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SEJ



Time to shine - Festive
shows bringing school
communities together
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'Tis the Season

This edition of the SEJ arrives as schools and nurseries across Scotland are making final preparations for the winter break. For many, this will include the annual tradition of the Nativity play, festive show or school pantomime.

These are important events for pupils, teachers, family and friends in communities across Scotland. The experience of working together - with different classes, nursery and primary children, or even whole schools collaborating - provides young people with a great sense of achievement as they strive towards a common goal.

Teachers across the school are vital to the effort, putting in an incredible amount of work to ensure that everything goes right on the day. The support of the Instrumental Music Service is also frequently called upon at this time of year, with IMTs doing all that they can to assist young people with instrumental music and song.

The wider community is involved too - including parents, carers, wider family and friends offering their support in providing costumes, building sets and helping the star performers to remember and rehearse their lines.

For the majority of schools, particularly nursery and primary schools, the story of the Nativity will be central to most performances. Others will adopt a more diverse message, sometimes drawing from a variety of festivals, to celebrate the season. Elsewhere, especially in the upper years of primary and in secondary, an end of year show or a Pantomime are the chosen events.

As we explore in the article on pp8-9 of this SEJ, the celebration of Christmas and the message of hope remain central to the work of many schools at this time of year. However, schools also take great care to be cognisant of the diverse nature of the pupils and families within their community

and to respect the diversity of views that they may hold.

At a time where there is much external noise, at a political level, which could lead to people from minority backgrounds feeling marginalised, it is important that we do all that we can to provide an inclusive, welcoming and nurturing environment for all the young people in our school communities.

Review of School Governance

The Scottish Government's consultation on the review of School Governance closes at the start of the New Year. This is a major review, which is taking a particularly wide-ranging look at all aspects of the delivery of Scottish education. Although this is the first stage in what we anticipate will be a lengthy review process, it is important that as many teachers as possible respond to the consultation before the deadline.

The EIS has compiled and submitted a comprehensive response to the Review. More information on our response is included in the article on pp12-13 of this SEJ, and you can read the full document on the EIS website. The Governance Review may potentially have a major impact for the delivery of education in schools across Scotland, with significant implications for teachers and pupils. If you have not already done so, please take the time to look at the consultation and make your views known.

Season's Greetings from the SEJ

The SEJ team would like to wish all our readers best wishes for the festive season, and a very Happy New Year. Whatever you choose to do over the holiday period, we hope that you have an enjoyable and relaxing break.

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EIS Council News...

COUNCIL AGREES GOVERNANCE REVIEW RESPONSE & EIS APPROACH TO TEACHERS' PAY CLAIM

In its final meeting of the year, Council dealt with several major pieces of work including the EIS response to the Scottish Government's Review of Education Governance and agreed the approach to be taken in negotiations on the teachers' pay claim for 2017-2018. Council also agreed the final wording of an EIS advice paper relating to the government Prevent Duty and associated training.

Teachers' Pay Claim Strategy Approved

Salaries Convener Tom Tracey told Council that the Committee had, following lengthy discussions, agreed the strategy to be adopted in relation to the 2017-2018 teachers' pay claim. The EIS position was set to be presented to the Teachers' Panel of the Scottish Negotiating Committee for Teachers (SNCT) during the second week of December and, if adopted, to then be formally submitted to the full SNCT.

Mr Tracey told Council that the claim would be narrative, and that a number of associated campaigning issues would be raised with the Executive Committee for action.

The pay claim is a comprehensive document which runs to nine A4 pages and touches on factors such as the background to the claim, governance and collective bargaining, the value of the 2001 Pay

Award (the 21st century agreement), OECD evidence on teacher pay, the recruitment and retention of teachers, the graduate job market, the economic outlook, the Scottish rate of income tax and other relevant issues.

The key points that the EIS will pursue in the pay negotiations will include:

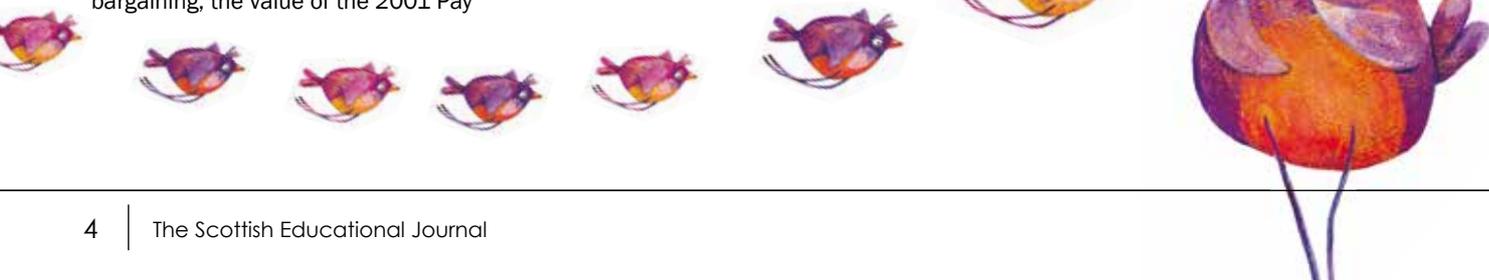
- To reference the shortfall in teachers' salaries from the value of the final element of the 21st Century Agreement, and to set out a strategy to address this
- To emphasise the importance of an acceptable top point of the main grade scale in the retention and recruitment of teachers
- To restore the pay and working hours of short-term supply teachers to the level of other teachers
- To bring class contact time into line with OECD figures and to pursue a reduction in class sizes to control workload
- To pursue a national staffing standard and the protection of teacher numbers
- To consider the issue of masters' level pay to support masters' level qualifications.

Executive Report

Vice President Nicola Fisher, delivering the report of the Executive Committee, told Council that the EIS response to the Governance review had been completed, overseen by the Strategy Committee and with appropriate input from the Education, Equality, Salaries and Employment Relations Committees.

A number of textual amendments to the final submission, proposed by Sonia Kordiak (Midlothian), were accepted by Council and incorporated into the response to be submitted to the Scottish Government. Further information on the EIS response is included in the feature on pp12-13 of this SEJ, and a copy of the full response can be accessed via www.eis.org.uk

Responding to a question from David Farmer (Fife), Ms Fisher said that as many members as possible – through school branches, Local Associations or as individuals – should make their own responses to the Governance Review, referring to the EIS response for guidance on key issues.



EIS Representatives' Training Courses 2017

Edinburgh

26th-27th January (module 1)

23rd-24th March (module 2)

Aberdeen

9th-10th March (module 1)

11th-12th May (module 2)



To register for this training please contact your Local Association Secretary.

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

Retirals

Ms Fisher told Council that three long-serving EIS employees would be retiring in the near future. Paying tribute to the three employees – Assistant Secretary Drew Morrice, Glasgow-based Area Officer Frank Healy and Dundee-based Area Officer Karen Barclay – Ms Fisher said, “Drew, Frank and Karen have made an enormous contribution to the work of the EIS and the welfare of its members, and we wish them well in their retirement.” Ms Fisher also advised Council that the recruitment process for all three posts was underway. See article on pp20-21 for a focus on retiring Assistant Secretary Drew Morrice, who has a 42 year association with the EIS.

Prevent Duty

Ms Fisher outlined the EIS Guidance on the Prevent Duty, which was approved by Council once a number of textual amendments proposed by Donny Gluckstein (EIS-FELA) and Penny Gower (EIS-FELA) had been accepted.

The Guidance is designed to advise members of the background to EIS opposition to mandatory Prevent training and of the implications of the Prevent Duty for schools, colleges and universities. The Guidance also provides advice to members on what action to take when faced with Prevent Duty related issues.

The new Guidance document is being distributed to EIS Representatives in all schools, colleges and universities and is also available on the EIS website

www.eis.org.uk

Education Committee

Convener Susan Quinn updated Council on a range of issues, including the EIS submissions to the Reviews of Performance of the SQA and Education Scotland which had subsequently prompted significant debate at the Scottish Parliament's Education Committee. Ms Quinn also highlighted a report summarising EIS work and advice to date relating to National Standardised Assessment, and gave further detail on advice related to the recent Education Scotland Statement on CfE and Benchmarks.

Equality Committee

Convener Bill Ramsay updated Council on the work of the Committee, including its response to the Scottish Government consultation on a Child Poverty Bill for Scotland. Mr Ramsay also reminded Council members of the importance of a strong turnout at the St Andrew's Day Anti-Racism March & Rally. See item on p9 of this SEJ for a report on this event.

Employment Relations Committee

Vice-Convener Alison Thornton provided an update on Benevolence and Legal Affairs issues, and noted that the EIS had secured settlements amounting to £358,389 on behalf of eight members. The Committee is continuing its work in relation to five AGM Resolutions, and is considering its response to a GTCs consultation on Fitness to Teach regulations, said Ms Thornton.

Motions

Two Motions relating to ASN were approved by Council. The first, moved by Alison Murphy (Edinburgh), called for the EIS to commission independent research into changes to and variations in learning support for pupils. The second, moved by Jayne Rowe (Glasgow) called on the SNCT to consider the needs of ASN pupils in any discussions on a national staffing standard.

Other Motions successfully proposed related to: the publication of details of candidates in all EIS elections (David Farmer, Fife); work placements, the living wage and zero hours contracts (Penny Gower, EIS-FELA); and a donation to Education International to support refugee children in camps (Andrew O'Halloran, Dumfries & Galloway).

EIS Council Elections 2017/2018

The EIS Council is the principal executive committee of the EIS. It meets around five times a year, usually in Edinburgh, and also at the AGM.

Nomination forms for members interested in standing for election to Council for 2017/2018 are available from your Local Association Secretary and from the EIS website www.eis.org.uk



NEWS...

EIS Welcomes Teacher Recruitment Drive, but warns against Shortcuts

The EIS has welcomed the Scottish Government announcement that it is to step up teacher recruitment and explore appropriate alternative pathways into the teaching profession. While welcoming the recruitment drive and the investment in teachers, the EIS has also warned that there can be no short-cuts if the high standards of Scotland's teaching profession are to be maintained. In particular, the EIS has serious concerns about proposals to potentially compress teacher education and probation from the present minimum of two years into a single year in the future.

Commenting on the proposals announced, EIS General Secretary Larry

Flanagan said, "The EIS is supportive of the drive to attract more graduates into the teaching profession, and welcomes much of the Scottish Government's thinking in this regard. Scotland does need more teachers, to help address the current shortages in certain subjects and in some parts of the country, as well as to ensure the creation of an adequate pool of supply teachers across the country. The proposals include many elements which are sound, where they are building on established good practice in teacher education and recruitment."

However, Mr Flanagan went on to warn, "Where the EIS would have serious concerns is over the suggestion that

postgraduate teacher education and the subsequent school-based induction period be compressed into a single year. A key strength of the Scottish system is an all-graduate teaching profession, coupled with a guaranteed induction year in a school to provide all new teachers with practical experience to complement their theoretical study. Our consistent view is that one-year of postgraduate training followed by a one-year induction period is the minimum period for any individual to become fully comfortable with both teaching theory and its practical application."

