had more years under their belts of active participation in the Union.

A further workshop facilitated by EIS Organisers allowed buddies to be introduced to one another in preparation for working collaboratively on the rest of the weekend’s activities, and for participants in the previous Leadership Development Day to deliver presentations outlining their understanding of the

key concepts relating to leadership and leadership of trade unions that were explored on Day 1; ways in which this knowledge had been applied in practice; and areas for further personal development with regards to leadership in the Union in the future.

Several presentations illustrated how members had reflected on the concept of effective leadership of the Union as a shared endeavour, in contrast to the model of the solitary, heroic trade union leader who tackles everything her or himself. Since the February event, changes had been introduced in several Local Associations along the lines of more distributive leadership, involving more members, and underlining that there are valuable roles for many, rather than few to undertake.

Burns Supper

Learning activities were followed by a Burns Supper held in the EIS Council Chamber which had been impressively transformed for the evening social event by Leigh Meechan and Ashley Gray of the Education and Equality Department.

Attendees took their seats while being piped in resoundingly by 14-year-old, Callum Lloyd of Penicuik and District Pipe

Band, and were then treated to the wisdom and humour of the General Secretary who delivered the Immortal Memory; of Robin McAlpine of Common Weal, who gave the Toast to the Lassies; and of Amanda Jones of law firm Maclay, Murray and Spens, who delivered the reply. All three speakers made a sterling job of meeting the tall order of honouring Robert Burns, while observing the best conventions of their respective speeches in the spirit of equality, at the same time as addressing the central theme of leadership. Traditional Burns Supper fayre of haggis, neeps and tatties supplied by Edinburgh College Catering Department was then enjoyed, this then followed by a beautiful performance of three Burns’ songs by Alison Roy of the EIS Communications Department, which met with warm applause.

Keynotes

Learning activities resumed on Saturday morning with two keynote speeches focused on leadership of campaigns. A further aim of the Residential was to encourage an action-based approach as a way of building member participation, enhancing leadership capacity and effecting positive change.

Jan Savage, Executive Director of >>>

What participants said:

“Very useful in focusing the mind on the practicalities of a campaign.”

“Motivated to take more responsibility personally and also to empower the branch.”

“This really widened my scope of what is achievable in local associations within the EIS.”

“(Keynote speakers) were inspirational and helped map out how to expand activism. It was a great resource to have a framework in which to flesh out ideas for a campaign. Having both experience and new input from the group was vital.”

“Was useful and fortunate to have and establish a link with a senior member of the EIS.”

Campaigns and External Affairs with ENABLE Scotland gave an excellent presentation which mapped out the principles of effective campaigning very clearly: solution-focus, authenticity, opportunity, organising, preparedness, bravery and people. Members found Jan’s presentation both inspirational and highly practical in laying out the steps involved in designing and conducting successful campaigns.

Equally well received by attendees was a presentation by National Union of Teachers (NUT) Senior Organiser, Vin Wynne, who shared his personal experience of initiating a move away from the ‘one woman/man show’ of union leadership which did things FOR the members, towards a sustainable model of shared responsibility. This was vital, Vin suggested, in response to academisation south of the border and the reality of teachers’ terms and conditions being negotiated at the level of individual schools. Expertise in negotiating the most favourable agreements and real union power lay at the level of the workplace, among the members, he stressed, not within the hierarchy of the Union. Vin’s



presentation emphasised the importance of an organising model in harnessing and realising the potential of that power.

Inspired by the keynote speakers, attendees then split into workshop groups, each of which was led by a campaigns expert from a partner organisation. Generously giving of their time to assist the EIS in this work were again, Vin Wynne of the NUT; Nicola Hay, Campaign Manager with Show Racism the Red Card; Jordan Daly, founding member of the TIE (Time for Inclusive Education) Campaign; Sarah Collins, Project Worker with the STUC’s Young Workers’ Project; and Bill Scott, Director of Policy with Inclusion Scotland. Supported by EIS Organisers and CPD Sub-Committee Convener, Sonia Kordiak, the campaigners led the various groups through a series of activities focused on campaign design, planning and leadership. Working with their new buddies, attendees were challenged to identify priority issues and to map out how these could be resolved through effective campaign approaches.

The final plenary session of the weekend heard feedback from each of the workshop groups, all of whom had covered significant ground within a tight timescale and had encountered a challenge or two in the course of workshop discussion and decision-making with colleagues.

Prominent in the discussion and activities was the issue of the under-resourcing of additional support needs and the necessity of local campaigning on the issue in addition to that which is done nationally. Other chosen campaign topics were statutory minimum access to a nursery teacher for Early Years learners, reduction of maximum teacher contact time, and action to overturn the GTCS fees increase.

Having planned potential campaign strategies together, members were sent home with the task of keeping in touch with their buddies, and with a view to jointly discussing with their respective Local Associations what they had learned during the weekend’s activities and even the possibility of mounting their campaigns at local level. It is hoped that the Residential will have the desired effect of triggering some lasting friendships and setting in motion some strong campaigns in response to the issues that affect members most deeply at local level.

Presentations and video of keynote speeches from the Leadership Development Residential, and full evaluations of the event can be viewed here:

www.eis.org.uk/CPD_Events/LeadershipDevelopment.htm

Standing up for Teachers and Lecturers

EIS Secures Over £600K for Members Injured at Work

One of the most important roles of the EIS is to offer support to members who have been disadvantaged at work – including those who have suffered injury in the workplace. Here, the SEJ looks back at some of the cases that the Employment Relations Department has dealt with over the past year, and highlights the importance of trade union support to members who have been injured through no fault of their own.

In recent years, due both to budget cuts and government policy, health and safety in the workplace has increasingly become at risk. The pressure to cut costs has led to the possibility of increased risk, due to factors such as older or poorly maintained equipment and less frequently cleaned facilities. The UK government has made a number of changes to health and safety law, which have not improved the protection offered to employees. Government policy, coupled with the uncertainty of the future status of health & safety law post-Brexit, highlight the importance of trade unions standing up for workers' wellbeing. Here, the SEJ looks at the work the EIS has been carrying out on behalf of members injured at work over the past year.

The EIS has secured over £600,000 in compensation settlements for members injured at work over the past year. The payments were awarded for a wide range of workplace injuries, including those caused by accident, assault or poor working environment.

Commenting, EIS General Secretary Larry Flanagan said, "While the EIS will always stand up for its members, and will pursue appropriate compensation for injuries suffered at work, our desire is to eventually report a zero figure for compensation in the future due to the elimination of these types of work related injuries."

He added, "Several members on this list had to wait over a year simply for the insurance company to outline its position on liability. That is both unacceptable and, ultimately, costly."

Mr Flanagan continued, "The most common cause of injuries continues to be accidents such as slips, trips and falls. These are also the types of incidents that are entirely avoidable with correct

adherence to appropriate health and safety procedures in the workplace.

"Schools, colleges and universities will never be entirely risk free but it is essential that all facilities are as safe as possible for learners and staff alike."

Mr Flanagan also touched on possible changes to health and safety legislation in the future and said, "The recent decision that the UK should leave the European Union may have significant repercussions for Health and Safety law in this country.

"While some politicians and commentators love to mock EU law in general, and Health and Safety law in particular, the truth is that many of the valuable workplace protections that we enjoy today are the result of EU legislation.

"Once the UK has left the EU, these protections may well come under attack from a UK government that seems not to place the welfare of employees particularly high on its list of priorities."

Mr Flanagan added, "The EIS has also observed an alarming rise in the number of cases of work-related stress illness and injury claims over the past few years. Factors such as budget cuts, and the declining number of teaching and support staff have had a significant impact on the workload demands placed on teachers and lecturers."

Mr Flanagan went on to say, "At a time when the role of trade unions is increasingly being vilified by the current UK government and the right-wing press, it is important that we emphasise the valuable role that unions such as the EIS play in standing up for employment rights and the health and wellbeing of employees.

"The EIS will continue to do all that it can to defend its members in an increasingly challenging political environment."



COMPENSATION FOR MEMBERS – SAMPLE AWARDS FROM PAST YEAR

Personal Injury / £55,000

Member was trying to calm a pupil. The pupil became angry and began shouting and throwing things. This escalated when, as the member went to leave, he jumped on their neck and left shoulder. The pupil then tried and managed to grab member's neck with both hands. The learning support assistant radioed for assistance and they both carried out a restraint on pupil. The member had pain in their neck and red marks were visible directly after the incident. Member sustained a whiplash type injury.

Personal Injury / £12,500

Member was carrying an extremely heavy box and was walking quickly in order to minimise the length of time they had to carry it as they could feel pain and pressure at the bottom of their back. Since the member was carrying a box with no handles they had to twist to the side before bending to put the box into cargo hold. Whilst bending member felt a severe pain in their lower back and had to drop the box on the edge of the luggage hold and push it in further with their foot.

