



A Good Start

**New independent
research highlights
value of teachers in
nursery education**

Page 12

.....
**Tackling Assessment
Workload / p8**

.....
NIF - Closing the gap? / p10

EIS-FELA

**Statutory Industrial
Action Ballots / p22**



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Big Issues Ahead for Scottish Education

As we look at the year ahead, it is clear that the period up until the summer will be a particularly busy and important time for Scottish education. With a Scottish Parliament election ahead in May, education has already emerged as the major issue on which the country's political parties will be battling over the next few months.

The EIS will be setting our own priorities and publishing our own Education Manifesto for the Scottish Parliament elections in near future, and we will be focusing on these in the next edition of the SEJ. We will also be launching our own wider election campaign, raising important questions for the political parties to answer and highlighting key education issues for voters to consider when deciding how to vote.

We do not have to look far to find major educational issues that require to be addressed. As this SEJ went to print, the EIS was about to launch a statutory industrial action ballot in the Further Education sector, in pursuit of a fair pay settlement and for the promises made to lecturers, under a return to national bargaining, to be delivered. The complexities of the current bargaining position in the FE sector have necessitated a number of different approaches to the balloting process, including a combination of a national ballot for some colleges and branch-specific ballots in others. However, no matter what the college, the message is the same – if you receive a ballot paper, vote Yes for industrial action in support of the EIS campaign for fair pay across Further Education.

A statutory industrial action ballot in the Secondary sector, related to excessive qualifications workload, has also been approved by EIS Executive and will be held if the newly-established Scottish Government Review Group, led by Learning Minister Alasdair Allan, fails to deliver a workable agreement on meaningful workload

reductions. The recent indicative ballot, held before the winter break, sent a very clear message that EIS members are prepared to take industrial action if this issue is not resolved. The Review Group, which was announced shortly after the EIS indicative ballot result, simply must deliver workload reductions if industrial action is to be averted.

The issue of tackling the attainment gap and, far more controversially, the introduction of a national system of standardised assessments in primary schools and in the 3rd year of Secondary schools, has been a hotly debated political issue in recent months. Of course, the EIS supports the aim of improving attainment and tackling the gap associated with poverty, but has never agreed that a national testing regime is the means to achieving this aim. The Scottish Government's plans for the National Improvement Framework (NIF) have much to commend them – but the proposals for national standardised testing will concern teachers across the country, and the EIS will continue to oppose anything that promotes teaching to the test and the creation of damaging league tables.

On our cover this month, we highlight another major issue for the campaign period – protecting nursery education and ensuring that all 3 and 4 year olds have access to a qualified nursery teacher. Early Years education and childcare is an area which has already seen some significant campaign skirmishes between the parties. For our part, the EIS will continue to focus on the importance of teachers in ensuring quality of provision. New independent research, commissioned by the EIS, has confirmed that teachers in the nursery sector are vital to young children's early educational experience. You can read more about this important piece of research on p12 of this SEJ.

Contents

4. Council News
6. News
8. Tackling Assessment Workload
10. Closing the Gap?
12. A Good Start
14. Teachers Report Increase in Hunger & Health Issues in Pupils
16. Refugees are Welcome Here
18. Be an EIS Rep
20. CPD News & Views
22. EIS FELA Statutory Industrial Action Ballots on Pay & Conditions
24. A Safe Place to Work?
26. Developing Teacher Leadership
27. Contacts
28. Insight Project
29. Classifieds
30. Crossword

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Council News...

Qualifications, Assessment and Industrial Action Ballots atop Council agenda

As EIS Council met in Edinburgh for the first time this year, a number of important issues remained high on the order of business – including the excessive workload associated with the new qualifications, the National Improvement Framework and standardised testing, and several important industrial action ballots.

First teacher strike in 30 years

Vice-President Margaret Smith updated Council members on the ongoing dispute in West Dunbartonshire, which had led to the first stand-alone strike action by Scottish teachers in 30 years. See related news piece on p6 for more information on the dispute.

Ms Smith told Council, “This was a very well supported day of strike action, with a really strong turnout at a packed rally on the day of the strike. Secondary members in West Dunbartonshire are now on a work-to-contract, and further days of strike action will be considered if no resolution is agreed.”



Margaret Smith
EIS Vice-President

Assessing the potential impact of NIF

Council members raised a number of concerns in relation to the final plans for the National Improvement Framework (NIF), announced earlier in January by the First Minister (see article on p10 for more information on the final NIF proposals).

In her report to Council, Education Convener Susan Quinn highlighted some of the elements to the NIF proposals that had been changed following the consultation process: “The original NIF proposals clearly had some elements that we were able to support, but we were very clear as to our view of the proposed return to a national system of standardised assessments. The final NIF document, which has now been published, has changed considerably based on feedback from members and the concerns raised by the EIS.”

Jayne Rowe (Glasgow) was concerned by the announcement that some assessment data, albeit not raw standardised test scores, would be published, and asked, “Will the publication of this data, as outlined in the NIF, not inevitably lead to the construction of league tables?”

Ms Quinn responded, “This remains a risk and is a cause for concern. We remain absolutely opposed to the construction of league tables. We should also remember that it is already possible for journalists to construct league tables, if they want to, based on the data collected by local authorities. However, should they choose to construct league tables based on

information obtained from NIF, they will at least be using data based on teachers’ professional judgement of pupil progress.”

Helen Connor (North Lanarkshire) said, “The NIF document is as clear as mud. Our interpretation of what it means may be very different from someone else’s interpretation – such as the Scottish Government’s or any local authority.”



Helen Connor

Ms Connor went on to ask a number of questions, relating to the voluntary/ compulsory nature of the tests, and on whether there was an expectation that entire cohorts of children will be tested.

Ms Quinn said, “There are some local authorities, now, that are already testing entire cohorts – sometimes every year and at every stage – using standardised tests. In these cases, the procedures outlined in NIF, would actually reduce assessment by standardised tests in those areas.”

She added, “Are the tests voluntary? There is nothing in the documents that states that they are mandatory. If local authorities opt not to use them, then that will be for the Scottish Government to challenge, if it chooses to. We will only really know if these tests are voluntary when an authority opts not to use them.”



Susan Smith

Primary Headteacher Susan Smith (Aberdeenshire) summed up the views of many when she said, “Standardised assessments can be useful when they are used diagnostically to support teachers’ professional judgement – it is the national testing that we must oppose. We need clear information out there, for both our members and for parents, highlighting all the things that national testing will not achieve.”

SQA Workload Concerns

Council discussed the result of the recent EIS indicative industrial action ballot, and the subsequent decision of the Scottish Government to establish a Review Group, led by the Learning Minister Alasdair Allan, to look at means of cutting qualifications-related workload (see article on p8).

While Council generally welcomed the news of the Review Group, Alison Murphy (Edinburgh) asked why the EIS was not moving immediately to a statutory industrial action ballot, following the very strong show of support for action in the indicative ballot.

Responding, Education Convener Susan Quinn said, "The Executive Committee took the decision to delay the move to a statutory ballot for several reasons, including the short timeframe the Review Group is working to and the feeling that going into the group while also balloting would not be entering the process in good faith. We have been very clear of the need for the group to deliver improvements before the next cohort starts work on qualifications, or the option of the statutory ballot remains very much alive."

Notice of Election: EIS Vice President 2016-17



Nicola Fisher



Alison Thornton

Two candidates have been nominated for the position of EIS Vice President for 2016-17, and an election is now being organised. All members will receive a ballot paper, ballot instructions and copies of the candidates' election statements in the near future.

The two candidates for the post of EIS Vice President are Nicola Fisher (Glasgow) and Alison Thornton (Edinburgh).

Nicola Fisher is a Primary teacher from Glasgow, a long-time EIS activist and a member of EIS Council. Ms Fisher is also a member of the EIS Executive Committee and is a frequent delegate to, and speaker at, the EIS Annual General Meeting.

Alison Thornton, a Secondary teacher, is the EIS Local Association Secretary for Edinburgh. Ms Thornton is a member of EIS Council and Executive, and serves on a number of EIS Committees including Employment Relations, Equality and the Emergency Committee where she is the current convener.

Council News Snips

- Vice-President Margaret Smith congratulated members at Glasgow Kelvin College for reaching a resolution in their recent dispute. "This was a significant win for the Branch," said Ms Smith
- Salaries Convener Tom Tracey updated Council on recent SNCT matters, and Assistant Secretary Drew Morrice provided additional information on the development of a national supply booking system – "Such a system would not solve supply issues on its own, but would help to improve the administration of the process. The wider difficulties related to supply will require to be addressed through workforce planning."
- Council resolved to support the Justice for Sheku Bayoh Campaign, following a successful Motion from Donny Gluckstein (EIS-FELA).