To suggest moving to a shortened fast-tracking route is inconsistent with the need to maintain and enhance the highest standards, may potentially undermine the role of Scotland's independent GTCS in upholding those standards, and runs the risk of opening the door to the type of discredited schemes that have blighted learning and teaching south of the border.

Road Safety within CfE



Road Safety Scotland have produced a range of free road safety learning resources for specific age groups from 3-18. All the resources link to CfE, incorporating experiences and outcomes in health and wellbeing; literacy and English; maths and numeracy, and many other subject areas. Further information can be found at www.roadsafetyscotland.org.uk

Scotland's Road Safety Framework to 2020, launched in 2009 and reviewed in 2015/16, sets out targets for a steady reduction in the number of people killed and injured on Scotland's roads. Despite the good news that these numbers are heading in the right direction, road accidents still represent one of the highest causes of accidental death to Scotland's young people.

The framework embraces the importance of a lifelong approach to learning and encourages joint working from partners, including schools, local authorities and Road Safety Officers.

EIS Writes to Scottish Colleges and Universities on Behalf of EU National Members

The EIS has written to all Scottish Colleges and Universities on behalf of its members who are EU nationals to seek to ensure that they receive an effective structured support as the UK moves towards Brexit.

In responding to the concerns of its members, the EIS is seeking specific actions from Scottish Colleges and Universities to support EU staff members and their families with both specialist employment law and immigration law advice.

The EIS has also asked institutions to

actively support EU staff and their families, should they wish to apply for an indefinite leave to remain or citizenship, and to give consideration to helping with these costs.

The EIS has also suggested that employers act collectively in obtaining and disseminating the best advice to staff.

General Secretary Larry Flanagan stated, "Many EU nationals moved with their families to work in Scotland's colleges and universities and they now feel that the rug has been pulled from under them.

Many of them fear that their status will

not be settled until Brexit is completed – and that they and their families may be used as bargaining chips in the Brexit negotiations.

It is only right that Scottish institutions as employers step into this vacuum and give their staff the support that they deserve.

Mr Flanagan added, "The EIS will provide support to members and pay close attention to the situation as it develops."

EIS Officials

With the retirement of Assistant Secretary (Employment Relations) Drew Morrice, there will be a number of changes to the Official structure within EIS HQ at Moray Place.

David Belsey former National Officer (Further and Higher Education) has been appointed as Assistant Secretary for the Organisation Department which includes acting as servicing official for the Executive Committee and Council, responsibility for political relations and the organisation of major EIS events such as the Annual General Meeting.



Louise Wilson, Assistant Secretary, who formerly had responsibility for the Organisation Department, will move to the Employment Relations Department. Louise's new responsibilities will include acting as servicing official for the Employment Relations and Salaries Committees and leading the support for members on employment and legal issues.



Andrea Bradley will continue in her current post as Assistant Secretary for Education and Equality. Andrea is the servicing official for the Education and Equality Committees, and will continue her wider role which includes responsibility for Professional Learning, and representing the EIS in discussions with national bodies such as Education Scotland, the SQA and the GTCS.



EIS Page Scholarship 2017/18

Application forms are now available for the 2017/2018 Page Scholarship to America being offered by the EIS in association with the English-Speaking Union.

Walter Hines Page (US Ambassador in London during the First World War) gave great encouragement to the founding of the English-Speaking Union in 1918.

The Scholarship is awarded annually to a teacher/lecturer in a Scottish school/college and is intended to promote the research and exchange of educational ideas in the field of communication between Britain and America. The successful Scholar travels to the USA to study a specific aspect of American

education which interests her/him and which is relevant to her/his own professional responsibilities.

The value of the EIS Page Scholarship is £2,400 which gives the Scholar the opportunity to travel widely in the USA. Throughout the tour, the Scholar is the guest of the American Branches of the English-Speaking Union.

Besides being an EIS member, applicants must also have taught for at least 5 years.

Requests for further details and application forms should be addressed to the

EIS Education Department at
46 Moray Place, Edinburgh, EH3 6BH



e-mail: imeechan@eis.org.uk

The closing date for submission of applications to the Education Department is 28 February 2017.



Peace on Earth & Goodwill to All

As pupils and teachers in schools and nurseries across Scotland make final preparations for their end of year shows – festive, faith-based or secular – they are working to bring the entire school and wider community together. Recent national and international political events have created the potential for increased ethnic and religious tension across the globe. While Scottish schools are not immune from the impact of these wider issues, they continue to work hard to ensure that they provide a welcoming and nurturing environment for young people from all backgrounds.

For many pupils in Scotland's schools, particularly young children in nursery and primary, the run up to winter break is dominated by preparation and rehearsals for the end-of-year show. For many schools, this is based on the traditional Nativity performance with prime roles for those selected to play Mary, Joseph, the Innkeeper and – of course – that extremely important donkey.

Other schools are now adopting a different approach, incorporating the

celebration of a variety of winter festivals – both religious and non-religious – or adopting a more general 'end of year' theme for their annual show.

There is no absolute as to how best to approach end of year performances and schools will decide the format for their own shows, including how best to engage and involve the entire school community. What is important is that there is an awareness of, and respect for, the diversity of beliefs within that community.

This is not, as is sometimes claimed, about so-called 'political correctness' or the marginalisation of the celebration of Christmas. The vast majority of schools will celebrate Christmas, and many will base their shows around the story of the Nativity, but are also careful to consider the needs of pupils of other faiths and those from families who do not follow any recognised religion.

The Chair of the Equalities and Human Rights Commission, David Isaac, recently argued, that it's a good idea to adopt a common-sense approach to Christmas which – while mindful of religious sensitivities – also doesn't go overboard and lead to over-analysis and the loss of the core festive message.

Recent events, including the often toxic debate surrounding both the recent UK Referendum on EU membership and elections in the US and in parts of Europe, have created an environment where it is more important than ever to reaffirm the inclusive nature of Scottish society in general and our schools in particular. We live in an increasingly diverse country with a growing number of children from a wide variety of backgrounds and faiths.

As the prominent Muslim commentator and Journalist Remona Aly, writing in the

Guardian, recently pointed out, "Christmas as we know it now already has a history of multiculturalism. The turkey itself was supposedly brought to the UK through trade with Native Americans. Decorating the Christmas tree is a German custom and was popularised here in the 19th century by Prince Albert. Gift-giving at the winter solstice was a Roman tradition. Stockings apparently came about through the Dutch tradition of hanging out their clogs for Sinterklaas – St Nicholas (who by the way was born in modern-day Turkey). And that's without mentioning that Jesus was a Middle Eastern Jew."

Multi-culturalism is so embedded in our society and our everyday lives that we often don't notice it, or think about it, but it is always there. Scotland has historically been a welcoming and inclusive society, and it is important that we continue to reflect this in our schools by celebrating the diversity of the people that make up our school communities, and campaigning to increase such diversity where it is lacking, for example in the notable under-representation of BME people in the teaching profession, which has been a campaigning priority for the EIS in recent years.

We can never be complacent about the worrying growth in xenophobia, racist incidents and faith-based discrimination that has blighted communities in many parts of the UK and further afield over the past year. Sharing messages of inclusivity and diversity, through shared experiences such as Nativity plays, festive concerts or end of year shows, remains an important means of bringing pupils of all backgrounds together.

As Remona Aly says, "Traditions bring people together and





strengthens us as a society. When Christian, Jewish, Sikh and agnostic friends marked Eid festivities at home with me earlier this year, it didn't mean they were confused, but that they wanted to acknowledge its importance to me. Sharing in the Shabbat rituals with Jewish friends or wishing Hindu friends a happy Diwali won't make me lose a sense of who I am, but enriches my own sense of faith and makes me appreciate the broad religious and cultural landscape of Britain."

In essence, the festive season is a time to show our compassion, celebrate our diversity, bring people together and enjoy the experience of spending time together with friends, family and everyone else that we care about. It is in this spirit that teachers and pupils, in schools and nurseries across the country, are working to ensure that their own festive events share messages of hope, peace and goodwill to all.



St Andrew's Day Anti-Racism March and Rally

Picture: Neil Anderson



The EIS was present in good voice and good spirits at the annual St Andrew's Day march and rally on Saturday 26 November in Glasgow. Members from across Scotland, and from every sector of education, gathered to say no to racism, to show their solidarity with refugees, and to defend communities and protect rights. EIS members also supported the Aberdeen anti-racist march organised by Aberdeen Trades Union Council, this year well attended by Syrian refugees who are newly arrived in Scotland, and with the theme "We Are Aberdeen."

It is a challenging time for those who find racism abhorrent. Recent debates around 'Brexit', the Presidential election in the United States, the ascendance of fascists in various European states including France, the rise in racially aggravated hate crime, the ongoing refugee crisis and the tone of political debate on immigration, race and nationality in the media all combine to make a toxic climate in which equality and

human rights are put greatly at risk. Black and minoritised ethnic communities are at the sharp end of this assault on equality.

The EIS is proud to support St Andrew's Day marches and to stand in solidarity with black workers across Scotland, and with refugees and asylum seekers. Whether racism affects you personally, or affects your colleagues, or the children and young people you teach, or the community you live and work in, we all need to work to make "No Racism" (the mantra of the Glasgow St Andrew's Day march) a reality in schools, colleges and universities across Scotland.

For more information about the ways in which the EIS supports anti-racist education, see www.eis.org.uk/Equality/Anti-racism.htm

For social media coverage of the events see [#STUCstandrew2016](https://twitter.com/STUCstandrew2016) on twitter or [#WeAreAberdeen](https://www.facebook.com/stucstandrew/); or www.facebook.com/stucstandrew/ where there are several photos of the day.



Talking Education

General Secretary Larry Flanagan recently sat down with Deputy First Minister John Swinney at the Scottish Parliament to talk about some of the key issues currently facing Scottish schools. Here, the SEJ provides an overview of their discussion.

John, you're now 6 months into post as Cabinet Secretary for Education; how do you feel it's going?

Well I think I've spent a lot of time listening, to gauge the mood of where Scottish Education is and to consider the challenges that we face, and fundamentally I think I've got a job of work to do, to simplify a lot of the approaches to education, so that we can concentrate on learning and teaching. Learning and teaching, to me, is the core of how we close the attainment gap. And strengthening the quality of that learning and teaching is central to that process. This morning, I was out opening two new primary schools in Midlothian, in areas of housing expansion. New communities being created and these schools have been established with really clean sheets of paper. You can see a lot of the values, the ethos of Scottish Education being applied to these clean sheets of paper and new approaches being taken as a consequence.

Your early messages around decluttering the curriculum and creating the focus on addressing workload were well received. We've been here before with previous ministers, however, and we haven't quite managed to turn the rhetoric into the practice. What do you think will make the difference this time around in terms of actually realising the objectives?