Personal Injury / £5,000

A metal bracket which holds a screen up fell off the wall and hit the member's shoulder at force. The member suffered pain and bruising to their shoulder.

Personal Injury / £1,250

Member slipped on liquid spilled from a can and fell on the stairs. The member twisted their knee and landed awkwardly on their elbow.

PISA Examined

The recent publication of the Programme for International Student Assessment (PISA) report promoted the usual predictable flurry of media comment over which countries were the ‘winners’ and ‘losers’. This type of shallow analysis, which runs counter to the principles and practice of PISA, misuses important data which is intended to support teaching and learning and highlight the need for education to be properly resourced. Over the next four pages, the SEJ takes a look at the recent PISA findings, asks what they really tell us, and questions the growing politicisation of education. First we explore a recent Education International (EI) view on PISA.

The OECD published the results of its Programme for International Student Assessment 2015 (PISA 2015) on 6 December, 2016.

This Education International commentary focusses on the key policy implications of PISA 2015. It does not provide a commentary on the individual country rankings set out in the PISA performance tables. EI has consistently emphasised to the OECD that PISA’s performance tables do not help with understanding countries’ education systems nor lead to rational discussion.

PISA’s policy messages are much more important than the tables. Often the policy messages can be used by affiliates to seek changes in government policy. An understanding of PISA can also be used to rebut governments’ education policies which undermine the development of high quality public education.

However PISA can also be misused and its data misinterpreted. This analysis seeks to identify positive and problematic aspects of the reports.

The PISA Approach

The last time a PISA Report was published with its main focus on Science, was in 2006. PISA concludes that overall, with the exception of a few countries, there has been little overall change in students’ performance at the education system level. Gender stereotyping continues to persist over which scientific routes are taken by young women or men. Students in advantaged schools have access to better

materials and resources whereas students in disadvantaged schools have less teaching time and are more likely to be required to repeat grades. The report emphasises that targeted additional resources will make a positive difference for students from disadvantaged backgrounds. Positive policies towards supporting the learning of young people

from immigrant backgrounds can lead to major increases in students’ learning although the majority of students from immigrant families have lower levels of achievement. Student

tracking or selection, versus inclusion and mainstreaming, undermines the achievements of students, particularly disadvantaged students.

The policy proposals which respond to these findings are unexceptional and ones which support EI policies, for example:

- Support widespread engagement with science while meeting the demand for scientific evidence
- Improve both skills and attitudes to encourage lifelong engagement with science
- Challenge stereotypes about science-related occupations to help boys and girls achieve their potential
- Target resources to schools with a high concentration of low-performing and disadvantaged students
- Offer high quality Early Years education. This is shown to have a major positive impact for all students and particularly for students of immigrants

- Provide additional language support for students of immigrant background and offer special training for their teachers.

There is however one proposal which requires further analysis: ‘Higher public expenditure on education has not always delivered better results.’ EI believes that the OECD has to be very careful not to promote a false dichotomy between ensuring sufficient resources for schools and quality education. Its claim that, ‘while money relates to learning outcomes among low spending countries there is essentially no relationship between student spending per student and outcomes in PISA is disingenuous and indeed could be used to send messages to governments inclined to cut education spending. It also contradicts OECD’s own proposals for targeted resources for immigrant and disadvantaged students, education in the Early Years and equity in resource allocation. Sufficient resources enable teachers to do their jobs. A wise use of resources comes both from engaging the teaching profession and their unions in evidence informed policy development and evaluating the effects of education reforms.

Prompting Debate

The “Policies and Practices in Successful Schools” volume contains information about issues such as student attendance; the availability of additional opportunities in ‘advantaged’ schools, the nature of teaching in ‘advantaged’ schools and teacher expectations of students. They are new findings and are likely to trigger debate. One key finding which is unequivocally set out is that; ‘students in private schools score higher in science than students in public schools, but after accounting for the socio-economic profile of students and schools, students in public



schools score higher (EI's emphasis) than students in private schools on average (across the PISA countries)'. Previous PISAs had said that student achievement in public schools was similar to that of private schools.

The Overview makes a number of conclusions; most of which EI would recognise as helpful.

However, there are conclusions which are problematic. For example, 'PISA results show that, in most education

systems, the percentage of qualified science teachers is not related to student's science scores but the way science is taught is related to students' performance in science, their expectations...and their beliefs.' Again this is disingenuous wording. Quality pedagogy is associated with qualified teachers. OECD's own policy conclusions emphasise the importance of qualified teachers to student achievement. Indeed it is in the area of positive conclusions and proposals on teacher policy that PISA 2015 is incoherent.

One disturbing finding in the Overview is that student behaviour seems to have deteriorated between 2012 and 2015, which is affecting 'learning scores'.

Interestingly, findings about the benefits of school autonomy set out in previous PISAs appear to be questioned; 'there is no

association (between) school autonomy, on average across OECD countries (and science performance)' although this is contradicted subsequently by statements that school autonomy does enhance science performance.

As with PISA 2006, which focused on Science, 'a positive association' is found

between the autonomy of principals, the public posting of achievement data and science scores. The report contains a significant account of data analysis of teacher evaluation but there is little if

any policy - unlike the robust conclusions of TALIS 2013 which rejected appraisal for administrative purposes.

The section on school governance is backward looking and weak in terms of analysis and positive teacher policy.

Highlighting the Positives

Within the policy conclusions there are more positive proposals for teachers and schools. They include criticisms of school choice and the way it disadvantages young people from poor backgrounds. The OECD unequivocally favours additional support for struggling students rather than grade repetition and delays in selection into different education programmes. It also proposes access to quality early education for all children and 'above all' additional

support for disadvantaged schools.

The OECD urges that the priority must be to, 'attract and retain qualified teachers, and ensure that they continue to learn throughout their careers' by ensuring that 'education and the teaching profession are greatly valued by society'; that teachers are adequately compensated; that teachers' careers are transparent and clearly structured and (that) recruitment...is fair and rigorous and...teachers are given many opportunities to learn'.

One key exception in the policy conclusions is those on class size. The OECD remains sceptical about the relationship between class size and student achievement. Yet within the report, page 202, there is a finding that; 'In schools with smaller classes, students report that teachers can dedicate greater attention to individual students' needs and knowledge, provide individual help to struggling students, and change the structure of the lesson if students find it difficult to follow'.

On first reading, PISA 2015 contains a range of strong and positive proposals on equity, tackling disadvantage and on the promotion of science teaching, yet it fails to adopt a coherent narrative on positive teacher policy unlike previous PISAs. This represents only a preliminary analysis of the two PISA 2015 reports, however, and there will be much more to interrogate.

See analysis on following page >>>



Keeping Those Stats in Context

by General Secretary, Larry Flanagan

A welter of statistical data around Scottish education has been published in recent months. Inevitably this has produced a degree of political sound and fury: condemnation of the Scottish Government; a somewhat ominous threat of the need for further “controversial” reforms; and a general bawling of the fact that Scotland is no longer leading the world but is simply part of it.

Somewhere in all of that is the need for sober analysis of where we are and how we move forward.

Firstly – the PISA results. Undoubtedly the dip in both absolute and relative performance is a challenge. The question is why did this set of results buck the trend of Scotland’s

previously improving position in PISA (the first two sets of PISA results cannot be used for comparison studies as the methodology and sampling have changed significantly)? Is there something specific about this set of results which helps us understand the variation? Well, yes. The assessments were undertaken by S4 pupils in March /April 2015. That is the very set of pupils which we now recognise as having been engulfed in an assessment overload through the flawed introduction of the new National 4 and 5, particularly in relation to Unit Assessments and over presentation. Pastoral Care teachers reported a record number of students presenting with stress and anxiety concerns; confirmed by subsequent SQA research. So, perhaps it

wasn’t a great time for a snap shot?

Interestingly, that same cohort of students moved on in the following session to produce Scotland’s second – best set of Higher results; constantly referred to as our “gold standard.”

That’s not to minimise the challenge highlighted by the slip in the scores, simply to try to understand it a bit better. Work is already underway as the transition from the S1-3 Broad General Education into the S4-6. Senior Phase isn’t working effectively either in terms of rigour within BGE or breadth and depth in S4-6.

The task is not to look for some new reform but to complete the one we are in the middle of doing.

Interestingly, if we look at what the most successful comparator countries are doing in their systems, it looks remarkably like a variation on what we

are also trying to do: investing in teacher professionalism, above all else; creating space for both breadth and depth in learning; and recognising that education is about more than simply the ability to pass exams.

After PISA, the National Improvement Framework provided a further avalanche of data, most of which will take a bit of time to sift through. Broadly, however, the NIF data confirmed what we know – that poverty remains the single biggest barrier to educational attainment. Hold the front page.