Donny Gluckstein

- Penny Gower (EIS-FELA) successfully raised a Motion relating to opposing Islamophobia and resisting the imposition of Prevent duties on teachers and lecturers. See focus on p16 for more on this Motion.

Secondary Teachers in West Dunbartonshire Strike

Secondary teachers in West Dunbartonshire went on strike in early January over restructuring plans which will:

- **Cut the number of Depute Headteacher posts**
- **Cut Principal teacher posts from subject departments**
- **And cut the number of pastoral care posts in each of the authority's Secondary schools.**

The EIS balloted its Secondary members in West Dunbartonshire on the council's proposals and 88% of those voting supported a move to industrial action.

Secondary teachers in West Dunbartonshire are making a stand

in opposition to cuts that will have a long-term damaging impact on education provision in all West Dunbartonshire Secondary schools.

This management 'restructuring' of Secondary schools is, in reality, a financially driven cut that will have serious implications for pupils and teachers in West Dunbartonshire.

The move to a so-called Faculty structure would result in a loss of specialist leadership in subject departments, and a diminution of the support available to teachers and pupils alike.

This would lead to an increase in the already severe workload of class teachers, and a loss of departmental leadership and support for pupils in areas such as

meeting SQA assessment requirements and preparation for external examinations.

Added to this, the Council's plans to cut Pastoral care posts would have a disproportionate negative impact on more vulnerable pupils and on those young people who require specialist additional support to make the most of their learning.

At the time of writing, the dispute is ongoing, and Secondary members in West Dunbartonshire are engaged in a continuing work-to-contract. Further days of strike action remain a possibility.

See the EIS website www.eis.org.uk for further updates on the dispute.





Members' Lounge



Reception

Improvements to EIS HQ Buildings

Following a major refurbishment project over an 18 month period, the EIS headquarters buildings in Edinburgh have been upgraded following a decision taken by the Finance Sub-Committee to allocate funding for this purpose. All three buildings are listed, which places significant restrictions and obligations on the Institute as the owner.

The refurbishment is the first major investment in the HQ buildings in almost three decades, and was designed to bring the buildings up to standard in order to ensure an appropriate working environment for EIS members and employees.

The work included structural work, specialist asbestos removal, essential upgrades to facilities such as electrics and plumbing, as well as redecoration of all buildings and the installation of new fixtures and fittings in offices and meeting rooms.

In addition to housing EIS staff, the HQ buildings are used to host a wide range of member events and committee meetings. As part of the refurbishment process, new training facilities have been created which will be utilised to support the development and training of EIS members, Representatives and Branch Secretaries from across the country.

At the time of writing the project's "snagging" process was underway, and a formal opening for the refurbished building was being planned.

EIS Welcomes £230m Investment in School Estate

The EIS has welcomed the recent Scottish Government announcement for a £230M investment in the Schools for the Future Programme.

This final round of funding will be used to support local authorities in delivering new and refurbished school buildings across Scotland.

Commenting, EIS General Secretary Larry Flanagan said, "The investment of £230M to support school refurbishment and the delivery of new school buildings is very welcome.

"Following many years of under-investment in Scotland's school estate, we have seen a substantial and successful programme of school building and refurbishment in recent years."

He added, "While there is much work still to be done to ensure that all pupils and teachers are working in up-to-date, modern buildings that provide a sound environment for learning and teaching, it is a positive development that the Scottish Government is continuing its investment in school building programmes."

Work with Us!

AREA OFFICER

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The work undertaken by Area Officers includes representation of individual members in grievance and disciplinary matters, the recruitment and retention of members, training and support of union representatives, negotiations with employers, and the provision of organisational support to a number of the Institute's local associations.

Applications close at noon on Tuesday 16 February 2016.

ORGANISERS - 2 POSTS

(Based in Dundee & Glasgow) - £37,502 pa

These permanent posts will be based in Glasgow and Dundee and be involved in the recruitment and retention of Institute members with emphasis on the integration of probationers and newly qualified teachers.

Additionally, the Organisers will support activities aimed more broadly at developing member engagement such as CPD events, training of activists and campaigning, and will also undertake casework at establishment level.

Applications close at noon on Monday 7 March 2016.

www.eis.org.uk/careers

Full Details on the posts and Application Forms are available on the Institute's website

Tackling Assessment Workload

New Review Group Welcome, But Meaningful Workload Reductions Must Be Delivered

The EIS is to move to a statutory industrial action ballot if a new government group fails to cut qualifications-related workload. An indicative ballot of secondary members late last year demonstrated overwhelming support for industrial action.

In response, the Scottish Government announced a new Review Group to look at ways to cut workload and reduce the bureaucracy associated with SQA related activity. The EIS has announced that it will work with the Group to attempt to deliver workload reductions, but has also warned that a formal industrial action ballot will be held if lasting workload reductions are not delivered.

The new Review Group on Improving School Qualifications, to be chaired by Learning Minister Alasdair Allan, will explore how bureaucracy, stress and workload related to the new qualifications can be reduced.

The ballot of Secondary members on excessive workload demands revealed over 93% of voting members were willing to take industrial action.

General Secretary Larry Flanagan said, “We welcome the fact that an initial report from the group is to be made by the end of March to ensure changes are made for the school session 2016/17. Whilst this is a challenging timescale, the EIS will enter into constructive engagement with the Review Group, with the intention of reaching a workable agreement on real and lasting reductions to the bureaucracy, workload and stress associated with the new qualifications.”

The establishment of the Review Group was subsequently discussed at EIS Executive and Council. While the establishment of the Group was acknowledged as a positive step, and it was agreed that the EIS should engage with the

group in the hope of delivering workload reductions, approval was given for a move to a statutory industrial action ballot in the event that the demands of EIS members were not met.

Mr Flanagan added “The EIS is encouraged that the Scottish Government is taking the concerns of Secondary teachers seriously.

“The Review Group will be working to a very ambitious timescale and the EIS will do everything possible to support the work of the group in order to deliver a workable agreement on cutting teacher workload.

However, should the Review Group fail to deliver the reductions that our members are demanding, the EIS will move to a formal industrial action ballot in the Secondary sector.”



“93% of voting members were willing to take industrial action”



Flashback: EIS Industrial Action Ballot

The EIS ran a consultative ballot of its members in the secondary sector late last year, and the results of the ballot were announced shortly before the winter break. A short time after the ballot result was declared, the Scottish Government announced the establishment of the Review Group to tackle qualifications workload.

Commenting at the time of the ballot result, General Secretary Larry Flanagan said, “This overwhelming result demonstrates the depth of anger and frustration that secondary teachers are experiencing in relation to excessive qualifications workload.

“The huge vote in favour of industrial action and the high turnout in the ballot send a very clear message that teachers have had enough.”

Assessment overload, particularly in relation to National 5 and National 6 Unit Assessments and SQA verification procedures, continues to place a huge strain on pupils and teachers alike. Action is needed, and quickly, to reduce this unsustainable workload burden.

The results of the ballot were:

- **Members voting YES to industrial action: 7175 (93%)**
- **Members voting NO to industrial action: 537 (7%)**
- **Turnout: 46%**

Mr Flanagan added, “Scottish teachers have worked exceedingly hard over the past two years to ensure that the new

qualifications were delivered without detriment to the pupils who were the first to experience them.

“The willingness of teachers to go that extra mile, and the excessive nature of the workload pressure created, has been acknowledged by most parties, including the Scottish Government, but little has been done to address the issue. That needs to change.”

He concluded, “We will be seeking discussion with the Scottish Government, local authorities and the Scottish Qualifications Authority in the hope of reaching agreement on a constructive way forward on cutting qualifications related workload.

“However, should these discussions prove unsuccessful, EIS members have displayed a clear willingness to embark on industrial action until steps are taken to streamline assessment procedures.”

Closing the Gap?

EIS offers qualified welcome to NIF announcement but concerns over National Tests remain

“We remain unconvinced about the efficacy of the proposed new Standardised Assessments and resolutely opposed to any system of national testing”



Whilst the EIS welcomed the Scottish Government's confirmation of the primacy of teacher professional judgement within the clarification of the structure, aims and procedures of the new National Improvement Framework (NIF) for Scottish education, we remain unconvinced about the efficacy of the proposed new Standardised Assessments and resolutely opposed to any system of national testing which would introduce norm-referenced benchmarking, similar to the SATS programme run by the UK Government in English schools.