I've got to keep a sustained focus on preserving the opportunity for learning and teaching to thrive and that's what I've got to do on a constant basis. I can readily see how the congestion in education has been created, because new challenges have come along, the challenges have been addressed by putting in more guidance to try to help clarity, and ultimately, you don't remove lots of stuff. Well, I've put in fresh guidance but in the course of the next few weeks, thousands of pages of guidance are going to go. It will be removed from all the places where it clutters up the system, so that the teaching profession can actually concentrate on going to the clear identifiable sources of guidance and best practice. This has got to be something; I can't just say this will be done, tackling bureaucracy. I've got to constantly be revisiting that to ensure this is achieved.

The governance review is a very open review which is both challenging and reassuring in the sense that it is taking a comprehensive look at everything. What would you say in response to teachers who would have really welcomed a bit of stabilisation, to just get on with the job?

We've got to acknowledge that we've got to improve the performance of Scottish education. We've got an attainment gap in our education system that has got to be closed and I have got a political imperative to address that. So, we have got to get on with challenging how best we can undertake that, but there is a whole series of steps that are in place to make that happen. The questions asked in the

governance review are about how do we add value to that learning and teaching experience for young people? It's not about a predetermined solution. It is about how do we make sure that teaching experience and learning environment is as strong as it possibly can be?

Most teachers would cite the challenge of larger class sizes, reduced levels of additional support for children with additional needs, reduced support around English as an additional language and increased levels of poverty outside the school gate which create a challenging circumstance. There are things that some schools are doing well that others can learn from – but do you accept there is also a real challenge around resourcing of education, particularly in some of these additional needs areas?

We are directing resources into education to address that very challenging issue, because ultimately we've got an obligation under Getting it Right for Every Child to do what it says on the tin: to get it right for every child. We've got to make sure the teaching profession have got the resources and the ability to support those young people to fulfil their potential. So yes, we've taken steps to expand their resources, but I think I also accept that the challenge is not just about education. Because the issues of poverty that you raise, are strong and legitimate issues and the alignment of the public services to try and support children and families is an important part of what we are trying to do. We just brought together the Early Years collaborative and the raising attainment collaborative into one child focussed grouping

to try and share best practice amongst health professionals, educational psychologists, speech therapists, teachers, leaders in education to recognise that there is a combined set of efforts and interventions that are required to support young people. Particularly in the battle against poverty.

It's interesting if you look at Finland and its system, around 60-65% of pupils will receive additional support at some point in their career. The EIS has always been supportive of the principle of inclusion, but most members think it's been done without the adequate support resource being transferred to schools and perhaps the change to the funding arrangements will give schools some capacity?

Well these are some of the issues I think we have got to confront and we have got to address. What are the needs in schools and how can we make sure that we best satisfy those issues? We will consult on those questions as part of the funding formula approach in the Spring.

The Scottish Government has commenced with the National Improvement Framework and this will see the publication of the CfE levels within the report – but will you also be publishing the school by school results? There has always been deep concern amongst teachers around the potential misuse of data generally, fueling the idea of inappropriate target setting. How do we ensure this is actually about supporting students or is it about crunching numbers at a national level?



I understand the anxiety. From my perspective the whole purpose of this is about making sure that we have information at our collective disposal that helps us collectively to drive improvement in education. Now I suppose I have to live in the real world that, when it comes to information being out there, it won't stop somebody putting it into some form of analysis that I might not like the look of it – but what I want to do is publish information in the round that puts schools

and their levels of attainment into a proper and understandable context, that takes into account the context of the school's circumstances and the issues that pupils will be facing. From my perspective, and what I would reassure the profession in the country about, is the purpose of this is to inform us to then help with improvement. I think it is about having a mature discussion about these questions and what has to follow from that data. Yes, I am sure there will be a political debate around about it, but the purpose of this is to help us collectively between the Government, Local Authorities, Schools and the Profession to drive that improvement and performance and to address it where it needs to be addressed.



Scottish Government has quite clearly said that the introduction of standardised assessments at a national level would mean that Local Authorities could set aside the current hotch-potch of arrangements and I just wondered whether there was any commitment from COSLA around that yet?

Well it would be beyond me why a Local Authority would carry on with another form of assessment if a standardised assessment methodology was coming, but that would be back to our first question which is about 'are we all genuinely putting our shoulder to the wheel to reduce this?'

The SQA, and the new Qualifications, has been a major workload generator for the last few years. We have made some progress in relation to the Unit Assessments but there is still a lot of concern in Secondaries around the balance between the different qualifications, the fall back from Higher to National 5, the issues around National 4 and what exactly its perceived value is amongst pupils and externally, and also the big challenge around how you transition from S3 into the senior phase?

I acknowledge the fact that we have got work to do in this area but I think what we have done on National 5 and on Higher has been responsive to the concerns of the

profession and I am grateful to the way in which that has been crystallised by the EIS and put in front of us and we have addressed that. I'm sure your members will understand that we can't just flick a switch and make that happen in a day; this takes time and the SQA will need to get this right because we have to have a robust certification system that gives confidence. But it leaves some pretty big questions around the broad general education, the transition of the Senior Phase and the status of National 4 and what is the right route for young people in relation to National 5 or Higher and what should be the pace of that journey. I have not come to anything like final conclusions about these points and it would be taken by the Assessments National Qualifications Group. I think that one thing I am getting firmer in my mind about is that the broad general education has got to be more demanding. If there is a mountain to be climbed we have got to get base camp higher up the mountain by the end of broad general education. My initial thoughts are that if we make broad general education more demanding we will help to address some of these questions. But I am very keen to have a debate about the profession on these points because it affects the destination for some young people for whom academic achievement is not going to be central to them, and we need to be sure that they are well served.

I was reading through some old SEJs from the early 2000s when the education debate was taking place and what struck me was the way a lot of that debate was led by pedagogical voices. A lot of the debate at the moment is led by civil servants and political voices. Would that worry you, that there isn't enough pedagogical input in to the shaping of policy?

When I look at my communications I don't feel the absence of pedagogical input. Ultimately, as with in the early 2000s, I would be a crucial decision maker as the Education Secretary along with my colleagues. But I certainly, when fostering a debate which involves sufficient pedagogical input, I am keen to make sure that I benefit from that and that the debate on Scottish Education is informed by that.

And you obviously wanted to say that the EIS would be a clear pedagogical voice?

Of course!

Achieving Excellence and Equity in Education?

The EIS responds to the Governance Review

The Scottish Government's Governance Review is a very open consultation. The EIS is strongly of the view that this should be stage one in a process which allows for more detailed dialogue on future specific proposals. Here, the SEJ takes a look at some of the main issues addressed in the EIS response to the Governance Review.

What is in the Review?

The Governance Review is all encompassing in its scope, covering as it does every aspect of the current delivery and governance arrangements. The comprehensive nature of the review is sensible as the key elements and organisations within Scottish education interact with each other to create the totality of our service but again the very scale of the consultation presents some challenges. The EIS would express caution about the capacity of schools, and the system generally, to cope with a possible pace and reach of change which might induce an unwelcome element of instability to service delivery.

It is essential that sufficient time is taken to make the correct decisions and to prepare for changes, rather than rushing to judgment and implementation simply to meet political rather than educational imperatives.

Current Governance of education

Following the establishment of a Scottish Parliament, the relationship between the Scottish Government and the Local Authorities in Scotland, as far as school education is concerned, was established in the Standards in Scotland's Schools Act 2000.

This has remained operational and largely uncontroversial ever since, with policy primarily lying with Scottish Government and service delivery lying with Local Authorities. More recently, particularly under the pressure of UK driven austerity measures, tensions have emerged not only in terms of resource debates but also in relation to policy implementation – the Scottish Government's commitment over the past 4 years to maintaining teacher numbers would be a case in point.

Tensions between national and local government have led some to question

whether the current model of delivery through Local Authorities is the best means of delivering education at a local level. It could be argued, however, that the checks and balances which exist between the different layers of government is an important aspect of a pluralist approach to democracy.

The EIS does not believe that it would be useful at this point to look at any significant restructuring of the basic relationship between the two arms of government; in fact, we would go further and state that it would be a significant distraction from the real needs of Scottish education to engage in such a process.

Accordingly, the EIS supports the current structure and division of responsibility within Scottish education. Scottish councils provide a mechanism for ensuring a level of local democratic accountability which, for us, remains an important principle as far as public service delivery is concerned.

The EIS welcomes the fact the Cabinet Secretary for Education has made public statements to the effect that it is not the intention of Scottish Government to pursue the removal of education from Local Authorities, and has ruled out any move towards the disastrous policies pursued south of the border in relation to academies and free schools.

The strengths of the system

The single greatest strength of the current arrangement lies in the partnership approach which characterises Scottish education. This is partly owing to the diversity of organisations which play a role in our system, including the professional associations, but is also a reflection of the consensus which has characterised educational development in Scotland and which has been strengthened in the era of the Scottish Parliament.

System-wide support for the principle of comprehensive education, for example, including from both arms of government, is firmly rooted in the Scottish outlook of education being a societal good. The social partnership approach of our education system has been fundamental to the development of the inclusive principles of CfE, the delivery of which is reflective of this strength.

It is worth remarking that any existing tension between Scottish and Local Government is largely predicated on resourcing challenges rather than fundamental policy differences.

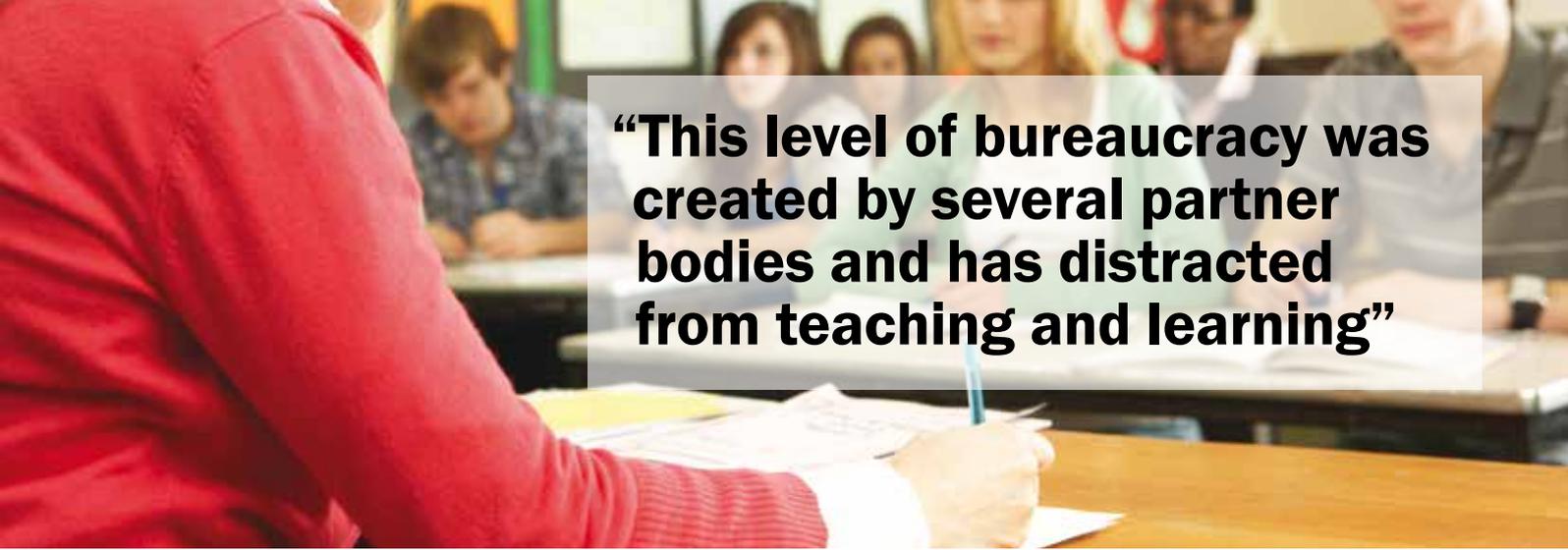
The governance of education through local authorities is well understood and Scotland had not been subject to a fragmentation of education delivery we see in England.