Again, it led to some sensational comment, for example that 77% of children achieving level 2 in reading by P7 means that 1 in 4 of our pupils (23%) is

functionally illiterate on leaving Primary. Nonsense; absolute rubbish! Firstly, and deliberately acknowledged within CfE principles of assessment, there is no expectation that 100% of pupils will achieve a given standard at a universal moment; progress is a continuum. A figure of 80% achieving the appropriate level at a set stage would be a high performing system (and is where we should be aiming as a minimum). But beyond that if the balance of pupils are “working at” the level required, and in this case 4 out of 5 pupils are, to describe them as functionally illiterate is grossly insulting to students, schools, and families.

Frankly, some commentators are so keen to create a narrative of failure that they can’t or won’t see our successes.

It’s within living memory that we separated children into different schools based on perceived ability. When I started teaching, some pupils were put into “remedial classes” in S1 and never left them. Most pupils left school without any certification.

We should analyse the data conscientiously - there are useful seams to mine - but as a country, and an education system, we are focussed on the correct questions and we are founded on the best of ambition – equity, social justice, and the delivery of education as a societal good. Collectively, we must stay calm and keep learning.



Michael Rosen is a prominent children's novelist and poet, the author of 140 books. He served as Children's Laureate from June 2007 to June 2009. He has been a TV presenter and a political columnist.

At the end of his Laureateship, Michael signed off with an article in *The Guardian*, in which he said, poignantly:

"Sometimes when I sit with children when they have the space to talk and write about things, I have the feeling that I am privileged to be the kind of person who is asked to be part of it."

A Game of Tables

by Michael Rosen - www.michaelrosen.co.uk

Does society shape the education it needs?
Does the education system shape society?
The people who compile international tables aren't very interested in this kind of complexity.

They want us to accept league table positions as if these are judgements on pure education with no reference or application that comes from considerations of a culture or nation.

The tables tell us, the compilers inform us, how to run classrooms, how to run schools with no link to the societies that produce them. Is this because they think we are fools?

Wouldn't it be useful to pause and think and consider for a moment what kinds of society produce the winners on education tables and might not that give us a degree of anxiety?

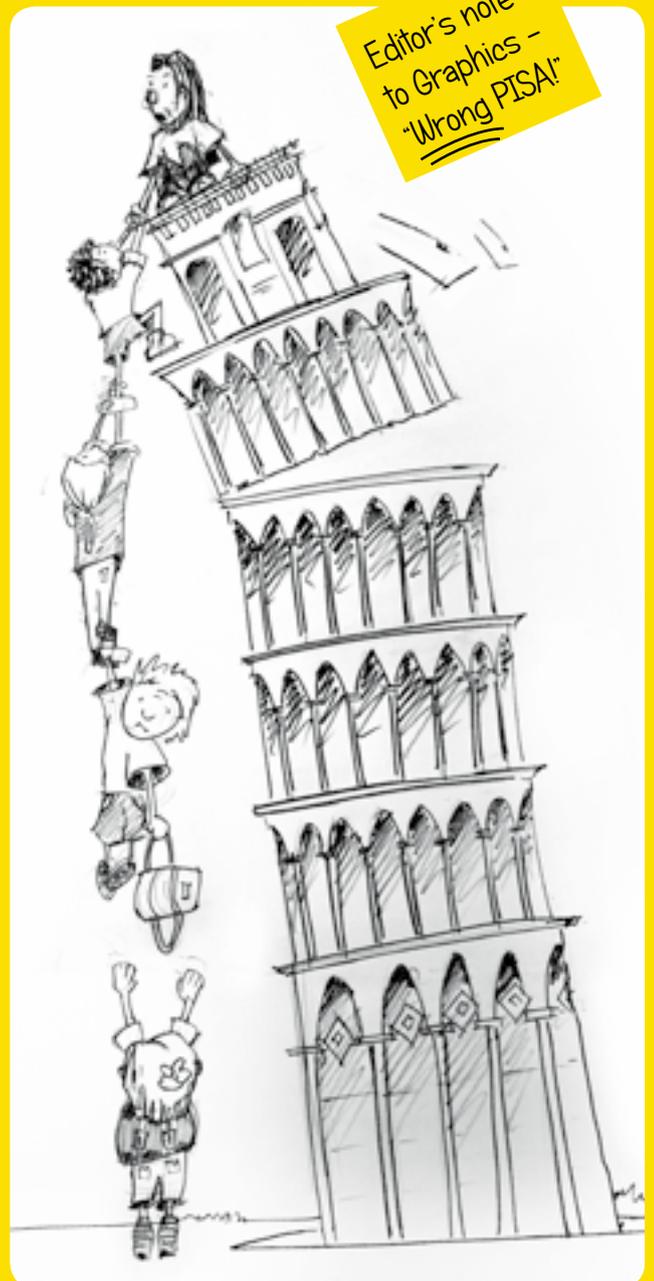
Might it not be that league table success can be bought with authoritarianism?
Might it not be that this kind of 'ism' matches up nicely with totalitarianism?

But hey, let's ignore that kind of stuff!
Education must be measured by competition: nation versus nation all over the world, based on education league table position.

We can easily dispose of debate and discussion; dispense with argument, the arts and dissent; all we need are league table performers: education should only aim for more per cent.

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www.teachers.org.uk/teacher-online





The International Summit on the Teaching Profession 2017

The annual International Summits of the Teaching Profession (ISTPs) are unique. The latest one, being hosted by Scotland on behalf of the UK, is taking place in Edinburgh at the end of March. It is the only international gathering where teacher union leaders and Education Ministers sit down together on an equal basis to try and agree practical policies for improving teachers' professional lives.

How did they start? The first Summit took place in the US in 2011 and was actually a product of a rift between the Obama administration and the US teacher unions. Arne Duncan as the then US Education Secretary had

started his term with policies for testing teachers and schools. This punitive approach brought him into inevitable conflict with the US' National Education Association and American Federation of Teachers. At the initiative of the US Unions something remarkable happened. Duncan changed his mind and decided that it would be far better to try and sort out the US education system in partnership with teacher unions and learn globally from teacher unions and governments about what works for schools.

It was then agreed that Education International (EI), the global federation of teacher unions and the global government body, the Organisation for Economic Co-operation and Development (OECD) should jointly organise the Summit with the host government. Other key principles were then established which continue to inform the Summits' organisation today. It is recognised that teacher unions are the representatives of the teaching profession. Teacher union leaders have been invited along with Ministers. Policies

at the Summit have to be agreed between unions and governments. The Summits have to focus on teacher policy. Since the US hosted Summits, governments in the Netherlands, New Zealand, Canada and Germany have taken on that role.

Teachers could be forgiven for being a little cynical about yet another international conference. Are the Summits simply an opportunity for rhetoric and no action? Their history says otherwise. It's worth having a look at examples of practical

action agreed at past Summits.

Examples of individual country commitments have included: new funds for teachers' CPD and career paths; establishing professional learning communities; improving resources

to enable high quality teachers to go to schools with the greatest needs; and developing teachers' competencies in identifying special educational needs. Some commitments are broader. The UK Scottish delegation agreed at the Canadian Summit to develop a more consistent approach to gathering evidence to inform policies and practice. The US committed itself to putting extra resources into teacher training and fostering teacher leadership. The Danish Government agreed at the New Zealand Summit to resolve a lockout which had been inflicted on teacher union members by re-establishing dialogue and co-operation between itself and teacher unions.

The agreements and dialogue generated at the ISTPs give teacher unions an unparalleled opportunity to promote policies needed to support teachers globally. The ISTPs have helped EI to persuade global organisations such as the UN and OECD to understand that teachers and their unions have to be equal partners in developing education or else they will fail.

There has never been a more important need for the Summit than the one taking place in March. Brexit, with its shock waves affecting European co-operation on education and the Trump Presidency's hostility to publically provided education and international co-operation, highlight just how important it is to use the opportunities available at the Summit.

Alongside Education International, the EIS, and other UK teaching unions, have had a major input into this year's Summit. Its theme says it all; 'Empowering and Enabling Teachers to Deliver Greater Equity and Improved Outcomes for all'. Within that teacher unions and governments will be exploring topics as diverse as; how teachers can be supported in their learning and development; how schools in deprived areas can be supported, and how policies and teachers can be engaged in educational reform at classroom level. This really is a Summit to follow. EI will be carrying rolling reports in social media as will all participating unions.

John Bangs is Senior Consultant at Education International and represents it on the International Summit of the Teaching Profession planning committee.



ISTP 2017
www.istp2017.uk

From 29-31 March 2017, the UK will be hosting the 7th International Summit on the Teaching Profession (ISTP) in Scotland.

The 2017 Summit is jointly organised by the UK and Scottish Government, the Organisation for Economic Co-operation and Development (OECD) and Education International (EI).

The main theme of the 2017 ISTP will be "Empowering and Enabling Teachers to Deliver Greater Equity and Improved Outcomes for All."