Many teachers, through the EIS,

had raised concerns that the proposed introduction of a national system of Standardised Assessment would narrow pupils' learning and encourage the creation of unofficial and unhelpful 'league tables' of schools. These concerns appear to have been listened to by Scottish Government and the further details of the NIF, announced in January by First Minister Nicola Sturgeon, offer a degree of reassurance that safeguards will be put in place to prevent misuse of assessment data, most notably that standardised assessment data will not be published independently, being wholly subsumed

within teachers professional judgments about performance across the CfE levels. The document also lays emphasis on the need to support moderation processes and to exemplify more thoroughly appropriate performance levels.

It is encouraging that Scottish Government has confirmed the central role of teacher professional judgement in assessing pupil progress and the continuation of the CfE assessment framework, within which the primary purpose of assessment is to support learning.

There has been a move away, also,

During the consultation process on the NIF, the EIS raised a number of key points which included:

from previous suggestions about all pupils being assessed at the same point in time – a mini diet, in practice – to allowing teachers and schools to decide when assessment is appropriate.

The fact that the assessments will be diagnostic and predictive in nature, designed to support learning, rather than being norm referenced is also a welcome development.

The litmus test for these new Standardised Assessments will be whether teachers see them as useful in terms of supporting children's learning or as a bureaucratic imposition; if it is the latter they will be opposed.

It is disappointing that Scottish Government sees the need to publish school by school performance figures for CfE levels. Whilst this may not lead to a "teaching-to-the-test" approach, as the assessment data is not public, it does seem to echo a depressingly worrying approach to raising attainment which focusses on outputs rather than resourcing the input around teaching and learning. It is a clear signal that the profession should not be complacent around this agenda.

We should remember that the old style National Tests were initially introduced to confirm teacher judgement but misuse of the test data led to a different practice altogether i.e. a target setting, "teaching to the test" approach which damaged children's education.

The EIS will not allow that to happen again as the students failed by that type of system are those most in need.

- It would be unforgivable if, in seeking to resolve a political problem, Scotland's education system had imposed upon it a "solution" which actually had a detrimental impact on young people's learning or which undermined the progressive assessment philosophy associated with CfE
- The EIS refutes the disingenuous argument that crude standardised testing is the key to improving education, including that of Scotland's poorest children. Time and again, high stakes standardised testing has been shown to cement the disadvantage experienced by children and young people disadvantaged by poverty
- The EIS is resolutely opposed to a return to high stakes national testing as we believe that such a regime tends to narrow learning and to reinforce the attainment gap rather than bridging it, often reinforcing inequality
- The recent misinformed discourse about falling standards in Scottish Education is a perfect example of how statistics can be interpreted wrongly. Whilst the impact of poverty, and welfare cuts in particular, was evidenced by the slight fall in certain achievement rates and should rightly provoke a cause for concern, the true story of the recent figures was that Scottish schools are continuing to perform at a high level
- The EIS view is that any National Improvement Framework should be developed in the context of CfE i.e. should be concerned with a pupil's learner journey through the various level of CfE, mindful of the fact that progress is a continuum and that levels are not hoops to be jumped through, and that assessment primarily should be about supporting learning
- The EIS is clear that assessment is absolutely central to teaching and learning. Teachers are assessing all the time in a whole range of ways and what is observed is fed back to the learner to aid her or his progress. Within the CfE framework, considerable effort has been made to support the concept of teacher professional judgement in relation to student assessment and this should not be undermined
- It is assessment for learning which has to be central, not assessment to feed the statistics machine which politicians seem to love so much, primarily because it's easier to understand what appears as a shorthand summary than to trust the professional judgement and practice of teachers and schools
- The existence of nationally collected data does rather beg the question as to what response the data might trigger from both national and local government, particularly in relation to closing the attainment gap. Crunching the numbers is unlikely to tell us anything new about the impact of poverty on educational attainment
- Genuine commitment to tackling educational inequality and ensuring improved outcomes in literacy, numeracy, and every other curricular area, requires solid support for schools in their endeavour, as well as the necessary resources.

A Good Start

New Independent Research Highlights Value of Teachers in Nursery Education



A survey report on the contribution of registered teachers in the early years sector has highlighted the significant value that teachers bring in Scotland's nursery schools and classes. The survey, which was commissioned by the EIS and conducted independently by the Child's Curriculum Group, highlights the value of maintaining a registered teacher workforce in pre-school settings.

The full survey report has now been published and is available for download on the EIS website.

Some of the key findings and conclusions include:

- The diversity of roles undertaken by GTCS-registered nursery teachers goes well beyond traditional teaching roles
- Dedicated and specialist early childhood teachers provide added value when they are understood, respected and supported
- Specialist GTCS-registered nursery teachers make an essential contribution to leadership within the ELCC workforce

- Nursery teachers' pedagogical expertise bridges the early level of curriculum between nursery / primary
- Notions of teacher presence and teacher access within Scottish nursery settings are ill defined
- Local authorities vary in their commitment to, and ways of, employing teachers
- At a time when learning in the early years is recognised to be so critical, the numbers of GTCS-registered teachers in prior-to-school services is diminishing
- Neither children nor schools can afford further attrition in nursery teacher numbers.

The report acknowledges the Scottish Government's intention to tackle child poverty in Scotland and narrow the gap that disadvantage brings to educational outcomes. At the same time as increasing the free entitlement to early learning and childcare (ELCC) with the aim of this rising to 1,140 hours per year by 2020, there has been a 29% reduction in the numbers of GTCS-registered teachers employed in

such services over the last 10 years, but only a 4% drop in child numbers: a ratio of 1 teacher to 84 children.

The numbers of GTCS-registered teachers in prior-to-school services face further reductions: if Scotland is to achieve its aspiration of changing child outcomes, no further attrition in teacher employment can be tolerated and serious consideration needs to be given to the future composition of the ELCC workforce, the report argues.

Key findings in the report confirm that local authorities vary in their commitment to, and ways of, employing teachers and not all 3 and 4 year old children in funded places in Scotland currently have access to a teacher, which is stated to be their entitlement in policy terms.

The audit survey findings report the role, responsibilities and contributions of GTCS registered teachers working in a mix of early years settings. These teachers were found to make many valuable contributions to young children's learning, including support for early literacy, numeracy, and health and well-being in line with the experiences and outcomes of Curriculum for Excellence.

Teachers also made many non-teaching



contributions: working closely with parents and families, identifying and supporting children with additional learning needs, co-ordinating with other agencies as part of GIRFEC (Getting it right for every child, 2013), and taking on informal training, mentoring, leadership and management responsibilities for the nursery team.

In some local authorities, the nursery teacher's role is being reduced and in some cases, despite the Scottish Government requirement for nursery children to have 'access' to a GTCS-registered teacher, such teachers are no longer employed. Many respondents believed that recent and planned funding and staffing changes will be detrimental to the early years workforce and to the quality of education that children receive, now and in the future.

This study began with a concern about how we may do the best for all children in Scotland. It found that the skills, knowledge, values and attributes of a GTCS-registered teacher provide an essential tool to achieve policy aspirations by making a difference for young children and their families.

The report also concludes that:

- Previous arguments have suggested that increased specialism or indeed a dedicated early years pathway in teacher education at undergraduate level would limit the career paths of teachers
- The GTCS should collaborate with Schools of Education to strengthen the early years component of teacher education, recruit positively for new postgraduate routes and address issues of teacher placement and the probationary year
- The models of teacher roles should be expanded to reflect the new contributions some teachers are already making and Local Authorities and other employers should develop robust support systems in the light of the reported evidence that too solitary a role leads to a dip in commitment and confidence.

EIS General Secretary Larry Flanagan said, "This independent study, which follows shortly after the Scottish Government's

own investigation on the Early Years workforce, confirms the high value of qualified teachers in the nursery sector.

The findings also highlight that the number of teachers employed in nursery schools and classes is continuing to decline, despite the Scottish Government pledge to ensure 'access to a teacher' for all nursery-aged children.

Added to this, as the report also identifies, is the highly variable interpretation of the meaning of 'access to a teacher' by local authorities, with wide disparities in the amount of teacher involvement in young children's learning in different parts of the country. Quality nursery education is the bed-rock to closing the attainment gap and, in light of the local authority budget-setting process, the EIS will continue to campaign for more qualified teachers in Early Years so that all young children can have the best start to their learning in nursery schools and nursery classes."

Access the full report: www.eis.org.uk

Teachers Report Increase in Hunger and Health Issues in Pupils

The EIS Equality Committee carried out a survey of members last year, as part of its continuing focus on tackling the impact of poverty on young people, their education and life chances.

The results of this survey of EIS members in schools across Scotland has revealed worrying increases in the signs of poverty in schools and its damaging effects on pupils. Here, the SEJ highlights some of the key findings of the survey and reports on teachers' first-hand views of the impact of poverty in Scotland today.

Teachers across Scotland have reported worrying increases in the number of pupils coming to school hungry and the number of children suffering from ill-health.