National negotiations

The EIS believes that the Scottish Negotiating Committee for Teachers (SNCT) is a key strength of the Scottish education system and should not be undermined by any changes in governance arrangements. The tripartite nature of the SNCT (involving the Scottish Government, COSLA and the Teaching Unions) has delivered a robust forum for discussion of pay and conditions and the body of policy papers issued from the SNCT provide a strong framework for operational guidance to the education system.

In 2001 the Tripartite Agreement entitled "A Teaching Profession for the 21st Century" was signed. The agreement introduced a significant alteration to the existing national pay and conditions of service of Scotland's teachers and established a framework which includes new negotiating machinery at national and local levels; the SNCT and LNCTs respectively.

It is the EIS position that the SNCT,



“This level of bureaucracy was created by several partner bodies and has distracted from teaching and learning”

national conditions of service for teachers and associated professionals and LNCTs should remain and that any changes to governance should not undermine their continuation.

If staffing issues and funding are devolved to school level, the impact on the education industrial relations environment would be significant and, in our view, would not contribute to either excellence or equity.

Barriers to achieving excellence and equity

The greatest barrier is and has been the imposition of austerity driven budgets and the underfunding of the Scottish education system over the past period. It is clear that in significant areas, such as pupil support and local pedagogical leadership, previous levels of provision have simply disappeared and this inevitably creates barriers for children's learning.

It might be argued, also, that the current governance arrangements were those which gave rise to the need for the “Tackling Bureaucracy” reports which highlighted layers of bureaucracy within the system. This level of bureaucracy was created by several partner bodies and has distracted from teaching and learning, thereby hampering the achievement of the goals set out.

The perceived need for teachers, and schools generally, to be accountable to too many layers of governance could be cited as an impediment to effective teaching and learning e.g. the duplication between Local authority quality assurance mechanism and those of HMIE, plus, now, Scottish Government through the NIF.

It is our view that the failure to reduce average class sizes has a significant detrimental impact on the achievement of equity and excellence for all.

Impact of potential changes to Governance

The EIS is wary of a rationale that suggests a change to Governance arrangements will necessarily have significant impact on equity of attainment.

The EIS has identified key areas for improvement which would help to reduce the attainment gap caused by poverty and inequality; for example, improvements that could be made to Early Years education.

An important CfE design principle was avoidance of the testing, targets and league-tables culture that characterised the previous 5-14 curriculum and, which international evidence shows, has the effect of compounding educational inequality.

At present, a component of the National Improvement Framework is national standardised assessment, included partly for the purposes of system performance measurement and accountability. The EIS has repeatedly cautioned against such a regressive policy measure, viewing it as counter-productive to Scottish education as it continues its progressive journey with CfE.

Genuine commitment to tackling inequality of outcome caused by socio-economic disadvantage, requires solid support for schools, and the necessary resources, as outlined previously in this submission. That means, at the very least:

- Enough teachers who have ongoing access to high quality CPD
- Teacher numbers increased to deliver smaller class sizes arranged on the basis of mixed ability
- Adequate specialist support for learners with additional support needs
- Adequate time for pupil support staff to attend to pupils' pastoral care needs

- Enough time for schools to plan and deliver approaches to enhance links between school and home
- Time for teachers to engage in professional reflection and collaboration on improving outcomes for children living in poverty
- The provision of classroom resources that facilitate learning that has creativity and learner collaboration at the core of it
- The alignment of policies within the National Improvement Framework needs to encompass the relationship between the requisite resource inputs to desired educational outcomes
- We believe that structural changes to Governance arrangements should not be rushed.

The Government seems to be using the OECD paper “Improving Schools in Scotland” for driving the school's governance agenda. The OECD expressly states that there are many models of governance and almost any can work: “There is no one right system of governance. In principle, nearly all governance structures can be successful in education under the right conditions.”

Within any proposal the EIS will be looking for democratic accountability and mechanisms which allow teachers, including Headteachers, to focus on teaching and learning and not to be overburdened or constrained by unnecessary bureaucracy.

The Scottish Government consultation closes on 6 January 2017. Individual responses can be submitted online via www.gov.scot/Topics/Education/thegovernancereview

You can read the full EIS submission online at www.eis.org.uk

The Gwen Mayor Trust



The Gwen Mayor Trust was established by the EIS in memory of Gwen Mayor, the primary 1 teacher at Dunblane Primary School who was killed alongside 16 of her pupils in the 1996 tragedy. The purpose of the Trust is to advance education by providing financial support for projects in connection with the arts, culture, music or sport. Gwen Mayor's daughter and a former colleague from Dunblane Primary School are among the Trustees to the Fund. All primary schools in Scotland are eligible for Gwen Mayor Trust Funding.

Here we look back at some school projects that benefited from Gwen Mayor Trust funding last year.

Eaglesham Primary

At Eaglesham Primary School, we were delighted to receive a grant from the Gwen Mayor Trust. Our application for a grant was based on suggestions collected and discussed by our Pupil Council and Sport Committee, who felt that children would benefit from a range of new and exciting playground equipment. The aim of this equipment was to get as many children as possible involved in fun and healthy activities and promote cooperative play. Our Primary 7 children are also developing their roles as responsible citizens as they are responsible for setting up and running a playground games area at lunchtimes throughout the week. This has proved to be extremely popular and we are grateful to the Gwen Mayor Trust for supporting us in our aim to include more children in active opportunities.

James Masters, Acting Principal Teacher



Glencoats Primary

Glencoats Primary was awarded funds from the Gwen Mayor Trust last year and were able to purchase a full class set of ukuleles which has made a huge difference to the teaching of music. The classes in the upper school from Primary 5 to Primary 7 are all now having the opportunity to develop their musical knowledge and skills in a fun and practical way.

We have a group of volunteer pupils who regularly give up their time and have taken on the responsibility of using the electronic tuner which was also purchased, to ensure that our ukuleles are always in tune and ready to play.

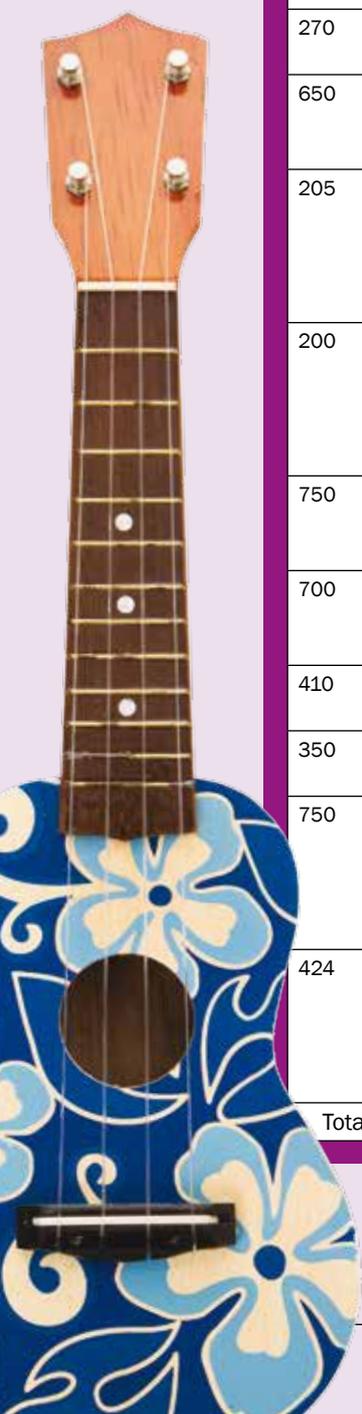
Hopefully in the near future we will be able to set up a lunchtime or after school club to allow a smaller group of pupils to further develop their skills.

Linda Lamberton, Class Teacher



The Gwen Mayor Trust recently announced its awards for 2016/17. Fifteen school projects from across Scotland have been successful with amounts ranging from £170 to £750 being awarded. A total of £6299 has been awarded from the Trust fund this year.

Amount (£)	Total Cost of Project (£)	School	Project
170	981.53	Thornhill Primary School Stirlingshire	To get all pupils to participate in designing, planning and producing murals to display in both the dining hall and outdoor classroom.
400	800	Langcraigs Primary School, Renfrewshire	To get pupils and interested parents and staff to participate fully in re-designing seven large display panels in the gym where pupils from neighbouring schools use the hall for sporting activities as part of their families first community project.
370	700	Ae Primary School, Ae Village, Dumfries and Galloway	To create a Sensory Garden, linked to their Annual Christmas Elf Hunt.
300	600	The Royal High Primary School, Edinburgh	To purchase Ukuleles and Music Books to enable more pupils to attend free after school lessons.
350	2,000	Denny Primary School, Denny	To provide funding for pupils attending a weekly after school Glee/ Choir Club.
270	520	St Bride's Primary and Nursery Class	This project will involve every child in the school creating their own design for a mural which symbolises a new start in their new school.
650	1500	Lorne Street Primary, Glasgow	To get pupils in 4 senior classes to make a large mosaic for the playground. This will help to develop children's skills in art and design as well as lifelong learning skills related to construction.
205	305	Carlibar Primary School, East Renfrewshire	Pupils will design/create art work and signs for the allotment and nature play areas in the playground (this project was decided on by the children following an audit of the school grounds, whereby children identified that they had no outdoor art and that they would like to have some.)
200	750	St Bride's RC Primary School, Cowdenbeath	To invest in the school playground by painting a mural of a stage on the playground wall, allowing children to perform in front of this installation through play, and to work with P7 pupils to create two murals which encapsulates their experience of school before moving on to secondary.
750	789.90	Dunblane Preschool Play Association, Dunblane	To create a mud/texture kitchen and water table in the garden to provide a well-designed and well-organised outdoor learning space where the children can experience themed craft and nature activities.
700	700	Keig School, Aberdeen- shire	To purchase dancing shoes, music CDs and Scottish Country Dance Books so younger pupils can join senior pupils at the Aberdeen Scottish Country Dance Festival for many years.
410	850	Tulliallan Primary School, Kincardine	To invest in sporting opportunities and develop badminton skills throughout the nursery and school.
350	750	Pitlochry High School, Pitlochry	To purchase a set of football goals to be used for core PE, Inter-house, Inter-school games and after school training.
750	750	Orchard Primary School, Wishaw	To fund a jewellery club to enable children to learn the skill of jewellery making - children will then sell their jewellery as part of a Christmas enterprise project which will encourage creativity and will increase skills in maths as the children will be involved in costing, pricing and profit and loss.
424	424	Westfield School, Fraserburgh	To purchase a drone to photograph the school playing field with a view to designing a rubberised road system to allow them to practise road safety and bikeability. As a 'special school' they feel that this equipment will allow pupils to produce a meaningful outcome whilst developing transferrable skills.
Total number of successful applications = 15			Total amount awarded = £6,299



SEJ Festive Quiz 2016



For your money matters

EIS Financial Services is an exclusive and valuable benefit of EIS Membership. A team of experienced Independent Financial Advisers are available to you at home, at work, over the phone or even on Skype to discuss and review your Pension, Investment or Insurance requirements. Call us now on **0141 332 8004** or email **enquiries@eisfs.co.uk** for more details, or to arrange a meeting.