Teach-meet Event

A number of leading practitioners from across the globe will be attending the 2017 International Summit on the Teaching Profession. To take advantage of this, and to give members an opportunity to engage with the Summit, the EIS, in conjunction with the GTCS is organising a Teach-meet style event on the eve of the summit, Wednesday 29th March, from 6.00pm - 7.30pm

The focus will be on how teacher unions across the globe are engaging members in professional development and developing campaigns and strategies to challenge Governments to do the same.

A limited number of tickets will be available but the event will be streamed through the EIS website to allow as many members as possible to participate. Further detail will be published nearer the event.



Public Education Under Attack in the USA

General Secretary Larry Flanagan and Assistant Secretary Andrea Bradley recently took part in a webinar held by the American Federation of Teachers which focused on the defence of public education in the United States in light of the recent political changes.

General Secretary of Education International, Fred Van Leeuwen, began by giving an overview of the changes happening in the USA which are a cause for concern to the education community. Mr Van Leeuwen highlighted the radical executive orders being issued by President Trump daily, such as his suspension of the nation's refugee programme.

Mr Van Leeuwen stated that, "We are entering a social, economic and geo-political era of extreme change" and expressed concern for the future of Europe following the Brexit vote. He touched upon President Trump's encouragement of the alt-right movement throughout Europe explaining that, "what affects one country instantly affects others."

Randi Weingarten, President of the American Federation of Teachers, expressed similar concerns, "In the last year, we have seen a fundamental social shift fuelled by a rise in inequality and a rise in nationalism fuelled by bigotry and hate." She also referenced the recent executive order which banned citizens of

several Muslim countries from entering the USA. The ban was implemented on Holocaust Memorial Day, on which President Trump gave a statement which failed to mention Judaism, Anti-Semitism or the scale of the murder.

Weingarten summarised that



these actions are examples of the uncompassionate and divisive agenda of Trump's administration. Weingarten continued to speak in more detail about the more specific threat that the new administration poses to public education, focusing on newly appointed Education Secretary Betsy DeVos and her potential to dismantle the public education system.

DeVos has no experience attending or working in the public school system and is regarded by many as extremely underqualified. She has been hostile

towards public education, spending much of the last few years advocating for private, for-profit schools. There is widespread concern that a downgrading of the public education system will do a great disservice to children from less wealthy families.

Weingarten described DeVos as "the face of ignorance and malevolence that forms Trump's vision of America." She pointed out that President Trump has previously said he "loves the poorly educated" and went on to describe the reason for this in further detail, "President Trump likes people who are not particularly engaged and do not prioritise learning. There is a danger that Trump could attempt to change the culture of the country through children."

Weingarten concluded by stating that it is the will of the American people that will form the checks and balances of Trump's presidency and ensure that his vision of an America grounded in fear and alienation is not realised.

Commenting on the broadcast, Larry Flanagan said, "There has been a great deal of publicly expressed concern around the dangers of increased levels of racism and misogyny which President Trump's period of office may serve as a catalyst for. Hearing directly from the leader of the American Federation of Teachers of the very real threat to what we would consider as a basic societal service, public education, is quite chilling. Certainly the EIS will be looking to support our colleagues in the USA and we look forward to welcoming Randi to Scotland in March, for the International Summit, where we can discuss these issues further."

FACE UP TO CHILD POVERTY

Scottish Government Publishes Annual Report on Child Poverty Strategy

The Scottish Government in late December published its Annual Report on the child Poverty Strategy. Worryingly, the report clearly indicates that in spite of Scottish Government measures taken so far to mitigate the impact of UK-wide austerity, both relative and absolute child poverty levels have risen in Scotland since the last annual report was published. Currently 220,000 children, representing more than one in five of Scotland's children are in poverty.

Like Angela Constance, Cabinet Secretary for Community, Social Security and Equalities, the EIS regards this situation as wholly unacceptable, and along with the wider trade union movement, continues to urge governments at all levels to make political choices that reflect genuine commitment to social and economic justice, and the resolve to safeguard our most vulnerable members of society, including children, against economic vicissitude.

In light of the 2.5% increase in the number of people, many of whom are parents, earning less than the Living Wage since 2014, as indicated in the report, the EIS would urge employers to honour the responsibility that they have to creating a fairer, more just Scotland. There can be no disputing the high correlation between levels of parental income and children's educational attainment.

Impact of Austerity

The report also points to the fact that, as the impact of austerity has hardened for families and communities, and indeed for local authorities and schools, the attainment of the children from the poorest families, unsurprisingly, has suffered in some aspects of literacy and in numeracy.

Poverty wages and cuts to social



security benefits are clearly having a detrimental impact, also, on the nutrition of children from low income families. While the diet of children in all other households has improved within the last decade, with an increase in the number of children eating the recommended five portions of fruit and vegetables per day, there has been a 3% decrease within the same period in the number of children from the lowest income deciles eating so healthily. This underlines strongly the importance of current free school meal provision for all P1 to P3, and the need for this to be universally extended.

Extra - Curricular

Access by the poorest of children to sporting activities has also declined over a five year period, and is significantly lower than that of children from other households: three quarters of children from all households played sport in the week that the data was captured, compared with just over half of those from the lowest income deciles. This raises clear questions about the financial barriers that too many children face in accessing extra-curricular activities and learning beyond school that contributes significantly to their development and their physical and mental wellbeing.

Finally, in terms of the damaging impact of poverty on children's health and wellbeing, the report underlines the stigma experienced by children and young people living in poverty. Latest data indicates that since 2006, there has been a 13% decrease in the number of children from the poorest backgrounds reporting that they feel accepted and included in the classroom. (This is compared with a 10.8% decline during the same period among children from all other households, which is of some concern, also, as a measure of children and young people's mental health and how this affects them at school.)

The EIS is clear that poverty and social inequality impact negatively on children's and young people's experiences of school and therefore on their life chances beyond. While schools and teachers do much to mitigate the impact of poverty, as evidenced, for example, by the increasing numbers of children from the lowest income deciles reaching positive destinations, significant additional investment in education is required in order to maximise the capacity of schools to lessen the damaging effects of poverty caused by political decision-making that occurs far from the school gates. The EIS continues to lobby for this.

EIS Child Poverty Survey 2016

Launched during Challenge Poverty Week in October 2016 and closing just prior to the Christmas break, the latest survey of EIS members' perceptions of how poverty arising from cuts to social security benefits, poor wages and insecurity of employment, is impacting in the classroom.

Results indicate, consistent with the Scottish Government's own findings, that poverty and its related socio-economic disadvantage continue to mar the school experiences of far too many of our children and young people.

Almost 60% of respondents, from across 31 Local Associations, indicated that they had seen an increase in the number of children attending their schools who are experiencing poverty.

In relation to food, nutrition and hunger, more than 50%, of those who took part in the survey reported an increase in the number of children coming to school without play-pieces, snacks or money for the tuck-shop, while almost a quarter highlighted that a greater number of families were requesting local foodbank referrals. Meanwhile more than 11% of respondents reportedly were seeing families who were entitled to access free school meals, not doing so. Almost 30% signalled increased observation of weight loss or significant weight gain as an indicator of poverty among the children and young people that they teach.

Mental Health

Other health issues were also flagged up. More than three quarters of those who engaged with the survey observed increased signs of poverty-related mental ill health, and more than half an increase in the number of children appearing with other physical symptoms such as headaches, lethargy and unhealthy pallor, which they attributed to the effects of poverty.

Teachers reported a direct impact on children's and young people's behaviour in the classroom: three quarters indicated that they observed detriment to children's concentration, while almost 85% had seen increased numbers of children with behaviour and other support needs that could be a consequence of living in poverty.

Equipment and access to resources were regarded as a challenge for families struggling on low income, also. 72% of those who completed the survey reported

an increase in the number of children coming to school without items such as stationery, school-bags and PE equipment. 46% of members replying said that they had seen increased numbers of pupils unable to complete homework that required ICT access at home.

In terms of clothing, two thirds indicated greater frequency of pupils coming to school inappropriately dressed for weather conditions, while more than 35% reported increased incidences of children not wearing uniform in schools where it is the norm to do so.

Survey results also demonstrate the many efforts being made by schools and individual teachers in a personal capacity to mitigate the impact of poverty on the learning and wider school experience of children and young affected. Almost half of the survey respondents indicated that their schools had introduced or adapted practices to support children and families experiencing poverty. Measures adopted included reductions in the number of fund-raising activities to which parents/guardians are asked to make a financial contribution, free provision of items of uniform, and the setting up of breakfast clubs.

Meanwhile more than half of the teachers who completed the survey - and double the proportion since the last time members were surveyed - indicated that they or their colleagues had personally introduced practices to help children and families living in poverty. Teachers are organising foodbank donations among staff, providing food for children who are coming to school hungry, personally buying items of clothing to give to those who need them and providing pupils with spending money for school trips and school fairs.