The EIS Equality Committee surveyed schools across Scotland as part of its campaign to reduce the impact of poverty on young people and their education. The findings offer a stark warning of the deep and damaging impact of poverty and the politics of austerity on children and young people across the country.

One of the most troubling findings is evidence of increasing food poverty affecting more pupils in our schools. 51% of responses reported an increase in the number of pupils coming to school without any food, such as the traditional 'play-piece' that has been a feature in Scottish playgrounds for many years. Additionally, 19% of respondents identified an increase in the number of incidents of children asking for and even stealing food from other pupils – a worryingly large increase which highlights the desperate circumstances that many children are finding themselves in.

The survey also identified reported

increases in the number of children (older than P1-P3) taking free school meals (22% increase), the attendance at breakfast clubs (27% increase) and the number of parents/guardians requesting referrals to local foodbanks (7% increase) in order to feed their children.

On the issue of pupils' health and wellbeing, the survey revealed a number of worrying trends. 71% of respondents reported an increase in the number of children displaying signs of mental health problems including anxiety, stress and low mood. Reported instances of physical ill-health also increased, with 52% of respondents highlighting an increase in indicators such as headaches, lethargy and weight issues.

"The fact that teachers are reporting such very high increases in both mental and physical health issues in pupils is a huge concern," EIS General Secretary Larry Flanagan said, "And highlights the true cost of political choices that have driven more families into poverty and widened the gap between the rich and the poor."



“One of the most troubling findings is evidence of increasing food poverty”

The EIS launched a guide on poverty-proofing learning and teaching last year, to support the work of schools in reducing the impact of poverty on education. This guide can be accessed at: www.eis.org.uk/campaigns/child_poverty.htm



FACE UP TO CHILD POVERTY

members' comments

"Ill-fitting uniforms - child has outgrown the uniform – this is very common in spring / summer term"

"Inability to access any extra-curricular activities which have a cost"

"Food bank has been set up in the school"

"Cold homes, no treats for children, no birthday gifts/celebrations, no holidays or days out, having to stay in house or local area over breaks and weekends"

"Parents having benefits stopped suddenly leaving them with no money for food, clothing, heating"

"Home visits by staff have seen abject poverty in which families are living without the basic items for living such as beds, carpets, curtains, fuel and insufficient food"

"Children wearing dirty, worn out clothes, worn out shoes, children lack opportunities and experiences, which others take for granted, children living in inadequate housing, also lack of resources in school because parents cannot help with fund-raising, parents too involved in their own daily struggle to agitate for the school"

"Children having no dinner money. Children being off school to avoid trips or events that cost money"

"Presentation of pupils - clothes unwashed or too small. Tired pupils who struggle to concentrate. Short tempers or increase in challenging behaviour. Pupils becoming quieter, more introverted"

"Children verbalising worry / anxiety about financial demands on their parents."

The Impact of Poverty in Schools

The survey asked members to provide first-hand examples, from their own schools, of the effects of poverty on pupils. Here is just a small sample of some of the comments we received, which lay bare the impact on young people across the country.

REFUGEES ARE WELCOME HERE

The refugee crisis has shown countries across Europe in both a good and bad light. Many communities, including those in Scotland, have taken great care to provide a welcoming environment to refugees. However, at the same time, there has also been an increase in negative media coverage of refugees and migrants, and a worrying political narrative questioning the collective obligation to provide safety and support for families fleeing from armed conflict.

WELL

The EIS has emphasised its support for welcoming families of refugees and migrants to Scotland's communities and into schools, colleges and universities across the country. These pages reflect some practical suggestions on some methods that can be used to welcome and support young people from refugee and migrant families into the classroom.

Scotland is a welcoming society and this continues with the country's response to the refugee crisis that has resulted from the conflict in Syria. People across Scotland have been moved by the terrible situation that has seen families fleeing Syria and its surrounding countries in search of safe refuge.

A great deal of charitable work has been undertaken to provide essential assistance and support to people who desperately need it. The Scottish Government and local authorities have pledged to assist refugees, and we have already seen families arriving and settling into communities where they have received a

warm welcome and a great deal of support from local residents.

The recent OECD report on Scottish education highlighted the welcoming nature of Scottish schools, while the European Trade Union Committee on Education (ETUCE) has called for enhanced educational support across Europe for children and young people from migrant and refugee families.

However, we cannot assume that settling into a new country and a new school will always be easy for young people who have already faced a great deal of hardship and trauma in their lives. The SEJ is replicating advice that is intended to offer some practical guidance for teachers in the type of steps they can take to ensure that these young people settle in to their new learning environment as smoothly as possible.

Negative comments from some right-wing politicians and sections of the media, which have sought to stigmatise people fleeing from a terrifying conflict that is not

of their making, have served only to make the lives of refugees even more difficult. Children and young people are certainly not immune from the impact of these types of unpleasant or vindictive statements, both in the community generally and also within the school, college or university environment.

We always want to ensure that young people feel safe, secure and comfortable in the classroom environment – and this is particularly important for young people who may still bear the emotional scars of conflict.

It is important that we take all possible steps to welcome children and young people from refugee and migrant families into our schools, colleges and universities.

Some of the steps that individual teachers and whole schools can take to welcome pupils from refugee families include:



OPPOSING ISLAMOPHOBIA

January's EIS Council meeting approved a Motion highlighting its opposition to Islamophobia and calling for a campaign against any attempt to make training in so-called 'Prevent' strategies mandatory for teachers and lecturers. The Motion also called for EIS Council to reject, and campaign against, the threats to freedom of speech in academic institutions posed by the definition of extremism contained in joint UK and Scottish Government guidance, due to the very broad range of individuals and groups who could potentially fall within that definition.

Moving the Motion at the Council meeting, Penny Gower (EIS-FELA) said, "The government 'Prevent' strategy is an attack on academic freedom and freedom of speech. The identifying 'risk' factors within 'Prevent' are also open to very wide interpretation and potential abuse."

Paula Dixon (EIS-FELA), who seconded the Motion, added, "Prevent is not able to identify or address the true reasons behind radicalisation. 'Prevent' is, at best, overly simplistic and at its worst it is dangerous."

Equality Convener Bill Ramsay, said "The Equality Committee will take this important issue forward and formulate a comprehensive policy."

- Inform all staff of the new arrivals and, if possible, learn some words of greeting in their first language
- If English is not their first language, ensure that EAL induction is organised for the pupil
- Award a 'welcome to our school' certificate – in both English and the pupil's first language
- Try to place new arrivals beside peers who speak the same first language, where possible
- Be observant to any signs that a pupil may be distressed – seek outside assistance, if necessary.

Be an EIS Rep

Make a Difference

School and College Representatives are fundamental to the effectiveness of the union. They are the main link between EIS members at a local level and the EIS nationally. While we endeavour to keep our members up to date via emails and letters the EIS workplace Rep adds the personal touch to the EIS. It is well known that workplaces that have an elected EIS Rep have more leverage, issues are resolved more quickly and members are well informed.

In light of this the EIS has launched a Rep Recruitment Focus for the first 3 months of 2016 with an extra push to recruit Reps in schools without an elected EIS Rep. The Rep Recruitment Focus coincides with the EIS National Representatives' Training programme being delivered by TUC tutors:

- **Edinburgh:** 3rd-4th March and 26th-27th May
- **Glasgow:** 10th-11th March and 2nd-3rd June
- **Inverness:** 26th-27th May and 8th-9th September

The National Representatives' Training is intended to give newly elected EIS Reps an introduction to their new EIS role and to assist in building their confidence in that role. This training is accredited through the use of the National Open College Network and each participant can achieve 6 credits awarded at SCQF Level 6.

By the end of September there will be a new cohort of fully trained EIS Reps in schools across Scotland. These Reps will have had training that has built both their confidence and knowledge base. Furthermore these new Reps will continue to be supported in their new role by the EIS Organisers and the Local Association.

If you are interested in getting more involved in the EIS and your school does not have an EIS Rep please get in touch with an EIS Organiser:

Louise O'Hara: lohara@eis.org.uk

Annie McCrae: amccrae@eis.org.uk

Be part of the EIS team

Reps are elected by EIS members in the workplace and represent their collective interests. As a Rep you will be supported by the wider EIS team both locally and nationally.

Be in the know. Inform and be informed

Act as a key link providing the latest union news, both local and national, to other members and become well informed on issues from employment rights to local agreements with answers to FAQs from members.

Be a professional voice for EIS members in your workplace

Make sure that your workplace is collegiate in its decision making and that everyone has a say in what happens especially in agreeing the annual working time arrangements.