Section 1	Section 2	Section 3	Section 4	Section 5
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10

Name.....Phone.....Email.....

Address.....Postcode.....

Send your completed entry form to:
QUIZ COMPETITION, SEJ, 46 Moray Place, Edinburgh EH3 6BH.

The winner will then receive a **£250 John Lewis voucher.**
All entries should be received by **FRIDAY 13 JANUARY 2017**

Employees of the EIS and their families are not eligible to win the competition. Editor's decision is final: No correspondence will be entered into regarding the correct answers or the selection of the winning entry.



Section 1: 2016 - Were you paying attention in the post-truth, post-fact world that was 2016? If so, congratulations. So here are some facts and events from the year to restore your sanity.

1. In January, the BBC reported on evidence, involving Northern Italian, Sicilian, and Russian betting syndicates, of alleged widespread match-fixing by "16 players who have ranked in the top 50" of which sport?

2. Which girl band, which split in 2002, reformed to release a single in February and the album "Red Flag" in April?

3. Who won The Masters Golf in Augusta in April?

4. The Duke and Duchess of Cambridge spent a busy 6 days on a royal tour of India and which other country in April 2016?

5. Who did London voters elect to succeed Boris Johnson as Mayor of London on the 5th of May?

6. On which date in June did voters in the United Kingdom go to the polls to vote in a referendum on whether the UK should leave the European Union?

7. In July, Andy Murray became Wimbledon champion for the second time with 3-0 win against which player in the All England Club Final?

8. Which film, based on Paula Hawkins' 2015 debut novel of the same name, premiered in London on 20 September 2016?

9. American TV star Meghan Markle, outed in October by the tabloids as a "new friend of Prince Harry", appears in which US legal drama series broadcast on Dave?

10. What species of animal escaped from his enclosure at London Zoo in October and drank five litres of blackcurrant squash before being returned to his den?

Section 2: The Quiz Show/Game Show Section

In all the years of "The Great EIS End of Year Quiz", there has never been a quiz section on Quiz Shows or Game Shows. Until now.

1. What is the monetary amount of the maximum jackpot prize in the ITV quiz game Tipping Point presented by Ben Shephard?

2. Who has made over 3,000 appearances on Countdown on Channel 4 since her debut in 1992?

Quiz by Tantalus

3. In December 2016, David Walliams will host a Christmas Special of which comedy game show that has also been hosted by Terry Wogan and Les Dawson?
4. Who was the original ITV presenter and host of The Price is Right first broadcast in 1984?
5. After more than 180 episodes, Stephen Fry announced his retirement from QI halfway through the alphabet. Who replaced him as the presenter of the show?
6. Which quiz show from the 1980s and 1990s ended the show by informing losing contestants "This is what you could've won"?
7. Broadcast in the UK from 1998 until 2014, which quiz show featured fastest finger first?
8. What is the name of the current TV game show which is presented by a former Brentford footballer and Coronation Street actor who subsequently succeeded Nicky Campbell as host of Wheel of Fortune?
9. Which British television presenter and author is best known for being the original quizmaster on University Challenge?
10. Who is the host and quizmaster on 8 out of 10 Cats does Countdown?

Section 3: Food and Drink

1. If you were drinking a wine from the Stellenbosch region, which country would it be from?
2. Commercially produced dry pasta, or pasta secca, is made almost exclusively from what type of wheat?
3. A Bellini cocktail is a mixture of peach purée and which alcoholic drink?
4. Which of the following is not a type of rice?
 - (a) Basmati (b) Orzo
 - (c) Glutinous (d) Jasmine
5. What nationality is the lager giant Grolsch?
6. What type of bean is used to make baked beans?
7. What is the main ingredient in the dish Dhal?
8. What MacDonald's item is known as Le Royale in France? Clue: The answer was given in Pulp Fiction.
9. Which is the hottest pepper from the following list?
 - (b) Tabasco Pepper (b) Jalapeño Pepper
 - (d) Scotch Bonnet (d) Cayenne Pepper
10. Calvados, an apple brandy, is almost exclusively produced in which region of France?

Section 4: The Lyrics Round

What more is there to say? It's the Lyrics Round! Simply identify the artist and the song containing the following lyrics. Where "cover versions" have been identified, marks will be awarded for either the original artist or the cover artist. Let the round commence!

1. "They took all the trees and put 'em in a tree museum
And they charged the people a dollar and a half to seem 'em."
2. "I'm on a journey for the inspiration
To anywhere and there ain't no salvation."
3. "I'm in California dreaming about who we used to be
When we were younger and free."
4. "I don't know what to do and I'm always in the dark
We're living in a powder keg and giving off sparks"
5. "Tired of TV, I open the window and I gaze into the night
But there's nothing there to see no one in sight"
6. "You walked into the party
Like you were walking on a yacht"
7. "Deep down Louisiana close to New Orleans,
Way back up in the woods among the evergreens"
8. "You must understand
That the touch of your hand
Makes my pulse react"

9. "Get your motor runnin'
Head out on the highway
Lookin' for adventure
And whatever comes our way"
10. "We're just two lost souls swimming in a fish bowl,
Year after year.
Running over the same old ground.
What have we found? The same old fears."

Section 5: And finally

1. Which sport features in the 1989 film 'Field of Dreams' starring Kevin Costner, James Earl Jones and Burt Lancaster?
2. A train is travelling (slowly) from Glasgow Queen Street to Edinburgh Waverley. It departs 25 minutes late; is over-crowded and has no trolley service. At its first stop, Falkirk High, 39 passengers get off and 34 peevish passengers get on. The train now has 147 passengers. How many passengers started this journey at Glasgow Queen Street?
3. Which river connects the cities Cologne, Basel and Strasbourg?
4. Said to be the world's tallest moving observation tower, the 'i360', a vertical pier, opened in August 2016 in which British city?
5. Which city in the north of Italy is capital of the Lombardy region?
6. What is the Roman numeral for 500?
7. The letters in "A Periodical Donor" can be reorganised to spell the name of which famous Hollywood actor?
8. At 49.7 miles in length, which motorway runs from London to Cambridge?
9. At the time of writing in November 2016, name the only presenter of The Great British Bake Off who has agreed to join the next series when it moves to Channel 4 in 2017?
10. On which Scottish isle would you find Goat Fell?



Closing the Achievement Gap is in Everyone's Interest



Brian Boyd was formerly a headteacher of two secondary schools and Professor of Education at the University of Strathclyde.

The EIS recently arranged a national Conference entitled “Leading from the Middle, Closing the Gap” for Headteacher and Depute members, where they discussed issues such as tackling the attainment gap, Early Years education and the introduction of the National Improvement Framework.

One of a panel of major keynote speakers was Brian Boyd, Emeritus Professor of Education, University of Strathclyde. Here, he shares his view on the importance of tackling the attainment gap – for the benefit of learners and wider society.

The Scottish Government is to be applauded for its commitment to closing the gap in educational achievement. That poverty is still the greatest indicator of underachievement is a national disgrace and it blights the otherwise high reputation of our education system. However, the problem is a long-standing one; international research identified the link between poverty and underachievement in US schools in the 1960s and successive studies have reinforced the link. Nevertheless, while the problem is complex and multi-faceted, it is not unsurmountable...if there is political will and a long-term commitment.

Every country has its own, unique contexts – political, cultural, historical, legal and educational – which mean that while we can learn from other countries, it is simplistic to think we can just cherry-pick their best bits and graft them on to our existing system. It has been said that politicians use research in much the same way as drunks use lamp posts; more for support than for illumination. However, research is important, both national and international, if we are to have an evidence-based approach to closing the gap.

In Scotland, we have a long, and so far intractable, problem of inequality in our society. It manifests itself in

unemployment, poor health, inadequate housing and can be a severe drain on aspiration. If the education gap is to be closed, these inequalities must be tackled. However, that is not a counsel of despair; educational change can contribute to the solution and it can start now...but if these changes do not happen together, it is unlikely that the gap will narrow, never mind close.

I have recently been involved in an Erasmus project involving Early Years and primary schools in Spain, Friesland, Norway, Sweden, Finland and Scotland. There is no doubt in my mind that the quality of teaching in Scotland is as good as anywhere, and better than most. But, in the Nordic countries in particular, the relative lack of a poverty gap and the high staffing levels of nurseries and schools, are at the heart of their success. The conclusions I draw from this experience are that investment in personnel – teachers and support staff – is crucial if we are to close the gap; International cooperation can result in positive change; and a focus on creativity and collaborative learning are key to the development of successful learners,

confident individuals, effective contributors and responsible citizens.

Above all, we need a clear philosophy if we are to achieve sustainable improvement. A pick-and-mix approach will not do.

Finland, a country which went through its own recession in the 1970s, put its faith in education to deliver social change. It took radical steps – perhaps too radical for Scotland – and made a commitment to comprehensive education not merely as a system but as a philosophy. It sought, and achieved, the support of business which wanted schools to focus on creativity, problem-solving, collaborative learning as well as “the basics.” Unlike the current Westminster Government, it dispensed with selection of any kind – educational,

financial, social – and trusted its teachers enough not to require external inspection. And, it saw the family as a key player in the educational process.

It seems churlish to criticise the Scottish Government, given their commitment to close the gap but even at this early stage

“it is simplistic to think we can just cherry-pick their best bits and graft them on to our existing system”

in the process there are some troubling developments. National Standardised Testing, in my view is at best a distraction and at worst a retrograde step. It will lead, inevitably, to both teaching to the test and to the collation of league tables. Far better to distribute the eight millions of pounds it will cost to produce and administer these tests to schools to support the work they would like to do to support young people from disadvantaged areas. We do not need our children to become the most tested in Europe; what we need is more teachers and support staff to work with families, especially in Early Years education, to begin

“The conclusions I draw from this experience are that investment in personnel – teachers and support staff – is crucial if we are to close the gap”

closing the gap as quickly as possible.