Clearly, these are sobering results which the Equality Committee will consider in detail to inform next steps in the campaign. A survey report summarising the findings will be published in the coming weeks. In the meantime, the Committee is grateful to all those members who took the time to complete the survey- your responses and comments are invaluable in helping the EIS gain a picture of just how perniciously poverty is impacting in our classrooms.

Further reading and resources can be found by visiting the EIS website.

www.eis.org.uk



I, Daniel Blake Film Screenings

As a further dimension to our ongoing Face Up to Child Poverty Campaign, the Equality Committee will be screening Ken Loach's highly acclaimed 'I, Daniel Blake' and the EIS-produced short film 'School Costs', on the morning of Saturday 4th March 2017, in three cities.

- **Aberdeen at Belmont Filmhouse**
- **Edinburgh at Filmhouse**
- **Glasgow at the Grosvenor Cinema**

The Glasgow screening will be followed by a Q&A with the STUC President, Helen Connor (EIS) confirmed, and invitations issued to Jeane Freeman, MSP and Minister for Social Security; John Dickie, Director of CPAG Scotland; and screen-writer, Paul Laverty.

Tickets have been snapped up by members in Edinburgh and Glasgow to the extent that additional cinema capacity has been booked.

A limited number of tickets are still available for the Grosvenor Cinema and for the Belmont in Aberdeen, while a waiting list has been established for the screening at the Edinburgh Filmhouse. Tickets and entry to the waiting list can be accessed through Eventbrite via the EIS website.

Following the national screenings, Local Associations may organise their own screenings, either unilaterally or in conjunction with other trade unions, for a cost of £80 per screening and venue. (Any additional screenings at the same venue are available for a cost of £60.)

If you are interested in organising a screening, including DVD hire, please contact your Local Association Secretary.

Research in Action

Towards a Democratic, Intellectual Approach to Education - by Kevin Logan

A potential new dimension to the EIS focus on research is the creation of an online EIS research hub. The idea was initiated by EIS member, Kevin Logan, who writes below on the importance of research in challenging unhelpful orthodoxy and in shaping progressive education policy. The Education Committee is currently exploring how the idea can be taken forward.

“Insanity is doing the same thing over and over and expecting a different result.”

Albert Einstein

“The Scottish solution to a problem is to restructure, and usually the issue is a conceptual one... We reshuffle the jokers in the pack every few years and are astonished to find we have the same problems. I think there is a strong vein of anti-intellectualism in Scottish education... We get bogged down in trivial operational things. We narrow the terms of the debate. We should be looking at the big questions: the relation between education and society.” **Walter Humes**, ‘Still top of the class?’*

More than a decade after the National Debate on Scottish Education and the original CfE report, it is time for a radical and honest review of progress in relation to a fundamental aim of CfE – aligning the curriculum, assessment and pedagogy. This will be of critical importance given that CfE will be the main vehicle in attempting to close the attainment gap(s) in Scottish society.

Although the recent OECD report

provides some interesting insights, it also contains some critical shortcomings. For reasons not fully explained, it omitted reference to the problematic senior phase, and many of its recommendations are open to multiple interpretations in relation to possible next steps. The EIS establishing a research hub is a step towards avoiding some of the perennial problems alluded to by Walter Humes.

It has long been my belief that a key role of the EIS, as well as protecting and enhancing our working conditions, should be in promoting an independent approach to professional learning that seeks to address the policy – research – practice gaps. At times we can appear to be on the back foot reacting to unworkable policy and practice impositions, that are also at times, intellectually inconsistent.

Interestingly, the GTCS Career-Long Professional Learning Standard highlights under ‘Educational contexts and current debates in policy, education and practice’ the need for teachers to ‘actively consider and critically question the development(s) of policy in education’ and to ‘develop and apply political literacy and political insight in relation to professional practice, educational change and policy development.’

Raising achievement for all while at the same time attempting to close the attainment gap will require colleagues to engage in sustained critique of policy, research and practice if we are not to avoid being driven by unchallenged orthodoxies.

The OECD report states that CfE is at a watershed moment and that we

need to create a new and highly visible narrative - ‘CfE in the narrative should focus on the core matters of ‘curriculum, assessment and pedagogy.’ With respect to the quality of implementation of CfE in schools and communities, the report makes the argument for ‘a strong role for the “middle”, covering such organisations as ‘local authorities, teachers’ associations, and different networks.’ The report also highlights the need for a stronger ‘engagement of the Scottish research community in contributing to design, evaluation and preparation of materials for wider diffusion.’ These ideas are to be broadly welcomed but are not unproblematic. At a practical level do LAs have the resources including the intellectual capital? And we need to be wary of diktat / advice from policy makers being replaced uncritically by researchers – however well meaning.

The National Improvement Framework encompasses a commitment to social justice by advocating closing the attainment gap. While its broad aims command almost universal agreement, some of the suggested approaches and strategies are underpinned by what can only be described as an a-historical, and at times downright anti-intellectual position.

While of course we need meaningful data, the relentless focus on collecting system-wide data and using Standardised Testing at the expense of exploring the myriad of different types of gaps and associated effective strategies, is somewhat concerning. This can be seen in the definitions of the six drivers

of improvement which tend to focus on gathering evidence rather than on powerful interventions – or as Humes would say we tend to ‘narrow the terms of the debate.’

We need to broaden the debate to encompass the contested nature of educational aims and include the critical voices such as Lindsay Paterson and other leading thinkers. Professor Louise Hayward, who over the past year has spoken at an EIS Conference and written a piece for this journal, is clear that ‘the desire to improve social justice is a necessary but not sufficient driver to narrow the achievement gap.’ Professor Hayward has repeatedly argued for the need to pay more attention to various types of alignment if Scotland is to become more socially just - the alignments of:

(i) Education, health, housing, other social services and the economy i.e. the ‘relation between education and society’

(ii) Curriculum, pedagogy and assessment - in particular a re-examination of the balance of knowledge and skills within CfE

(iii) Research, policy and practice – a perennial problem in Scottish education.

All three provide a significant focus for an EIS research hub.

General Secretary Larry Flanagan advocates the need to create democratic and collegiate schools. This will be crucial in addressing the types of alignment outlined by Professor Hayward. However, any such radically democratic approach will entail a conception of professional learning that challenges the somewhat conservative, compliant, and at times complacent, culture in Scottish education. It will involve a robust and honest exchange between policy makers, researchers and practitioners that we have rarely seen over the last few decades. Instead, as the OECD report suggests:

“There needs to be clarity about the kinds of collaboration that work best to bring about the innovations and improvements to enhance student learning, and to create coherent and cohesive cultures of system-wide collaboration. This is not an argument for mandated collaboration or contrived collegiality to implement centrally-defined strategies. But it is to argue for greater consistency in collaborative professionalism and moving towards the higher quality collaborative practices that have the most positive impact on student learning.”

Although advances in teacher professionalism are evident and the cultures within many local authorities and schools have improved over the last three decades or so, any objective re-reading of

Walter Humes 1986 critique of the Scottish school system ‘The Leadership Class’ would lead us to realise that with regard to creating a democratic and collegiate national educational system we still have much to do.

If we are to embrace a rigorous review of progress and identify next steps for improving quality and equity, we must eschew some common approaches such as ‘rounding up the usual suspects’ and sharing ‘tips for teachers’ in place of the more demanding democratic idea of involving as many colleagues as possible.

Louise Hayward argues for the need to pay more attention to various types of alignment if Scotland is to become more socially just: alignment of education, health, housing, other social services and the economy; of curriculum, pedagogy and assessment; and of research, policy and practice – a perennial problem in Scottish education.

One way of approaching this would be to look again at the GTCS professional update not as yet another imposition, but rather as an opportunity to unapologetically adopt an intellectual approach to engaging with policy, research and practice.

An EIS research unit could support EIS members to engage strongly in and contribute to, such an approach. It could also initiate independent research on some potentially challenging aspects of educational policy and practice.

New Grants to Support Members’ Action Research

Council recently approved an Education Committee decision to set up a funding stream that will support practitioner research amongst EIS members. It is envisaged that total available funding, to be drawn initially from existing education and training budgets, will total around £10,000 per year.

To incentivise research work by EIS members, individual grants will normally be in the range of £500 to £1,000 with an agreement for the EIS to have the right to publish, disseminate and archive the research. Payment will normally be made on the completion of the research but some advance draw-down may be facilitated to support any required purchase of materials, supportive literature etc.

Research topics will not be restricted but the thrust of the scheme is to support research into aspects of classroom practice and the dynamics of teaching and learning, with a view to findings supporting continuing professional development and enhanced practice, and future EIS policy development. A further possible useful research dimension could be to support the efficacy of teacher trade unions/ professional associations.

Research findings will be presented through a range of fora including publication, learning communities, staff meetings, and EIS conferences and events.

An appropriate citation will be designed to mark successful involvement in the project and the EIS will explore the possibility, also, of GTCS accreditation and/ or professional recognition for participating members who wish to pursue this.