Be a supporter and adviser for EIS members

Being an EIS Rep is an altruistic endeavour. By supporting and advising colleagues you make a positive difference in your school – taking up concerns and seeking resolutions.



Be trained to be an effective Rep and add to your professional development

The EIS offers a 4 day TUC accredited Rep Training course (broken into 2 x 2 Days) as well as regular local training for Reps. You will have a chance to build your knowledge and develop skills to be an effective Rep.

Be able to use and develop important professional skills.

The skills you use as a Rep are highly valued, transferable and will contribute to your career development.

Be a union builder

You can contribute directly to building the EIS by recruiting new colleagues, promoting the benefits of membership and ensuring the support and engagement of existing members.

Be an advocate for equality, social justice and key issues in education.

A commitment to quality and equality across our education service is a hallmark of the EIS and School Reps take a lead on this in their own workplace.

Be part of a Reps' network

You will have an opportunity to meet and communicate with other Reps in your EIS Local Association and be part of a community offering mutual support.

Be entitled to time to be a Rep

There are agreements with most local authorities in Scotland acknowledging the importance of school Reps and providing a weekly allocation of time to carry out trade union duties.



CPD

Learning Reps

The SEJ's regular round - up of CPD news and views

Professional Update

The work on Professional Update (PU) in Glasgow has been an excellent example of partnership working between the EIS Learning Rep and Glasgow City Council (GCC).

From Professional Update's conception, the work around it has been carried forward jointly. This has involved large open meetings with key speakers from the EIS, GTCS and GCC organised by the EIS Learning Rep. This was supported by smaller cluster and school meetings where the EIS and GCC demonstrated that both were in agreement with how this initiative was moving forward.

Since Professional Update's full roll-out in August 2014, this partnership has grown with Annemarie McGougan, Development Officer for PU in Glasgow and EIS Learning Rep, Jayne Rowe, meeting frequently to discuss all issues

around PU in Glasgow. This has ensured that a consistent message is given to all Glasgow teachers and no one can be left unclear about what is expected of them.

Training for Staff Development Co-ordinators has been crucial and all training has been jointly planned and implemented across the city. This has involved both the EIS Learning Rep and GCC listening to the needs of the staff development co-ordinators and providing requested training such as engaging with the standards. Ultimately, it has also impacted on the CPD needs of the Learning Rep and PU Development Officer as both are taking forward Coaching and Mentoring as their professional development this year in the hope of gaining the knowledge and experience necessary to support reviewers in Glasgow: a coaching and mentoring

approach is suggested by the GTCS as being essential to an effective PRD (Professional Review & Development).

Throughout the year, both the PU Development Officer and Learning Rep visited schools providing support and even substituting for each other. This close partnership working ensures consistency across the authority and has been vital in ensuring a 100% sign off in the first year of PU.

Looking to the future, we are planning to continue this joint approach with three training sessions planned for staff development co-ordinators in the new year, as well as looking at other avenues where this close partnership working can be developed to take forward core initiatives to the benefit of Glasgow teachers.

City and Guilds Course

The EIS and City of Guilds made a successful bid to the National Implementation Board for 200 teachers across Scotland to undertake Unit 1 Masters in Education programme.

In total 102 teachers from all over Scotland completed this unit 1 award. The successful teachers were spread as far as Argyll & Bute, Orkney, Shetland, Perth and Dumfries.

A Celebration of Success evening was held on 7 December for the teachers who had completed this unit, Masters In Education - Master Professional Practitioner Award at SCQF Level 11.

Over 40 teachers attended to receive their certificate which was presented by EIS General Secretary, Larry Flanagan.

In his speech, Larry commented that successfully completing this unit was remarkable against the backdrop of ever increasing commitments of teachers was an incredible achievement.

David Roy, Learning Directorate for Schools with the Scottish Government who funded the Masters programme attended the event, said: "It was great to be able to attend this special evening and the teachers I spoke to were very positive about their learning experience."

The EIS and City and Guilds have been successful in receiving further funding. To find out more about the programme or to request an application form, please email Jade Connor at:

scotlandprogrammes@cityandguilds.com



EIS Learning Rep Course 2016-17

EIS Learning Reps have been playing a crucial role in giving advice and guidance to colleagues on the best CPD/Professional Learning for them as individuals.

Learning Reps (LRs) do this through one-to-one consultations, email and by telephone. The EIS has been providing this service for over 12 years.

The role of LR's has exponentially grown and they have, in partnership with local authorities, been organising CPD events to give support and information on important topics such as Health and Wellbeing, Leadership and Professional Update information/workshop events. Learning Reps are widely respected throughout Scottish education for their skills and knowledge.

The next intake to train to become an EIS Learning Rep will be in late February

and early March 2016, starting with the six week introductory section which is provided by City of Glasgow College. The next part of the course is a postgraduate module which lasts three months and is provided by the University of the West of Scotland. Both sections of the course are online and each student Learning Rep is provided with a mentor – a current and experienced Learning Rep. Student Learning Reps are also invited to attend the three national Learning Rep training meetings held each year.

Anyone interested in undertaking the

course must seek the approval of either their EIS Local Association (if working in a school) or their EIS Branch (if working in a further education college or higher education institution).

If you are interested in the Learning Rep role please contact Lyn McClintock, CPD and Learning Rep Co-ordinator on **0141 3533595** or **lmclintock@eis.org.uk**, as soon as possible, to receive a Learning Rep Information Pack. Further information about EIS Learning Reps is also available on the EIS website via the CPD Learning Rep icon.



Upcoming CPD Events

The events below have been organised by EIS Learning Reps:

Book Now!

Scottish Borders Event Professional Learning and Leadership Saturday 27 February 2016

EIS Scottish Borders Learning Reps, Angela Cumming and Lindsay Craig, together with Scottish Borders Council, have organised an event to be held on Saturday 27 February 2016 in the Tweeds Horizon Centre from 10am to 1pm.

Ellen Doherty, GTCS, will provide a session on Professional Update, Professional Standards, Planning and Evaluation, Professional Learning, Impact and Evidence.

Lesley Whelan (SCEL) will provide a session on the work of SCEL (Scottish College of Educational Leadership), Framework for Educational Leadership, Developing Teacher Leadership. The event will feature café-style conversations and a plenary session.

For more information about this event visit:
www.sbc-cpd.co.uk

Aberdeenshire Event Moving Image Education Saturday 14 May 2016

The EIS Aberdeenshire Learning Reps, Rob Mackay and Alan Morrison have organised a CPD Conference, through the EIS and University of Aberdeen Partnership to be held at the University of Aberdeen on Saturday 14th May 2016 from 9am to 1.30pm.

The event will be of interest to teachers in primary, secondary and tertiary sectors. There will be inputs from experts in the field as well as teachers working with Moving Image Education in the classroom. Moving Image is about using and creating film for educational purposes. To help motivate learners and raise attainment. The Conference can contribute to teachers' Professional Update.

The cost of attending the event is £15 which could be recouped from school CPD budgets. Registration details will follow in due course. For further information please contact Rob Mackay:
rmackay@eis-learnrep.org.uk

FELA



EIS-FELA : Statutory Industrial Action Ballots on Pay & Conditions

At a meeting of the EIS Executive's Emergency Committee in January, approval was given for the statutory industrial action ballot process to begin in pursuit of the EIS-FELA pay claim for 2015-16. This process takes into account the complex picture within the FE sector which, despite the much-lauded return to national bargaining, features differing situations in different colleges and groups of colleges.

The strategy approved by the Executive Committee includes these separate elements, which are mutually exclusive but may or may not run concurrently:

1

A statutory industrial action ballot of EIS-FELA members in colleges that have signed the national recognition and procedures agreement (NRPA colleges). This ballot is now open and will remain open throughout February. Members who are eligible to vote in this ballot will receive a printed ballot paper to their home address, sent by the appointed independent scrutineer Electoral Reform Services (ERS).

2

The lodging of local disputes by EIS-FELA branches in those colleges that have failed to sign up to the national bargaining process via the NRPA (non-NRPA colleges). Should any of these individual disputes not be resolved, then a move to a statutory ballot in that college will take place as soon as possible. In this case, any planned days of action will be integrated, where possible, into any planned strike days within the national dispute. At the time of writing, a number of the relevant EIS-FELA branches were already in the process of lodging local disputes.

Any member who would like clarification of the situation in their own college should speak to their EIS-FELA Branch Secretary in the first instance, or contact the F&HE department at EIS HQ on **0131 225 6244**. Further information on the dispute, the 2015-16 pay claim, and the industrial action ballot can be found on the EIS website: **www.eis.org.uk**

Use Your Vote Now
Vote for
Strike Action

Ballot Background

College National Bargaining Set To Fail Without Scottish Government Action

The EIS has warned that the Scottish Government's much lauded return to National Bargaining in the Further Education Sector will fail unless the Cabinet Secretary for Education takes direct action to compel all of Scotland's FE colleges to sign up.