Nor is giving money to individual school Headteachers likely to result in a coherent, national approach. My suggestion would be to make the “cluster” the unit to which funding should be devolved. In this way, the secondary, associated primary schools, nurseries and additional support needs schools would work together to deploy the funds in ways which put continuity, coherence and progression for all pupils at the heart of their learning.

We may be on the brink of a momentous period of change, as we appeared to be when Curriculum for Excellence was published in 2004. It attempted to set in motion an unprecedented programme of improvement spanning the age range 3 – 18, but, with the benefit of hindsight, insufficient regard was paid to how it would be implemented and, importantly, who would be responsible for implementation. In the event, it was sucked into the centre, new elements were added (such as Levels and Experiences and Outcomes) and the cold hand of bureaucracy tightened its grip on what promised to be a progressive policy.

Now we have a chance to re-focus. In the 1980s, the phrase “professional autonomy within guidelines” was coined. We need teachers and support staff who are trusted to take broad, national guidelines and, in their local school communities, working with parents, adapt them to meet the needs of the learners. We need less testing and more assessment and we need to have a clear focus on the learning and teaching process.

So, let’s build on these, allocate more resources to give children from areas of disadvantage additional support, and make a commitment, over at least two generations, to have stability and commit to a programme of evaluation and research to ensure that what we are doing is working.



In addition to being Scotland’s largest teaching union, the EIS also represents more promoted teachers, including Headteachers and Deputies, than any other union in Scotland. The EIS has an active network for Headteachers and Deputies, offering a forum for discussion and to facilitate specialist advice and assistance for this group of members.

A Man for all Seasons

EIS Assistant Secretary Drew Morrice will retire at the end of the year, marking the end of his 42 year involvement in the EIS. Initially an EIS school Rep and active at local and then regional level, Drew became a local President and later Local Association Secretary before being appointed to the full-time post of EIS Assistant Secretary in 2003. Since then, Drew has led the Employment Relations department at EIS HQ, acting as the servicing official to the Salaries and Employment Relations committees, while offering specialist advice to individual members on legal and employment-related issues. Here, the SEJ takes a look back at Drew's long and varied EIS career and speaks to some of the members who have benefitted from his dedicated support, knowledge and experience over the years.



Alexander Andrew Morrice (also known as Drew) joined the EIS as a member in 1974.

He taught History at Wishaw High School and was later promoted to PT Guidance. When Wishaw High School and Garrion Academy merged, it became known as Clyde Valley High School. Drew continued to be PT Guidance, in charge of Curran House, at the new school.

At local level, he was a member of the Lanarkshire County Committee from 1983-1985 and the Executive from 1984-93. He was Vice-President of the Local Association in 1985-86 and President in 1986-87. In 1996 he was elected Secretary of North Lanarkshire Local Association. He did this job on a part-time basis and still taught in school.

At national level, Drew first became an AGM delegate in 1983. He served on Council from 1985-95 and was a member of the Education Committee from 1988 – 1993 and the Salaries Committee from 1992-1995.

Drew was appointed Assistant Secretary for the EIS Employment Relations Department in October 2003. He also served as the teachers' side secretary of the SNCT.

Upon his appointment, he decided not to move to Edinburgh but instead to undertake a daily commute from his home in Lanark. Since Drew did not drive, this journey involved 2 train journeys each way and/or several permutations of trains involving amongst other places, Lanark, Carluke, Carstairs, Motherwell and Haymarket.

Since 2003, Drew has also represented Scottish teachers and associated professionals in a wide number of fora, including the Teachers' Workforce Planning group, the Educational Psychologists' Workforce Planning Group, the

Management Advisory Group to the SPPA, the Teachers' Pension Scheme Review Group. He has also served as a member of the Scottish Teachers' Pensions Advisory Board and sits on the Scheme Eligibility Group. He is highly respected in the field of employment law and regularly sits on Mock Tribunals as the lay trade union representative.

Drew's career – in notes, quotes and anecdotes

"I well remember Drew talking about members calling his house at all hours late at night and I know he always took time to speak to them. Drew served many Local Area Presidents in his time as Secretary of the LA and each one of them valued greatly his help and support during their term of office."

"Despite his position as EIS Rep, Drew was always able to maintain good working relations with all of his Headteachers. All of them found Drew to be courteous and professional in his dealings with them, while at the same time standing up for the rights of his members."

"Despite his heavy EIS commitments over the years, Drew did not neglect his duties as a History teacher and a Guidance teacher. Relevant work was always provided for his History classes (much to the delight of 'please take' teachers') and he worked tirelessly as a Guidance Teacher, organising House trips, House games nights and participating fully in the Wiston week, a lodge near Biggar where S1 pupils would take part in such things as orienteering, hill walking, farm visits, archery all organised by school staff."

"Latterly at Clyde Valley, Drew was in charge of S5/6 Social Education and

the courses he compiled for them were sometimes ahead of their time. Topics such as Equality Issues, Citizenship and Health were covered (they weren't invented for CFE)!"

"At Wiston Drew particularly enjoyed hillwalking. Even there his pastoral care qualities were much in evidence. On one occasion after hours on the hills, Drew brought up the rear at the end of the walk with a small boy perched on his shoulders."

"Drew was also a successful football coach and manager, his under 12 team being the last football team to win a trophy when they won the Lanark Challenge Cup in 1983."

"One thing that used to astound many of us is that Drew has never learned to drive and travelled the length and breadth of Lanarkshire by public transport! He visited members in schools after the school day, sometimes in the depths of winter, and was rarely late! He gave up much of his own time for travelling but this was greatly appreciated by the many members he helped."

Compiled by Aileen Barrie, North Lanarkshire LA, with assistance from colleagues who worked with Drew as a teacher in the Wishaw High days and at Clyde Valley.

"When I first joined Council in the late 1980s most debates seemed to be moved by Norrie Bissell, seconded by Drew Morrice, attacking/opposing/amending whatever the union's leadership was proposing to do. Whatever became of those two?"

"Later, when Drew became the Strathclyde Regional Executive Secretary I couldn't, as a Local Association Secretary, have had better support."



“When I was EIS Salaries Convener, I saw at first hand the most hard-working and conscientious official the union and its membership could ever wish for. No task was too much. The preparation and attention to detail second to none, - whether it was salaries and conditions for all the members or case work for an individual, it was all the same to Drew, only his best would do. Every teacher in Scotland owes him a vote of thanks for all that he did for us, without fear or favour, and sometimes at personal cost to himself.

“Finally, on a lighter note, has he been given a month to clear his desk? I never in all my years working with him saw it without piles of papers, or saw him without a laden briefcase. Without any disrespect to all the other staff at Moray Place, it will be a long time before we see his likes again. I never worked with a better person and throughout it all he managed to keep his dignity and sense of humour, even if he had to be a wee bit circumspect at times!”

Dougie Mackie, former EIS Salaries Convener and LA Secretary for Argyll & Bute.

“Drew is one of a kind. I was always impressed by his vast knowledge and his total commitment to supporting members, whether at a collective level - the teaching profession as a whole - or at a personal level, those unfortunate individuals who found themselves in difficulty of one sort or another.

“I only came to know him as Assistant Secretary when I became LA Secretary and later as a member of the Salaries and Employment Relations Committees. He was endlessly patient with the questions I asked and I used to wonder and admire his

endurance as he must have been asked the same questions 32 times over, day in and day out.

“There are many fabulous stories about Drew from the many people who have worked with him, and I know that he will be sorely missed.”

Mairi Raeburn, former South Ayrshire LA Secretary and Employment Relations Convener

“There is no doubt that the retirement of Drew will be felt by many within the EIS. I worked with him in a variety of situations and always found him to be somebody with the utmost integrity.

“In my latter period as Salaries Convener he was the serving official responsible for the workings of the Salaries Committee. He brought to that post an attention to detail of a very high order. Drew also had an ability to build relationships with officials within Cosla and the Scottish Government. There was no doubt that they had a great regard for him.

“What underpinned all of this was Drew’s commitment to improving the lot of Scottish teachers. He never lost sight of that.

“I would like to take this opportunity to thank him for his support and friendship over the years and to wish him all the best in his retirement.”

Malcolm Maciver, Falkirk LA and former EIS Salaries Convener

“Drew’s entire working life has seen a commitment to the principles of trade unionism and the fight for fairness and

justice. As a long serving official he combined his strong principles with a practical approach to finding solutions to problems. He was outstandingly committed and hard working and his calm and thoughtful approach was a real asset. I found him a reliable and loyal colleague. The EIS will greatly miss his knowledge, experience and wise counsel.”

Ronnie Smith, former EIS General Secretary

“Drew’s encyclopaedic knowledge when advising the committee gave us great confidence in the support we could give to our members. Thank you on behalf of the committee and all of the members who have benefitted from your assistance over the years.”

Alison Thornton, Vice-Convener of the Employment Relations Committee and Edinburgh LA Secretary

“When Drew said he was retiring, I immediately panicked as I have always handed all difficult questions to Drew. On behalf of all the Salaries Committee, I would like to thank Drew for all his invaluable support over the years.”

Tom Tracey, EIS Salaries Convener and Inverclyde LA Secretary

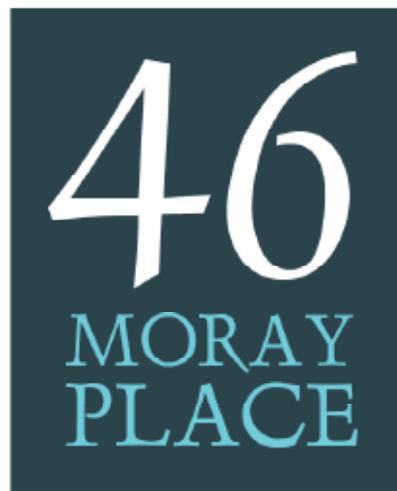
Training & Meeting Centre

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



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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

Challenging Times for ASN Teachers – “mainstreaming on the cheap”?

The EIS has an active Additional Support Needs (ASN) Network. The Network was established by the EIS to allow ASN teachers from all over Scotland to share experiences, discuss common difficulties and promote the work of ASN teachers in the wider educational community. The EIS values the work of ASN colleagues and, in this climate of budget cuts, will continue to promote and protect members with the full range of options open to it.

An important function of the EIS ASN Network is to advise Committees on ASN matters, which then shapes EIS policy. The Network currently has Representatives from 17 Local Associations, attending meetings at EIS Headquarters in Edinburgh approximately twice per year. The current Network Convener is Laurie Black, who is an Area Principal Teacher of Support and ASN for Oban, Lorn and the Isles. The Vice-Convener is Campbell Lloyd, from West Dunbartonshire.