It is proposed that for the first tranche of applications a deadline will be set for Easter with applications considered thereafter by the Education Committee. The time scale for projects will be determined by the nature of the project but the expectation is that a normal school cycle should see project ambitions overtaken.

To support the first round of research, a workshop-style launch event will be organised to address the principles of action research and to support candidate approaches and methodologies.

Further details will follow shortly. In the meantime, early expressions of interest should be made to Leigh Meechan:

lmeechan@eis.org.uk

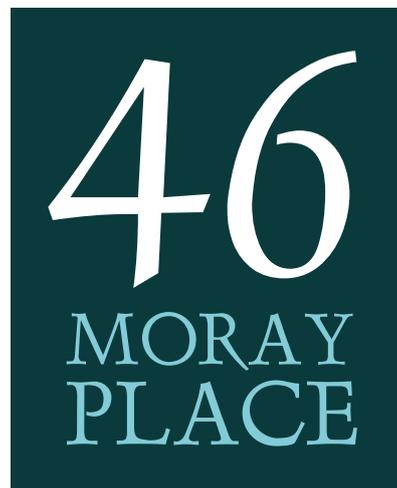
Training & Meeting Centre

Introduction

The EIS training & meeting centre is based in the Headquarters of The Educational Institute of Scotland. Nestled in the heart of Edinburgh's iconic new town, just minutes away from the city's bus, tram and train links, this newly refurbished, Grade A listed building is in the ideal location for all types of event.

Facilities

- Large training suite
- Private meeting rooms
- Conference call facilities
- Video conference facilities
- AV equipment
- Complimentary wi-fi
- Coffee lounge



EDINBURGH

Contact: Lisa Butchart: lbutchart@eis.org.uk, 0131 225 6244



Learning from a MasterChef

Congratulations to Glasgow FE Lecturer and EIS Member Gary MacLean who was recently crowned as the winner of BBC MasterChef: The Professionals. Following a successful career in professional kitchens including the Burrell Collection and Gallery of Modern Art, Gary took the decision to move into education to help develop the next generation of chefs. He has been lecturing at City of Glasgow College for 16 years, where he continues teaching despite the many demands on his time following his Masterchef success.



City of Glasgow College Chef Lecturer, Gary MacLean, has taken the title of MasterChef: The Professionals. Taking on 47 other professional chefs, Gary battled through seven weeks of fierce competition before being judged the winner by two Michelin-starred chef Marcus Wareing, renowned chef Monica Galetti and MasterChef's veteran judge, Gregg Wallace.

Commenting after his victory was announced, Gary said, "Winning MasterChef: The Professionals is totally unbelievable. The whole experience was remarkable and enjoyable from start to finish. I have met some amazing people, both in front of and behind the camera. The support I have received from family, friends and the college has been humbling."

Gary wrote his winning menu for the final while looking out of the window on the finalists' trip to Norway, and wanted to transport the judges to the West coast of Scotland through his dishes.

Gary grew up in Glasgow and first got into cooking at school when he found he

excelled in Home Economics. He says: "When I became a chef it wasn't a popular choice as it is now and probably not a great career choice. In the mid-80s, food was changing radically with people like the Rouxs and Anton Mossimann. I was very lucky to get a job in a good hotel, I was 15 and the chef was embracing the new style of food. Twenty-nine years later, having worked throughout the industry, I still love what I do."

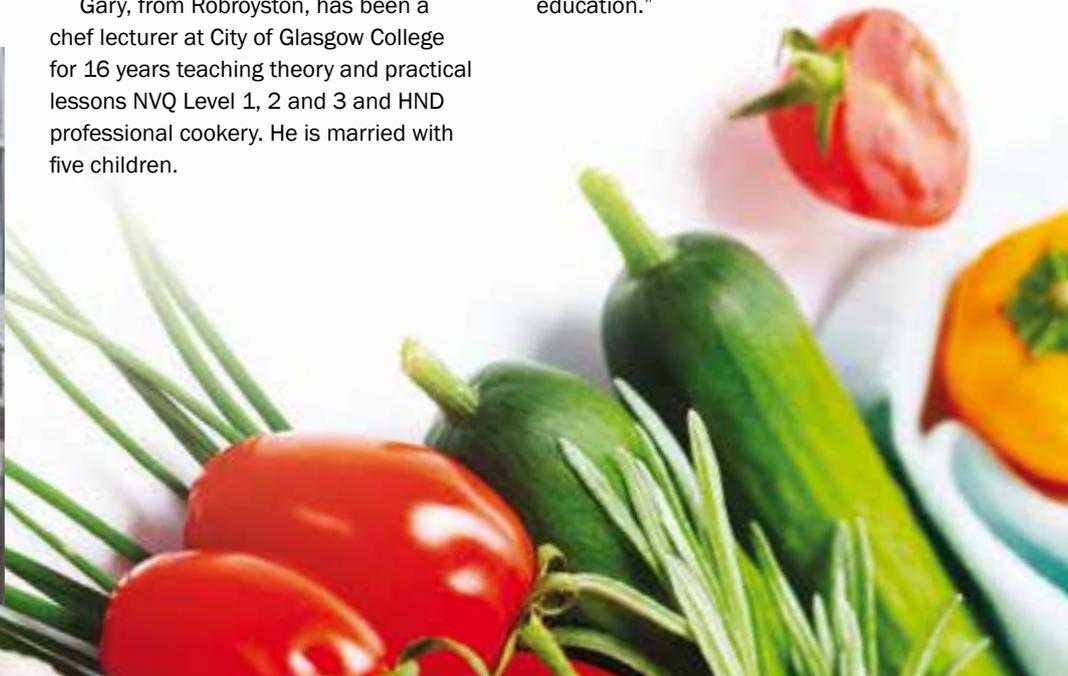
"I am very proud to be a chef and am lucky to have worked for the best restaurants in Glasgow, in Glasgow Museums and hospitality groups, as well as part-time lecturing for 13 years" he adds. "I took up a full-time position as Chef Lecturer, where I originally trained, at the City of Glasgow College six years ago, and became Senior Chef Lecturer in 2015."

"Being a chef lecturer is an amazing job. Teaching the next generation of chefs is a lot of responsibility. I love cooking in every sense, everything from butchery to patisserie, but my biggest buzz is teaching and guiding students into a successful career in the industry."

Gary, from Robroyston, has been a chef lecturer at City of Glasgow College for 16 years teaching theory and practical lessons NVQ Level 1, 2 and 3 and HND professional cookery. He is married with five children.

His early career was working in hotels where he learned a number of key skills including butchery. At the age of 30 he opened his own restaurant in Glasgow and as Head Chef challenged himself to regularly create new and exciting menus for his customers. From there he went on to run the kitchens at Glasgow's Gallery of Modern Art and the Burrell Collection. Gary has also held executive chef positions at two of Scotland's biggest independent operators and his current role as Senior Lecturer at City of Glasgow College is what really drives his passion for mentoring other young chefs and creative cooking.

Highlighting his plans for the future following his win, Gary added, "Hopefully, taking part has shown that if I can still chase my dreams I can inspire students to start chasing theirs. My main objective is to continue with my career in education and winning MasterChef: The Professionals is going to provide me with a unique platform that hopefully will open the door to some very interesting opportunities. I would love to use my experience in the competition to help enhance the profile of culinary education."



International Women's Day, 8th March

How do we Get it Right for Girls?

International Women's Day is on 8th March, and provides an ideal opportunity to use the EIS resources on tackling misogynistic attitudes. The 'Get it Right for Girls' report and presentation highlight the possible dangers of allowing misogynistic attitudes to prevail and suggest approaches which EIS members might find useful in addressing the problem. The report highlights problems such as:

- The casual though often vindictive use of derogatory language – e.g. 'slut' and 'skank' being widely used against girls or women staff, and 'feminazi' used to silence women and girls speaking from a feminist perspective
- The dismissive, contemptuous attitudes of some boys towards female pupils and staff
- Mockery and derision when women and girls adopt non-stereotypical gender roles.

Clearly these have to be addressed to make educational settings safe and productive spaces for all.

The EIS also has resources to aid teachers in their work to combat gender stereotypes and a policy on 'Challenging Sexism' which explains the role of the Equality Act in tackling sex discrimination.

As International Women's Day 2017 approaches, we are keen to find out members' views on how we can 'Get it Right for Girls'. What good practice is happening in your setting, in terms of CPD, curricular developments, or special events which highlight gender equality issues? What more could be done? How will you help to achieve a more inclusive, gender equal world?

The theme of IWD 2017 is "Be Bold For Change." This theme recognises that each of us - with men and women joining forces - can be a leader within our own spheres of influence and take bold pragmatic action to accelerate gender parity. We

can collectively help women advance and unleash the limitless potential offered to economies the world over.

We have large postcards posing this question for members to use with colleagues or with learners to gather your ideas and good practice. To request a batch please contact Ashley Gray in the Equality Department (agray@eis.org.uk). On IWD 2017 we will share your ideas and suggestions on the website and on social media - watch this space!