The EIS has written to Cabinet Secretary Angela Constance to raise its concerns in relation to national bargaining and to warn that the current national bargaining process is in danger of becoming a sham.

It is increasingly clear to the EIS that the Scottish Government's manifesto aim of delivering national terms and conditions for the college sector by voluntary means is in danger of failing. The current national bargaining process is starting to come apart as it seems entirely voluntary for individual colleges to participate or not.

Put simply, the current national bargaining process will not deliver a national set of terms and conditions unless the Scottish Government takes action to compel colleges to comply with the spirit of a true national bargaining process.

The college representative body, Colleges Scotland, has absolutely failed to bind all colleges to the voluntary National Bargaining Development Group (NBDG) Agreement and this has led to an unfortunate situation where four colleges, and possibly as many as ten, do not consider themselves bound by the outcomes of the agreed national bargaining process.

The EIS has already formally raised this issue with the Scottish Funding Council for Further and Higher Education, but it is clear that direct intervention from the Scottish Government is now required to ensure that all colleges meet their obligations to negotiate on nationally agreed terms and conditions through the established national bargaining process.

Scotland's college lecturers are growing increasingly disillusioned by the progress, or lack of progress, towards the national pay and conditions that were promised by the return of national bargaining. In a recent indicative ballot, EIS members in the FE sector voted by 92% to 8% in favour of industrial action over the unacceptable pay offer that has been tabled by college management for the current year. It is a cause of serious concern that some colleges clearly do not even consider themselves bound by this offer, even should a settlement eventually be reached.

Lecturers are angry at what they see as a betrayal, and the Scottish Government must now act or a statutory ballot process and the launch of ongoing programmes of industrial action by FE lecturers will be the inevitable result.

Flashback - December 2015 College Lecturers Vote Overwhelmingly in Favour of Industrial Action

College lecturers voted overwhelmingly in favour of industrial action in pursuit of a fair pay award and a claim for equal pay across the sector.

The indicative industrial action ballot, provided a clear indication of the mood of the sector and the very strong support for a campaign of industrial action.

The results of the ballot were as follows:

Ballot papers issued: 4482

Members Voting YES to industrial action - 2274 (92%)

Members Voting NO to industrial action - 187 (8%)

Turnout - 55%

John Kelly, President of the EIS Further Education Lecturers' Association (EIS-FELA), said, "Lecturers across the country are furious, they have been far too reasonable and have waited for over a year for a fair pay rise. We are now in National Bargaining and a real national offer must be made, so we are calling upon Angela Constance to put pressure on Colleges to settle this dispute fairly."

Charlie Montgomery, EIS-FELA Salaries Convener, agreed that the process had dragged out, "Lecturers' representatives have sought to negotiate with management for over a year. Management have prevaricated for far too long. Lecturers have a fair claim which can be afforded.

"The recent stories of profligate spending by senior managers across the sector on themselves and their friends show that money can be spent. Lecturers feel money for FE should be spent on FE and not on senior management pay-offs.

"We are certain that National Bargaining means National, and that the management side need to recognise this. We have not taken this decision lightly, we are fully committed to our students' best interests, but management must be clear that if they fail to provide a fair pay rise which delivers equal pay nationally we are prepared to take industrial action."

A Safe Place to Work?

The EIS has released figures which highlight that almost £300,000 in compensation was paid to teachers and lecturers over the past year in relation to work-related injuries. The EIS works in partnership, nationally and locally, to promote good workplace health and safety. Our network of union Health & Safety Reps are key in helping to keep members safe at work. However, in cases where teachers or lecturers are injured at work through no fault of their own, the EIS will vigorously pursue appropriate compensation with the aim that members should never be financially disadvantaged by a work-related injury.

This year, the amount of compensation that the EIS has achieved for members has risen from the previous year's figures. At a time when employers are expressing concern at the costs of sickness absence it is ironic that failure to provide teachers and lecturers a safe place of work has led to significant legal challenge. Teachers and lecturers are entitled to safe workplaces and the evidence is a worrying testimony to a lack of diligence by employers.

Compensation payments are based on strict guidelines and are designed to compensate members for actual loss, including pain and suffering, loss of earnings and future losses. These damages should never be viewed as some kind of windfall for injured members. Every case is calculated to the penny with the sole aim of putting members back to the position they were in before they were injured through no fault of their own.

The total compensation bill would decline dramatically if insurance companies admitted liability earlier thereby avoiding the accrual of unnecessary medical and legal bills.

While some of the most serious cases involve assaults on teaching staff, the compensation

settlements reveal that the most frequent cause of injury continues to be accidents caused by slips and trips.

Such accidents are completely avoidable if employers implement basic, inexpensive safety requirements. Compensation payments are made because some employers continue to fail to protect their staff from avoidable workplace injuries. These can often be avoided by effective risk assessment and correct adherence to simple health and safety procedures.

The EIS has also highlighted the importance of all incidents being properly recorded and reported - including the filing of police reports, where appropriate (e.g. in cases of violence against a teacher).

It is essential that all injuries in the workplace are reported, logged and that the police are informed where a potential crime, such as assault, has occurred.

Without proper procedures being followed for the recording and reporting of incidents, there is little chance of any action being taken to address the cause of the injury. Teaching professionals are sometimes reluctant to report incidents, for various reasons, but it is important that all incidents are logged so that they can then be dealt with appropriately.



A Sample of cases successfully pursued by the EIS include:

Personal Injury

Member slipped on a school bag lying on the floor. Member suffered pulled ligaments to the inner and outer ankle and also suffered bruising to both ankles.
£1,175

Violent Incident

Member was assaulted by a pupil. The pupil grabbed the members' hand and twisted arm behind them. Member suffered soft tissue and ligament damage to shoulder and bruises to head.
£1,500

Personal Injury

Member was working with child with special needs. Pupil assaulted member, who sustained soft tissue injuries to neck, shoulder and back.
£2,250

Violence Incident

Member struggled with a pupil and was hurt. Member suffered soft tissue damage to hand, wrist and arm. Member also suffered post traumatic stress and anxiety.
£3,009

Personal Injury

Member attempted to close a window which had been propped open - window was not supported by counter balances. Window fell at speed on top of thumb. Member suffered a laceration to thumb and break to second phalanx of thumb.
£4,000

Personal Injury

Member was sitting in one of the chairs from the dining hall. When member went to move the chair, finger got caught in between the metal frame and the seat. There was a sharp edge to the frame and this severed the tip of the finger.
£5,000

Personal Injury

Member was walking in the school car park, caught their foot in a pothole and fell. The car park was in darkness. Member suffered injuries to both ankles and wrist.
£7,050

Personal Injury

Member slid on icy untreated slope, leading to carpark. All the weight went down on one arm. Member sustained injuries to upper arm and shoulder.
£8,900

Personal Injury

Member caught heel on the edge of a mat which had been dumped. Member overbalanced and fell backwards, putting hand down. Member suffered a broken wrist.
£12,000

Personal Injury

Member stepped into the corridor, slipped and fell. Member sustained a laceration to the head and was rendered momentarily unconscious.
£17,250

Personal Injury

Member had an accident when a heavy door shut on hand, leading to finger injury.
£2,400

Personal Injury

Member took full weight of a faulty window which was falling inwards. Member suffered injuries to ribs.
£17,500

Personal Injury

Member suffered ill-health due to workload. Member had also suffered severe psychiatric trauma in previous employment and was diagnosed with Post-Traumatic Stress Disorder (PTSD).
£40,000

Personal Injury

Member drove into School car park, allocated for staff use. Workmen were in the area and it was not apparent that there was a danger of black ice in the car park. Member fell and suffered a displaced pelvis and other injuries.
£150,000

**TOTAL AWARDS
£299,308**

Quiz 2015 Answers



Section 1 2015 Were you paying attention?

1. Rita Ora
2. Kathy Beale
3. Zayn Malik
4. Jordan Spieth
5. 7th of May
6. Members of the RMT union.
7. USA and Cuba
8. Rogers Cup or ATP Masters Tour Montreal
9. Volkswagen Group
10. Susan Deacon

Section 2 That's Entertainment

1. The Jam.
2. (Everything I do) I do it for you
3. It Ain't Half Hot Mum
4. Carry On Sergeant.
5. Nicholas Parsons
6. Genesis
7. Robbie Williams
8. Super Trouper
9. Metro-Goldwyn-Mayer or MGM
10. Scott Joplin

Section 3 Food and Drink

1. Camembert
2. Raspberry
3. Pinot Noir
4. Peach
5. Balvenie, the rest are from Islay
6. Salmon
7. Gazpacho
8. Udon
9. Singapore Sling
10. Somerset

Section 4 The Lyrics Round

1. Frank Sinatra - That's Life
2. Louis Armstrong - What a Wonderful World
3. Queen - Radio Gaga
4. Kaiser Chiefs - Ruby
5. Belinda Carlisle - Heaven is a Place on Earth
6. Oasis - Little by Little
7. Aled Jones - Walking in the Air
8. Pitbull (feat. Ke\$ha) - Timber
9. Dougie MacLean - Caledonia
10. Bangles - Manic Monday

Section 5 And finally...