The Network is keen to share its concerns about emerging issues in ASN with colleagues across the EIS, and to that end, National Officer (Education and Equality) Jenny Kemp interviewed members of the Network, about some of the issues under discussion at present.

What are the big challenges facing ASN teachers in Scotland just now?

Members have reported that the current climate is very challenging. Cuts to ASN teacher numbers have meant colleagues having high workloads and feeling unable to meet pupils' needs as they would wish to. There is also an under-valuing of ASN teachers' skills and experiences, and the Network has heard that ASN staff are often used as supply, especially as the cover crisis worsens.

Many ASN teachers report feeling under-valued or not fully supported by senior management, for example when violent incidents have occurred being told that “it's part of the job” and not fully supported to report and deal with pupils' aggressive and disruptive behaviour. We are starting to see ASN roles de-professionalised and assumptions made that this is work that any teacher can do.

Our daily work can be very rewarding, but it is also difficult and stressful. ASN teachers can experience violence and disruption from pupils, including being bitten, spat on, scratched and grabbed. Many colleagues report behaviour management concerns as their biggest difficulty, and tell the Network that they don't feel safe at work, but more worryingly, they don't feel they have a right to safety, which they absolutely do.

Can you describe the impact of the cuts to ASN provision?

Like the rest of the education sector, ASN teachers feel that the cuts to school budgets, and to teacher numbers (which despite protection for the past two years have declined quite significantly overall since 2007), are very problematic. Some Network members have described the current approach as “mainstreaming on the cheap.”

We are also seeing a lack of equipment and resources, which makes our day to day work more difficult. For example, many ASN staff have expressed their desire to partake in more professional development and training so that they can better meet pupils' needs; however, there isn't the funding to send them on these CPD courses or to cover the cost of supply staff.

We know of one colleague who works in a Grant Aided Special School (GASS) which has had its roll increase from 50 to 130 pupils, with further expansion expected, but where the staff resources are not in place to match this growth in pupil needs. In that school the proportion of pupils with autism has increased from 30% to 70% in the past six years. Pupils' needs are becoming more complex and more severe each year, but resources are not being allocated to take

account of that. We know that increasing class sizes is bad for learning and teaching but the classes keep growing.

Some schools no longer have any one to one support for pupils with ASN, or have no specialist services.

The cuts also mean that ASN teachers have busier workloads and less time to complete incident reports, which can mean under-reporting of violent incidents. Our Network has described a distinct correlation between the lack of staffing and the number of incidents.

ASN teachers are stressed and struggling due to the cuts and the inclusive educational environment we support is being stretched to the limit. Those who make these cuts should be aware of the damage they are causing. We hear that they want to ‘Get it Right for every Child’ but ASN Network members wonder how that is possible within austerity budgets.

What else has the network been discussing lately?

The Network has been discussing 2016 AGM resolutions on disruptive and aggressive behaviour, indiscipline problems, the consequences of the presumption of mainstreaming, family learning, closing the attainment gap, teacher shortages, and the reduction in educational psychological services. We are never short of things to discuss!

Members have recently raised concerns that the current debate about attainment in Scottish schools, which has had a focus on standardised assessments, has not taken account of the types of attainment that matter to pupils with additional needs, or even engaged with what attainment means in this context.



“Pupils’ needs are becoming more complex and more severe each year, but resources are not being allocated to take account of that”

Members’ reflections on what they get out of being involved:

“The ASN Network allows an exchange of practitioners’ experiences and shows the need to campaign for equality of pupils’ provision through a well-funded national service. The group can lobby to maintain the professional values of ASN specialism in education and combat cuts in service using credible evidence.”

Campbell Lloyd, West Dunbartonshire
ASN Network Vice-Convener

“I have always found [ASN Network meetings] very informative through the sharing of information; it’s reassuring to hear that other people experience similar challenges to yourself. Important too is the networking aspect with opportunities for links to be made with schools which have similar provisions and opportunities to share ideas for ways of working and resources.”

Kate Imlah, Moray
ASN Network Member

“Being a part of the ASN Network is incredibly valuable; it allows you to connect with other professionals within ASN, to share your experiences, share knowledge and give advice. You understand that you are part of something much bigger and hear about ASN staff that are doing fantastic work all over Scotland. I have met passionate and dedicated teachers who all share a common goal; to provide learning opportunities that meet ASN pupils’ needs.”

Laurie Black, Argyll and Bute
ASN Network Convener



Find out more

To find out more about the ASN Network, EIS members who work in ASN services should contact their local ASN Network Representative. A list of the current Reps along with their email address is available on the EIS website at www.eis.org.uk/Become_Active/ASNReps.htm.

If you have something that you would like to be raised at a meeting, you can advise your local ASN Network Representative who can bring this forward. For general queries about the Network please contact Joyce Baldwin in the Education Department (jbaldwin@eis.org.uk)

The EIS is keen to ensure that the experiences of ASN teachers from every part of Scotland are reflected in the network so if there is a vacancy for an ASN Network Rep in your area, why not get involved?

(*) Footnote: The SNCT Handbook (Part 2 Section 4) contains agreements around class sizes for children in special education, which we urge members to reference in local negotiations.

Notices

The SEJ was saddened to hear the news that three prominent former EIS members passed away in recent weeks.

Archibald (Archie) Armour was a long-time EIS activist, who was elected as national EIS President in 1976-1977. Mr Armour studied English at the University of Glasgow, before gaining his teaching qualification at Jordanhill College of Education.

He began his teaching career at his own alma mater, Camphill Secondary School, as a teacher of English and History. He later moved to Abercorn Secondary as Principal Teacher of English. From there he went on to Renfrew High (as Deputy Head) and then to Mount Secondary School as Headteacher. His final career move was a happy return to Camphill as Rector. He retired in 1995.

Prior to his teaching career, Archie served in the Territorial Army and then, with the start of the Second World War, he joined the Royal Signals Regiment. He later served in the Paratroop Regiment, and was part of the Airborne Division that fought at the Battle of Arnhem.

Archie was married to Margaret for 54 years, until she passed away in 1998. They had two children, Christine and John, four grandchildren and five great grandchildren.

Archie passed away peacefully on Tuesday 15th November aged 96 years.

- Courtesy of Marion Roy

Ronnie Alexander spent his entire teaching career in Dumbarton. He took up his first post in the all-boys St Patrick's High School in 1969. He became Principal Teacher of Modern Studies before moving to the amalgamated and co-educational Our Lady and St Patrick's High School 1991.

Ronnie was a committed trade unionist all of his life and a political activist who was part of the wider struggle for a fairer and a better world.

A member of the EIS throughout his career, Ronnie was actively involved in the mass campaigns of the 1970s and 1980s to improve teachers' pay and conditions. He held a number of offices in the EIS at local and national level and for five years was full-time Local Association Secretary in West Dunbartonshire before retiring in 2004. Ronnie's patience, tolerance and humour in supporting individual members did great credit to the EIS in the West of Scotland.

Ronnie is survived by his partner and soul-mate, Kathleen, also an EIS activist, and by his much-loved children and grandchildren.

- Courtesy of Danny Kane

Charlie Cassidy served his time at a shipyard on Clydeside. From there he joined the merchant navy for about five years before taking a job onshore at the Caterpillar plant in Lanarkshire. While there, he was first elected as a shop steward by his workmates. The experience never left him. He always remained convinced that the first responsibility of an elected trade union official is to represent the interests of the members.

He brought this experience and belief into the EIS when he began to teach in the colleges. For many years he was the elected Branch Secretary at Springburn (later North Glasgow) College.

His talents were not confined to his trade union activity, and he also had a remarkable sense of humour.

Charlie liked his football as a player as well as supporter, had the occasional flutter on the horses, and, perhaps surprisingly, enjoyed chess.

Yet, representing the interests of his members was always his main concern. His final funerary anthem was, appropriately, the Strawbs performing 'Part of the Union'.

- Courtesy of Joe Eyre

EIS Poverty Survey 2016

Continuing its campaigning work on the impact of poverty in education, the EIS Equality Committee is seeking the views of teachers on how children's experiences of poverty, exacerbated by austerity policies, continue to be evident in our schools.

Launched during Challenge Poverty Week in October, the new survey will provide up-to-date information on teachers' observations of the impact of low income on the educational achievements of children and young people of school age who are among the more than 200,000 children in Scotland whose lives are blighted by socio-economic inequality.

Commenting on the launch of the survey, EIS Equality Convener Bill Ramsay said, "The EIS is absolutely committed to taking all realistic, practical steps to reduce the impact of poverty on the young people in our classrooms. Members' views are key to helping us to do this. With this in mind, the Equality Committee would wish to make an appeal to all of our members in nurseries and schools to set some time aside to complete the survey and to feed into EIS policy in this important area."

General Secretary Larry Flanagan added, "Schools are part of society, and so are not immune from the problems of that wider society. This survey will assist the EIS campaign which aims to mitigate, as far as possible, the impact of low income on young people's educational experience."

FACE UP TO CHILD POVERTY

The survey, which runs until 23rd December, is open to teachers across Scotland and can be accessed via the EIS website at:

www.eis.org.uk/child_poverty/survey.htm

Members wishing to access paper copies of the survey please email Sonia at sleal@eis.org.uk

Recently updated EIS resources focusing on the impact of poverty in education can be accessed at: www.eis.org.uk/Campaigns/Child_poverty.htm

Sustain the Ambition

New Publication Highlights Importance Of Teachers In Early Years

The EIS and the Child's Curriculum Group have launched a follow-up publication to the survey report released earlier this year on the contribution of registered teachers in the Early Years sector.

The new 'Sustain the Ambition' booklet, echoes the original research report, funded by the EIS and independently conducted by the Child's Curriculum Group, in highlighting the unique and valuable role of qualified teachers in nursery.

The booklet highlights further, however, an alarming 39% reduction in the number of GTCS-registered teachers employed in Early Years over a ten year period, at the same time as free entitlement to early learning and childcare is increasing (with the aim of this rising to 1,140 hours per year by 2021).

This is contrasted with a 4% drop in child numbers, which gives a ratio of 1 teacher to 94 children at this critically important stage, and amidst the backdrop of the Scottish Government's intention to close the poverty-related attainment gap, with much of this endeavour focused on early education and childcare.

Commenting, Susan Quinn, Convener of the EIS Education Committee, said, 'The clear message of this booklet which has been designed to make the original research findings accessible to a wider audience, is that early exposure to a quality educational experience in the nursery setting brings a whole host of benefits to young children, many of which continue long-term.