For more information about International Women's Day see:

www.internationalwomensday.com

Find our gender equality resources at www.eis.org.uk/Equality/Gender.htm

HOW DO WE GET IT RIGHT FOR GIRLS?

Scotland's largest and most effective education trade union

eis

What helps to tackle misogynistic attitudes?
What else could be done to promote gender equality?



National Qualifications Assessment: Work in Progress

At the end of January, the SQA made headline announcements of forthcoming changes to the balance of assessment within National 5 qualifications that are to take effect from session 2017-18.

The changes follow the agreement on the removal of mandatory Unit Assessments from N5, Higher and Advanced Higher over a three-year period from August 2017, prompted by successful industrial action by EIS secondary members in the earlier part of this session against excessive workload generated by SQA internal assessment.

EIS members had initially hoped to see significant reduction in assessment-related workload during this session but have accepted next session as the starting point for phased changes. This was on the proviso that the SQA agreed to the continued suspension of random Unit Verification for N5, Higher and Advanced Higher as a way of lightening the workload burden in the meantime in that particular area.

SQA Guidance

The SQA has now written to centres with details of the first swathe of changes on a subject by subject basis. With the removal of Unit Assessments, in order to maintain the 'integrity, breadth and standards' of the National Courses, the SQA say, changes have resulted in one or more of the following for each subject:

- Extension of the existing question paper
- Extension/modification of the existing item of coursework
- A new question paper
- A new item of coursework

These changes have been designed with only limited consultation with teachers. Consultation has been with the SQA's National Qualification Support Teams. The SQA had stated that they would be unable to consult more widely on the detail of the changes if they were to manage to deliver the changes within an acceptable timescale.

The EIS expressed concern at the narrow focus of consultation around the changes, and at the scale of the overhaul of the

qualifications that the SQA planned, it being much more complex than simply removing Unit Assessments. The EIS has also stressed repeatedly the need for SQA to get the changes right (including with regards to the balance of exam and coursework), to communicate the changes clearly to the profession, and to do so in good time.

The SQA is now in the process of restructuring course materials without using existing units as organisers. This is a lengthier process than that which had been called for, which was simply the indication that Unit Assessments were no longer mandatory. The decision by the SQA to proceed in the way that it has, leaves schools, once again, facing a tight turnaround from existing arrangements.

The SQA has indicated that further details of the changes to course assessment will be provided to teachers along with revised and streamlined course specification documents by the end of April, which, for many schools is at the very point at which new courses will begin.

EIS Concerns

This is clearly a matter of real concern for EIS members who will be delivering National 5 qualifications next session. Anxieties around workload and the ability of schools and colleges to deliver the newly adjusted courses with very little run-in are already being made clear. The EIS will bring those concerns directly to those with the power to make the necessary interventions to ensure that the changes are implemented within the terms of teachers' contractual hours while minimising any negative impact on students' learning experience and achievement.

In the meantime, it is important that schools are aware of the key fact that units are being removed from N5 courses. (Titles within the "new" course descriptors are likely to broadly match those used in current documentation, but not as units.)

N4 courses, however, will retain mandatory internal Unit Assessments (plus Added Value Unit Assessment) and accordingly will be organised and assessed entirely differently from those at N5.

In light of these significant differences, and in the interests of ensuring the effective delivery of courses for all students, schools should be planning for classes that enable coherent pathways for students. Rather than seeking to run bi-level classes of N4 and N5 where pupils would face different assessment arrangements, and teachers would grapple with significant resultant workload, discrete classes or alternatives

such as dual teaching of the N4 course and N5 stand-alone units should be considered.

A further matter to be considered is that the absence of unit assessment at N5 will have the consequence of there being no fall-back award of unit passes for candidates who do not pass the final exam. Free standing Unit Assessments will remain available but students will require to be entered for either a N5 course award (based on external assessment) or a series of Unit awards – they cannot be entered for both.

Consideration is being given within the NQ Review Group, to extending the "D" pass range to a 10% spread (i.e. 40 – 49 rather than 45- 49) to provide a bigger safety net for borderline candidates. This has largely been agreed but not yet announced (at time of publication).

One timetable model which schools might consider is that within N4 classes pupils who plan to sit N5 in the following year could attempt N5 units as a bridge towards a subsequent course award, which combined with an N4 AVU would achieve an N4 award. This might address concerns around N4 threshold passes being a poor preparation for N5 courses.

Ensuring that candidates are enrolled for courses which best suit their prior learning and attainment at the point at which options are being considered will be essential.

Under Review

These matters are currently under discussion within the National Qualifications Review Group, with advice to schools to follow shortly.

EIS members have been advised to ensure that departmental discussion around the implications of the changes is facilitated and that discussion on assessment and timetabling matters with school/college Senior Management takes place as a matter of urgency, with a view to ensuring an appropriate response to such changes to senior phase course design and assessment.

Throughout this period of transition, the EIS welcomes the views of members, will continue to make these known to Scottish Government, SQA, Education Scotland and local authorities, and will keep members informed of developments. The EIS will also continue, both locally and nationally, to support members in addressing issues of workload related to SQA activity in the terms of the relevant advice on workload which remains in force.

Andrea Bradley, EIS Assistant Secretary

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EIS Legal Helpline:

0141 332 2887

EIS Financial Services

If you would like to arrange to speak to your EIS-FS consultant, please tel: 0141 332 8004 - email: enquiries@eisfs.co.uk - www.eisfs.co.uk

Changes to EIS Staff

A significant number of changes have taken place in EIS staffing across the country. Here, the SEJ highlights the recent changes.

Pauline Buchanan has taken up the post of Area Officer based in the EIS Glasgow Office. Pauline will be offering support to members in Argyll & Bute, Glasgow, Shetland, the Western Isles and associated FE Colleges.

Pauline succeeds long-serving EIS Area Officer, and long-time former EIS activist Frank Healy, in the post following his retirement.

Pat Flanagan has also taken up post as Area Officer (North East Scotland), where he will offer support to members in Aberdeen, Aberdeenshire, Highland and Moray and associated FE Colleges.

Pat succeeds another long-serving EIS Officer, Karen Barclay, who retired in January.

Lesley Walker has joined the EIS staff as national CPD Co-ordinator, and will work closely with EIS Learning Representatives across Scotland to support professional learning opportunities for members.

Stephen Stewart has been appointed to the HQ staff as Pensions & Payroll Specialist, based in the Employment Relations department. Stephen will support Local Associations, Reps and members on all pensions and payroll issues.

Other recent appointments to the EIS staff include:

Alison Roy (Communications department)

Amie Poole (Employment Relations department)

Elaine Young (North Lanarkshire LA office).



SEJ Festive Quiz 2016 Answers.....

Section 1 2016

Were you paying attention?

1. Tennis
2. All Saints
3. Danny Willett
4. Bhutan
5. Sadiq Khan
6. 23rd of June
7. Milos Raonic
8. The Girl on a Train
9. Suits
10. A gorilla

Section 2

The Quiz Show/Quiz Game Section

1. £10,000
2. Susie Dent
3. Blankety Blank
4. Leslie Crowther
5. Sandi Toksvig
6. Bullseye
7. Who Wants to Be a Millionaire?
8. The Chase
9. Bamber Gascoigne
10. Jimmy Carr

Section 3

Food and Drink

1. South Africa
2. Durum
3. Prosecco (accept sparkling wine)
4. Orzo
5. Dutch
6. Haricot
7. Lentils
8. The Quarter Pounder
9. Scotch Bonnet
10. Normandy

Section 4

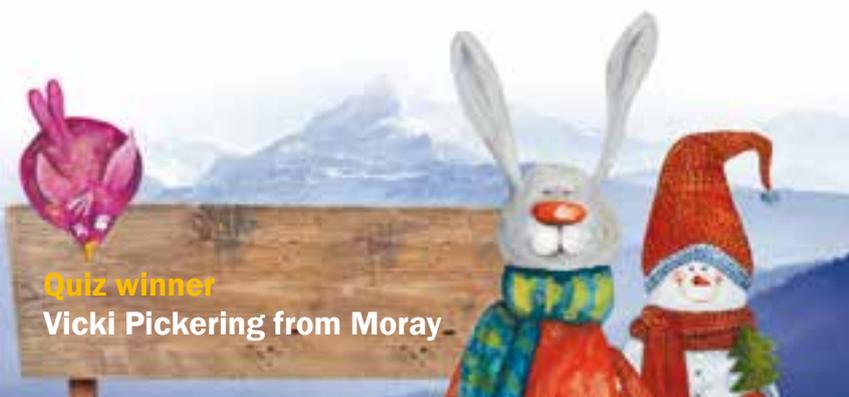
The Lyrics Round

1. "Big Yellow Taxi" Joni Mitchell (or Counting Crows)
2. "Chain Reaction" Diana Ross (or Steps.)
3. "Hello" Adele
4. "Total Eclipse of the Heart" Bonnie Tyler
5. "Gimme Gimme Gimme" Abba (A Man after Midnight)
6. "You're So Vain" Carly Simon
7. "Johnny B. Goode" Chuck Berry
8. "What's Love Got To Do With It?" Tina Turner
9. "Born to be Wild" Steppenwolf
10. "Wish You Were Here" Pink Floyd

Section 5

And finally...