1. Darth Vader
2. Four
3. Seventy Five
4. New York
5. GoldenEye
6. Nick Hancock
7. Jack Bauer
8. Bob Dylan
9. The Broons
10. Sir Humphrey Appleby

Winner: Sonia Swankie (Angus)

Developing Teacher Leadership Engagement



Fearghal Kelly, Development Officer for the Scottish College for Educational Leadership, outlines the work that SCEL is undertaking to support the development of teacher leadership. The EIS works in partnership with a range of organisations, including SCEL, to support quality CPD opportunities for teachers at all levels.



At the Scottish College for Educational Leadership (SCEL), we believe that all teachers can be leaders. The GTCS Standard for Full Registration states that:

“All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners.”

The GTCS Standard for Career-Long Professional Learning takes this further by stating:

“[Teachers] will create knowledge to enhance, progress and lead the learning experiences of all their learners and work collaboratively with colleagues. The teacher as an adaptive expert is open to change and engages with new and emerging ideas about teaching and learning within the ever-evolving curricular and pedagogical

contexts in which teaching and learning takes place.”

But, what is effective teacher leadership and how can teachers be supported to develop as teacher leaders? This is the fundamental question underpinning SCEL’s current teacher leadership engagement.

We have developed an engagement workshop which we offered to deliver with schools and others to allow those participating to explore the nature of teacher leadership and co-construct approaches to supporting the development of teacher leadership.

In addition to planned workshops, SCEL has now launched an online engagement process. The online engagement reflects the workshop approach and could be used as a professional learning resource for teachers, and other stakeholders, at all levels of education in Scotland. The online

engagement is open to all and can be completed by individuals or in teams. To access SCEL’s online teacher leadership engagement process use the following address:

www.scelengage.com/getinvolved/online/

What will happen as a result of this engagement? All of the submissions from the online and offline engagement will be added to the SCEL Engage website.

These submissions will be summarised into a publication in early March 2016 which will be used by SCEL to inform our next steps in supporting the development of teacher leadership.

However, the hope is that our engagement approach will be the beginning of an ongoing dialogue around teacher leadership and you’re invited to share your own ideas, thoughts and developments through our engagement website.

Explore the nature of teacher leadership

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Learning Representatives

For all your CPD questions and information find your nearest Learning Rep online at www.eis.org.uk or e-mail: lmclintock@eis.org.uk

EIS telephone Helpline

Legal Helpline: **0141 332 2887**

Local Association Secretaries - full contact details can be found at www.eis.org.uk

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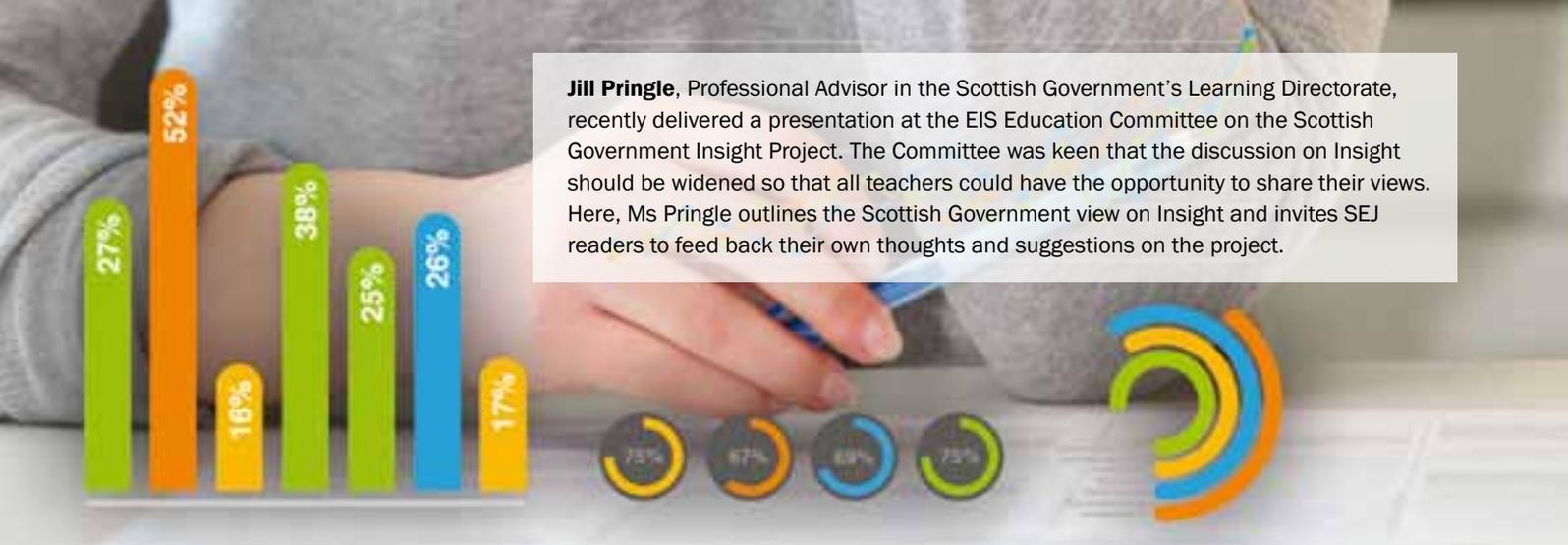
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Jill Pringle, Professional Advisor in the Scottish Government's Learning Directorate, recently delivered a presentation at the EIS Education Committee on the Scottish Government Insight Project. The Committee was keen that the discussion on Insight should be widened so that all teachers could have the opportunity to share their views. Here, Ms Pringle outlines the Scottish Government view on Insight and invites SEJ readers to feed back their own thoughts and suggestions on the project.

Insight

2015 saw education placed front and centre of Scottish politics with the launch of the 'Scottish Attainment Challenge' in February, and the subsequent publication of the draft 'National Improvement Framework' in September.

In January 2016, the National Improvement Framework, launched by the First Minister, sets out a commitment to delivering high quality outcomes for children and young people. It will also ensure we have all the evidence and data we need to evaluate school education together. This, along with the launch of Education Scotland's 'How Good Is Our School 4' has invigorated the way we look at whole school attainment and achievement, now drawing on a much wider and richer range of measures of success.

The Scottish Government introduced Insight, the senior phase benchmarking tool, for all local authority and government run secondary schools in Scotland in 2014. Insight was developed in partnership with Education Scotland, The Scottish Qualifications Authority (SQA), Association of Directors of Education Scotland (ADES), The Educational Institute of Scotland and School Leaders Scotland (SLS).

It provides a broad and rich source of contextualised evidence to support improvement in the senior phase (S4 – S6). It has been designed to align with the key principles in Curriculum for Excellence and complements the aspirational agenda of the Scottish Attainment Challenge and National Improvement Framework.

Insight, as an evolving online benchmarking tool, presents schools with their attainment data in a format which is designed to support analysis

and self-evaluation of performance of all learners in the senior phase. Schools and local authorities are able to identify areas of success and where improvements can be made while keeping a focus on professional reflection from classroom teacher level up.

Although the main release of Insight is annually in early Spring, the 'Local Measures' are released to schools in September. This 'Local' information is based on attainment data from the SQA and currently the eleven other awards providers that participate in Insight. Schools are able to look at their internal attainment information to plan for year-on-year improvements. Insight is then updated in the Spring of the following year with information about which senior phase learners have left school.

Using data for this complete cohort, the 'National Measures' draw together a number of important benchmarks for a school's leavers group such as their 'Attainment versus Deprivation', 'Literacy and Numeracy', 'Raising Attainment for All' and 'Leaver Initial Destinations'.

One year on from the launch of Insight, a national user engagement exercise was undertaken to gather feedback and intelligence on how the tool is being used. The richness of data in the tool and the ability to use this in a multitude of ways means that it is rarely used the same way from establishment to establishment.

This is encouraging, as each establishment will have different lines of enquiry for its' own improvement activities. As a school's teachers and senior leaders become more proficient with the operational use of the tool, its application becomes more tailored to the school's individual needs and priorities.