"The booklet reinforces the conclusions of previous research that employing the skills and leadership of qualified teachers remains the best way to ensure a quality

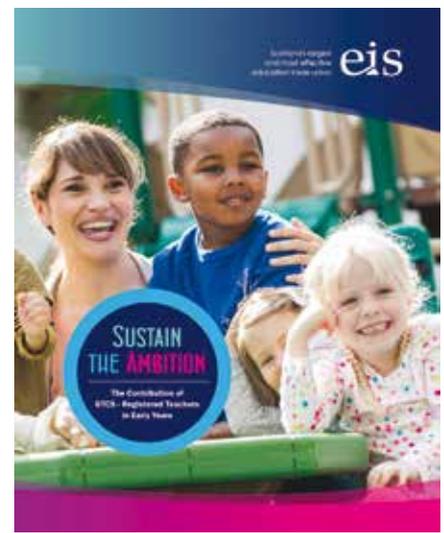
educational experience in all nursery settings."

Aline-Wendy Dunlop of the Child's Curriculum Group said, "Young children are a nation's future. Teachers play a unique role in the Scottish Government's ambition for Scotland to be the best place for children and young people to grow up.

"If this is to be so, GTCS-registered teachers' rich contribution must be made available to all children in early learning and childcare on a regular basis. If the aspirations of 'Building the Ambition' are to be realised, recognising the important contribution teachers make to closing the attainment gap, through curriculum, pedagogy, additional support needs, family engagement, transitions, mentoring and leadership, is essential."

Chris Miles of the Child's Curriculum Group added, "1400 teachers from preschool and early primary sectors chose to take part in 'Sustain the Ambition': the study launched today - their evidence combined with the Government's own statistics shows that children need teachers to be a growing part of the early learning and childcare workforce to ensure equity of opportunity for children."

Importantly, like the original research report, 'Sustain the Ambition' questions the varying commitment of councils across Scotland to the deployment of teachers in nurseries in spite of the evidence that nursery teachers make a positive difference to outcomes.



It is important that those involved in education delivery in all sectors are aware of the unique contribution of GTCS registered nursery teachers to the education of all of our children, and to delivering the early interventions that are essential in minimising the impact of poverty on children's educational outcomes both within Early Years and beyond.

The booklet launch comprised a twinning of events- at the EIS conference for Headteachers and Depute Headteachers held in Edinburgh, and then a visit by EIS and Child's Curriculum Group representatives to an East Renfrewshire nursery at Arthurlie Family Centre in Barrhead. East Renfrewshire is a local authority which has maintained a strong commitment to employing registered teachers in the nursery setting.

East Renfrewshire convener for education and equalities, Councillor Elaine Green, said: "We are matching our investment in school infrastructure and an increased provision of childcare from 570 to 600 hours with a major investment in training for our Early Years staff. Ensuring that our youngest children are taught by a highly qualified team of staff brings long-term benefits to their educational outcomes."



A pupil's perspective of N5 unit assessments

As a fifth year pupil attending a state secondary school, I would like to share with you my experience of sitting National 5 unit assessments. Last year I was fortunate enough to be given the opportunity to sit eight National 5 Exams and I was lucky enough to achieve an A pass in all of them. However, this also meant that I had to sit 26 unit assessments. As you know, this number can vary depending on which subjects you sit, what level you sit them at and how many subjects you are offered. I personally am very grateful for the fact that I got to take 8 subjects (even if it did mean that I had to sit loads of assessments) as it gave me a lot flexibility in terms of my choices and allowed me an opportunity to see what I was more interested in continuing with and thus focussing on the subjects I am interested in this year.

Sitting all 26 of those assessments did, however, have a serious impact on me outside of school; often, NABS would

all happen at the same time as I had to cover certain aspects of the course before I could sit them. This meant that suddenly I would be hit with the fact that I had anywhere between three and six different assessments in the same week, usually one right after another. This put both me, and everyone else in my year, under extreme pressure. We are encouraged to participate fully in the life of the school and pursue other interests outside it but often I was unable to attend those activities I have been doing for years, such as scouting, kayaking, and being a young leader with a cub group. It also meant that I had less time to spend with my friends and be involved in the school show. These are all things which are important to me and help to make me who I am and not being able to go along and attend these added to the pressure I experienced as I felt I had no outlet for relaxing. I had to choose between having a social life and having

the opportunity to sit my exams. It is a well known fact that having time to unwind as well as spending time outdoors and being involved in leisure activities makes a difference to young people's health and grades, but I felt my time to do that was restricted because I was worrying about passing unit assessments.

This year I am sitting five Highers and already the pressure is on. In the nine weeks since the start of this session I've already sat seven unit assessments and tests, all within a fortnight of each other. I'm under pressure to succeed and I'm worrying that if I make one mistake then I risk wasting this entire year. I'm glad that these assessments are being phased out as it means neither my brother nor my sister will have to go through what I have, but I can't help but wish it could have come just a little bit sooner.

Adam Losekoot, Cardross

Forty years as an EIS Rep

In 1974 I took a pay cut from my job at The Scotsman to lecture in FE, which is what I wanted to do. However, the first year teaching 35 hours a week nearly killed me, and I was used to manual work. I had helped lead an unofficial walkout at The Scotsman and jumped at the chance to stand for election as the EIS Branch Secretary at Esk Valley College, Midlothian. We fought nationally for wage increases and 'Blue Book' conditions with a limit of 24 hours teaching.

When the EIS affiliated to the TUC in 1977, it was my privilege to progress a grievance to the Director of Education, establishing the right of EIS Reps to TUC training, little knowing that I would spend the last two fantastic decades as a TUC tutor myself.

The mid-1990s' semi-privatisation of FE saw our employers walk away from national bargaining after seeking to drive down conditions. Then they came for the Reps. In 1996 I had the misfortune of being the first member in EIS history to be made compulsorily redundant. The union was derecognised, branch members had

been forced on to personal contracts, and were not confident enough to fight off the victimisation.

Prison education in Edinburgh was run by Stoke-on-Trent College and I was hired to teach prisoners, a job I loved. In 1996, I was also successful at an interview for a TUC tutor's job teaching Reps in Glasgow and then Falkirk. So I was back working in Scottish FE full time.

My TUC teaching continues. It's an ideal job for me and it was my privilege to be elected EIS Branch Secretary of Edinburgh College, where I now work. Listening to and learning from the members, working as a team with the branch committee, and holding regular half hour lunch time members' meetings is a vital part of EIS democratic processes. That's how we built for an all-out strike in 2014 which won a 22% wage increase and 8% reduction in workload for our colleagues at Jewel and Esk Valley, one of the colleges that merged to form Edinburgh College.

The 'Edinburgh model' of taking strike action till we won was adopted for this March's national FE pay strike,

a solid strike which achieved upward harmonisation of wages to over £40,000 for unpromoted lecturers (in stages over two years). Moreover, a whole new generation of EIS members has learned that if we stand together we can win.

FE has been a harsh climate to operate in as a Rep, but it produced steel-hardened plant bargainers. As lay members of the EIS-FELA executive, we lead the national negotiations and it's a fascinating process to be involved in.

I have always loved teaching, and wouldn't change a minute of the last forty years as a Rep. However, the incident that gave me the greatest joy was a mass meeting of our Edinburgh EIS branch last summer. Members voted unanimously to strike if a part-time temporary lecturers' hours were not reinstated. We knew that was the only way to save her job and we did just that. She then became a TUC trained Safety Rep and was elected as our branch EIS Equality Rep, having learned how powerful a trade union can be.

Penny Gower, Edinburgh



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Sudoku

Hard

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

Medium

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

Did you SPOT

the picture of the General Secretary in an earlier incarnation? Clue - Oh yes you did; Oh no you didn't! (see p9)

CROSSWORD 93

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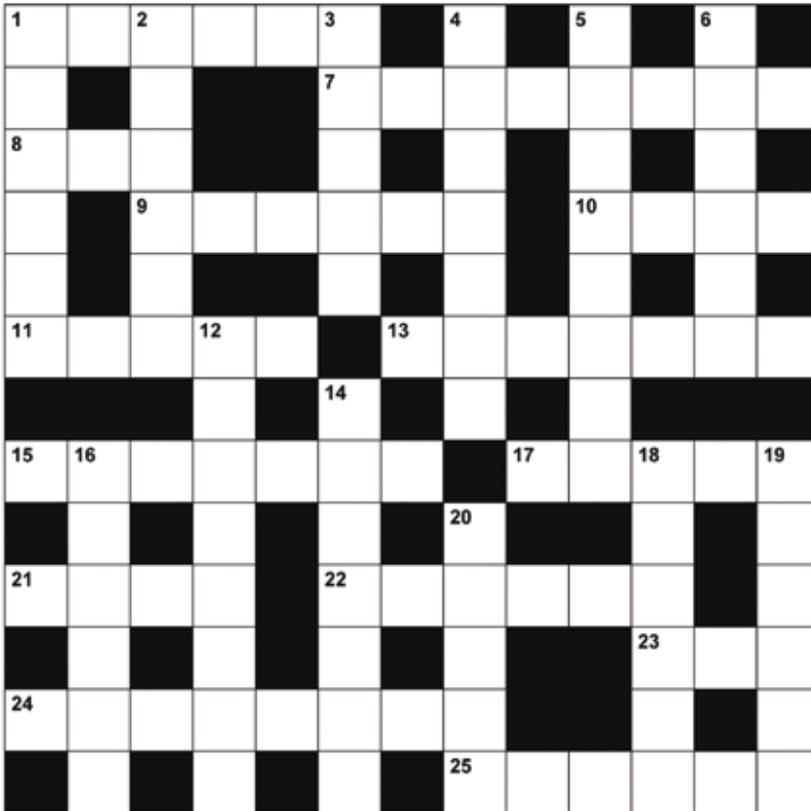
Address _____

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Send your completed entry to

**SEJ, 46 Moray Place, Edinburgh
EH3 6BH by Friday 13 January.**

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 - Gave a meal to, or a hat (6)
- 7 - Upper-class canapes stirred around pot (8)
- 8 - Primarily one has made measure of resistance (3)
- 9 - Colour fashionable, slight duck (6)
- 10 - Born, then died - that's a requirement (4)
- 11 - Notice a person's face (5)
- 13 - Nobleman, say, to fight music machine (7)
- 15 - Indian city is what a gambler short on money needs! (7)
- 17 - Move swiftly from a right argument (5)
- 21 - Spread about heartlessly and fret (4)
- 22 - Monster gores son horribly (6)
- 23 - Scots, oddly, appeal for help (3)
- 24 - Deceive the French after one Breton initially easily taken in (8)
- 25 - Sell a litre, roughly (6)

Down

- 1 - Play loudly then recoil unexpectedly, lacking energy (6)
- 2 - Spotted tile function with doctor going around 50% of inns (6)
- 3 - Out of bed as time is almost right (5)
- 4 - Gold to signal prompt (7)
- 5 - Strap that's expensive, say, for an animal (8)
- 6 - Shelter and look at first half of book (6)
- 12 - Plaster with two metals - that's an easy task! (8)
- 14 - Capital bloom moved around inside company (7)
- 16 - Peacekeepers regularly torture? That's false! (6)
- 18 - University saris somehow make a nation (6)
- 19 - Rat saw eel swimming (6)
- 20 - Job to shout about? (5)

Crossword 92 Answers



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