1. Baseball
2. 152
3. The Rhine
4. Brighton
5. Milan
6. D
7. Leonardo DiCaprio
8. The M11
9. Paul Hollywood
10. The Isle of Arran



NJNC Making Progress - but not there yet



NJNC negotiators have been busy, with weekly Short Life Working Groups (SLWGs) on both pay and Terms & Conditions.

The Short Life Working Groups (SLWGs) were initially set up last September in response to an utter lack of progress at the NJNC. The March 2016 agreement had set out dates for agreement on migration rules, pay scales and Terms & Conditions, every single one of which had been missed.

The Groups were extended at the end of October and again at the end of November, putting pressure on management to engage in meaningful negotiations with actual outcomes.

The Pay SLWG was tasked with developing separate national pay scales for promoted and unpromoted lecturers. The former involves pay harmonisation and migration to take long serving lecturers to the agreed £40,027 top of the pay scale by April 2019. The good news is that progress has been made, with a mechanism for unpromoted staff which the EIS negotiating team is now prepared to recommend.

Progress has also been made on promoted teaching staff pay points, and we are hopeful that this aspect will be resolved for the next NJNC Side Table meeting currently scheduled for early February 2017.

The other SLWG is working on National Terms & Conditions. This group has made some progress, albeit slow. Key elements of the EIS' proposed Terms & Conditions include 21 hours maximum weekly class contact, 66 days annual leave and permanisation. While we have agreed a number of elements of the new national Terms & Conditions - these key items are still to be resolved, with management emphasising the need for what it calls 'flexibility'....

Where do we go from here?

The EIS FELA Executive, at its meeting on, 16 December, endorsed the SLWG Pay's outputs on unpromoted pay and agreed to further extend the Short Life Working Groups into January 2017.

There were further meetings of each group through January, followed by a side table lecturers' NJNC meeting in early February.

The EIS is keen to reach a resolution on both pay and Terms & Conditions. Our members deserve nothing less—we

The EIS is keen to reach a resolution on both pay and Terms & Conditions. Our members deserve nothing less—we cannot sustain the current inequality and we cannot accept a situation where an agreement takes over a year to implement.

cannot sustain the current inequality and we cannot accept a situation where an agreement takes over a year to implement.

We met with the Scottish Government

Minister with responsibility for FE and have agreed to giving her a further update on the progress of the SLWGs.

We reminded the Minister that national bargaining for FE was an SNP manifesto commitment, and that it was her government that brought the NJNC into being. Whilst the government does not have a seat at the table, it cannot allow this process to fail. The Scottish Government is watching progress closely, and the Employers' Side is well aware of this.

The EIS wishes a resolution, but not at any price. EIS national policy is that we will not trade Terms & Conditions for pay, and we have been absolutely clear from the outset that we view these as separate negotiations—settlement on pay cannot be

dependent on the outcome of the Terms & Conditions discussions. Sadly, this is what the Employers wish us to do.

What happened with the £100 from the last settlement?

As members will recall, we are still in dispute with management over the payment of £100 from the March 2016 Agreement. This payment should have been backdated, as it comprised part of the pay rise for 2015/16. We have had two disputes meetings in an attempt to resolve this and, at the time of writing, anticipate an ACAS meeting on this matter. We are separately exploring an employment tribunal claim in relation to this issue.

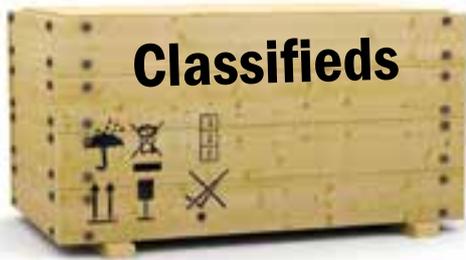
What about cost of living rises?

We submitted our 2017/18 pay claim at the December NJNC meeting. Our claim is for £1000 flat rated on all salary points. This reflects the rising cost of living—in particular, concerns about rising inflation in the wake of Brexit.

It also reflects the additional workload lecturers have faced since mergers and regionalisation, as wave after wave of experienced lecturers took Voluntary Severance and departed the sector.

The pay claim also takes into account median pay rises in key sectors such as construction, finance and STEM, areas in which colleges struggle to recruit and retain experienced staff.

Management Side has acknowledged receipt of our 2017-18 pay claim and we anticipate negotiations progressing over the coming weeks.



Would you like to advertise in the SEJ?

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

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'**CURIOUS CAMPUS**' by Norman Deeley Also 'Under Down Under' 50 Poems about Australia amazon.co.uk/.com/kindle

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Members have the option to opt out of receiving a printed copy of the SEJ if they wish. In order to opt out, follow the online instructions at www.eis.org.uk/news/opt-out.htm



Sudoku

Medium

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

Hard

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

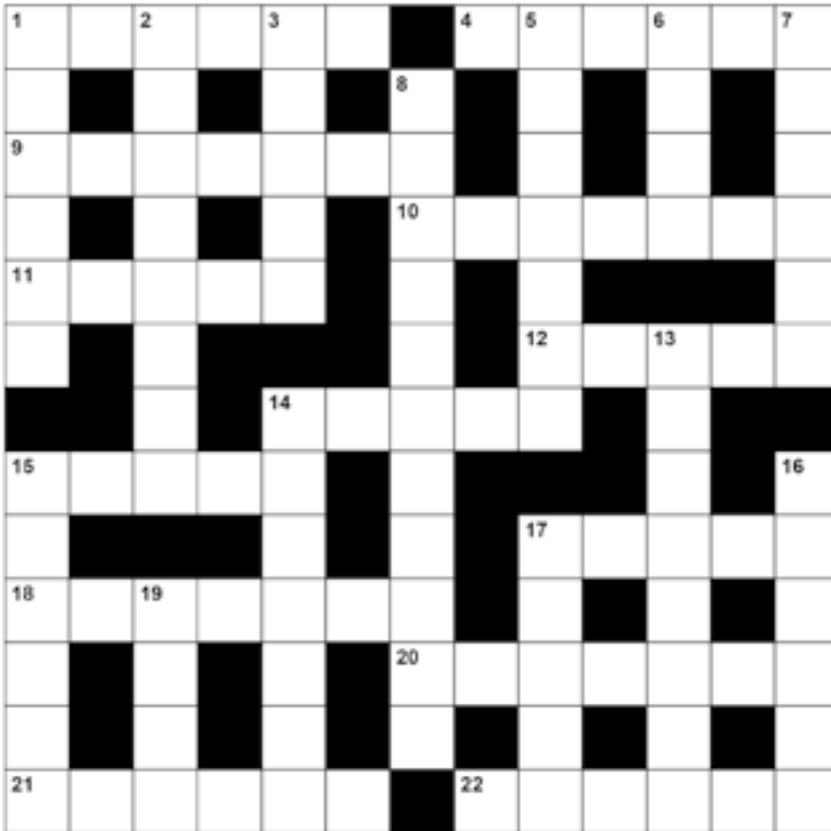
CROSSWORD 94

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Name _____

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



Across

- 1 - Give fellow stewed tea (6)
- 4 - God found in restaurant pitcher (6)
- 9 - US city almost too tired, curiously (7)
- 10 - Guilty dame has broken down (7)
- 11 - Important group of people embracing hard task (5)
- 12 - Part of supremo pessimist feels dejected (5)
- 14 - Heavy gas (fluorine) with temperature unknown (5)
- 15 - Clement extremely foolish when broadcast (5)
- 17 - Firm mammal oddly a butterfly? (5)
- 18 - Retrieving without fine print (7)
- 20 - A French doctor found after hospital notes number (7)
- 21 - Green card game? (6)
- 22 - Donkey film about new agreement (6)

Down

- 1 - Take off from French passage (6)
- 2 - Subject noun logical, but not right (8)
- 3 - English harbour backwards motif (5)
- 5 - Freakish calm about male before unknown magical transformation (7)
- 6 - Half the alphabet is an extremely small thing (4)
- 7 - Former duos outlandish evacuation (6)
- 8 - Scrambled eggs that are about 60% fried resulting in nervousness (5,6)
- 13 - Let me rap badly - a common tropical sight? (4,4)
- 14 - US soldier after hot year primarily exfoliating, now espousing cleanliness (7)
- 15 - Rent her cab out (6)
- 16 - Gangster music group with sex appeal (6)
- 17 - Hits kayaks without love (5)
- 19 - Stylish volume found around Hello! (4)

Crossword 93 Answers





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