The feedback we receive, from a wide

range of sources, provides details of emerging good practice, an example being establishments who have evolved towards holding 'live' departmental / Headteacher / Depute Headteacher discussion sessions using key school and local authority priorities as an agenda. This allows the production of a shared, data-intelligent departmental / faculty improvement plan with whole-school priorities influencing the planning for improvements.

We are encouraged to hear of the increasing use of Insight data for

improvement planning purposes in general and schools developing practices towards using this attainment data as part of a holistic approach to ensure the best outcomes for learners at an individual level, in line with the aspirations of Curriculum for Excellence.

Using all the feedback we receive, the Insight project team continue to work with our partners to evolve the tool. Recent updates introduced include a whole-school summary PDF document, and a Local Authority Summary tab to allow schools and Local Authorities to look at National Measures across the local authority. In addition to this, we are planning to pilot, as part of the February 2016 update, an additional tariff filter which will give schools a complementary perspective from which to view their attainment data.

The Insight project team are always keen to hear your thoughts, suggestions and, more excitingly, your good practice and as such we encourage you to get in touch. We continue to develop user guidance and support, and are very happy to hear your suggestions on what's useful. We are also keen to work with schools and local authorities to enhance user confidence. Please let us know if there is anything we can do to support with this.

“its application becomes more tailored to the school's individual needs and priorities”

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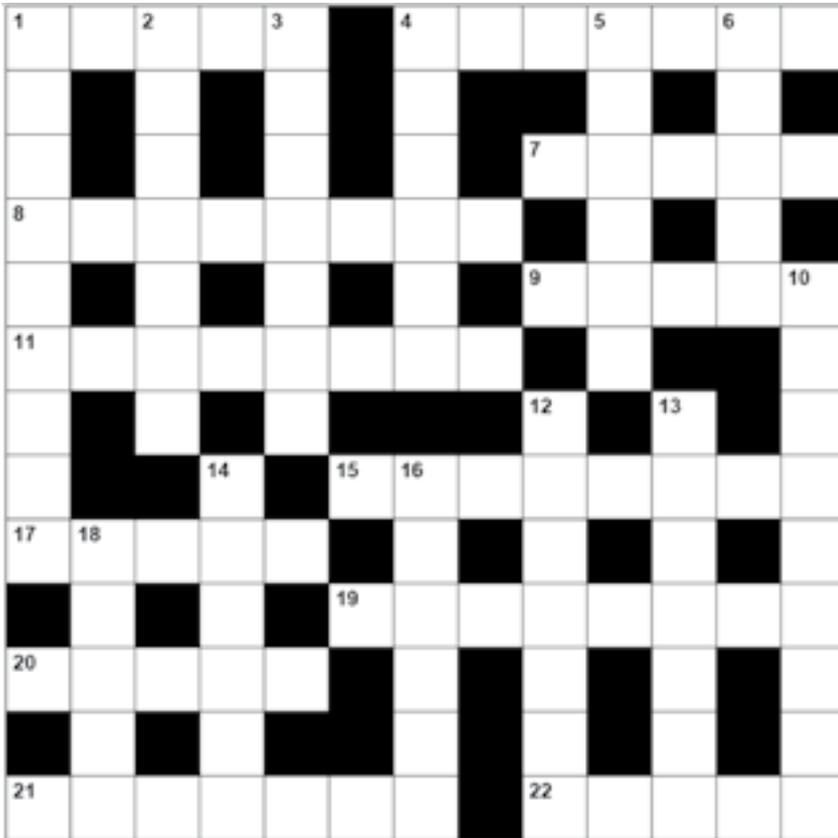
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across

- 1 - Some brioche appear inexpensive (5)
- 4 - Cases to catch a gram of silver that's initially elusive (7)
- 7 - Heard to require work (5)
- 8 - Giant company deficit touching America (8)
- 9 - Composer against bumpy ride (5)
- 11 - Official school punishment for a male (8)
- 15 - Plant spiritual being next to heart of vicar (8)
- 17 - Duck quilt losing fluffy feathers (5)
- 19 - Almost hell to conceal one European capital (8)
- 20 - Messy pasta creates Spanish dishes (5)
- 21 - Roman god to write backwards melody (7)
- 22 - Allow golf tirade (5)

down

- 1 - Mix the cocoa left about to make a sweet (9)
- 2 - Country information about an area of ground (7)
- 3 - Continue to quietly resist swapping first and second (7)
- 4 - Sturgeon and toothed whale (6)
- 5 - River squad is Spanish (6)
- 6 - Good currency? That's great! (5)
- 10 - I'm a sick person, ill at ease (9)
- 12 - Coming to an end, lessening after a century (7)
- 13 - Evenly optimal loan rearranged for a musical instrument (7)
- 14 - Present in a different way battered crates (6)
- 16 - Boy consumes drug with the French method of injection? (6)
- 18 - Picture of one wizard (5)

Crossword 88 Answers





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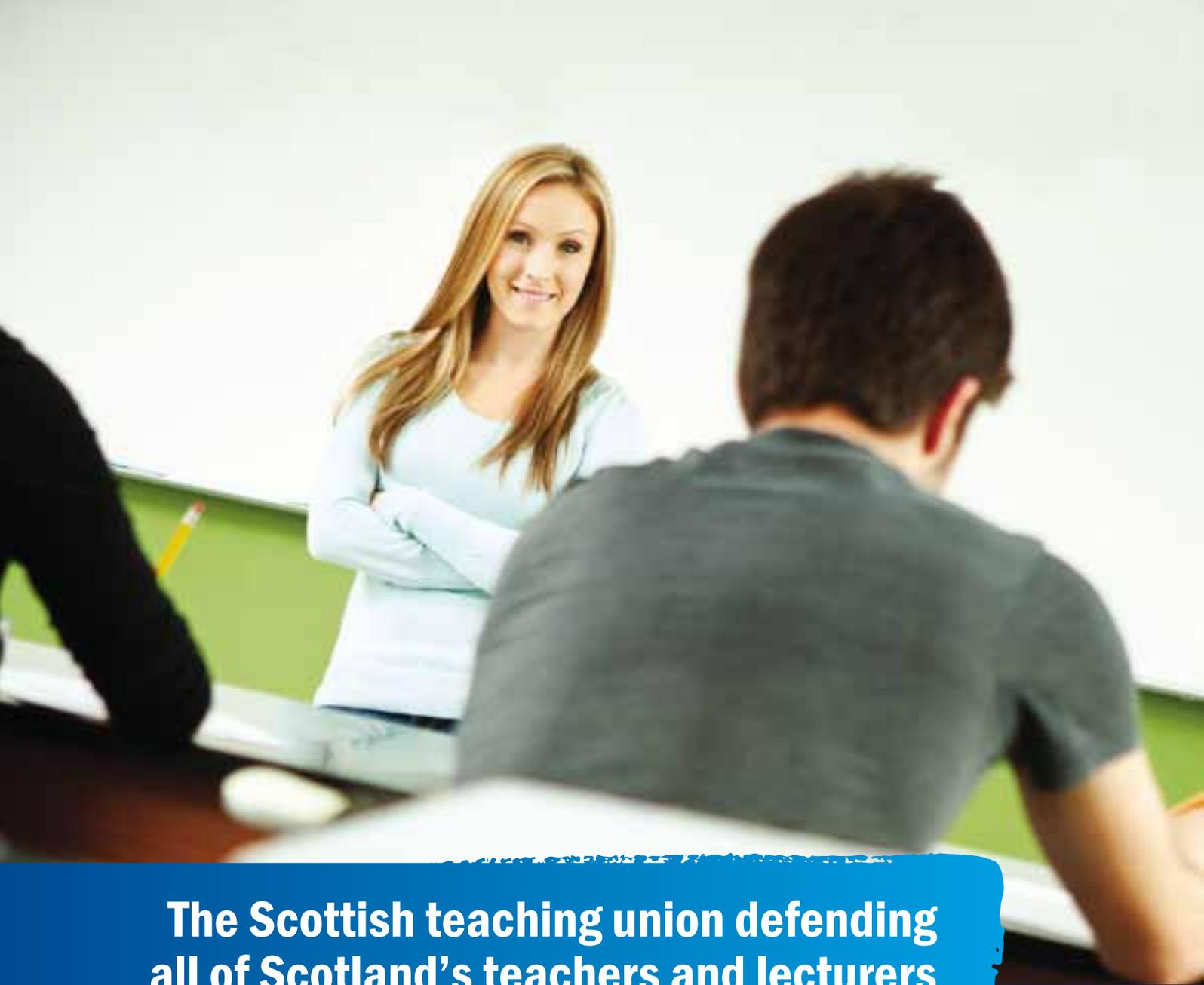
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