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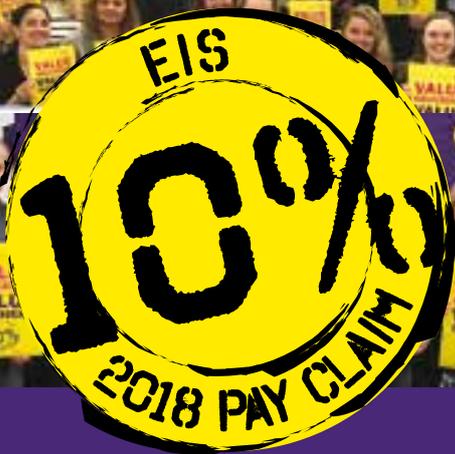
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The Scottish Educational Journal



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Waiting Game on Pay Claim

As we reported in the previous edition of the SEJ, the EIS formally launched its 2018 Pay Campaign entitled Value Education, Value Teachers in January. This was followed shortly afterwards by the formal submission of the teachers' pay claim for 2018 via the Scottish Negotiating Committee for Teachers (SNCT).

While the campaign continues to build at local and national level, with branch meetings being held in schools across the country on a daily basis, the reality is that we now await the formal response from local authorities, as the employer, and from the Scottish Government.

For the first time in several years, the pay claim submitted via the SNCT comes with a definite target figure attached rather than simply making the case for a pay increase. The use of 'narrative' claims in recent years, which made the argument for a pay increase without attaching a percentage figure for the claim, were perhaps a product of their time. At a time of enforced 'austerity' where public services were being cut to the bone, and public sector workers across the country were facing a stark choice of pay cuts or job losses, there was something of a tacit acceptance that pay restraint was the lesser of two evils.

Now, after a long and painful decade, times are changing and public sector workers are beginning to find their voice again in calling for increases in pay. The EIS pay claim – formally adopted by the teachers' side of the SNCT – for a 10% pay increase this year may appear ambitious after a decade of pay freezes and pay caps, but the reality is that it is actually a measured response to a stark decline in teachers' pay.

It remains likely that the response from the Scottish Government and from COSLA will be 'we cannot afford to give teachers this pay increase'. The fact is that they cannot afford not to give teachers a significant pay increase. The recruitment crisis in schools across Scotland is growing increasingly worse, with schools in

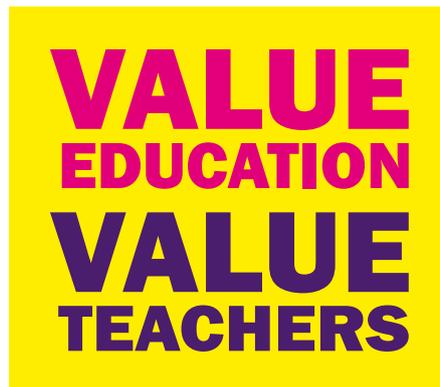
many areas struggling to recruit teachers. The Scottish Government has attempted to plug gaps by increasing the number of places on teacher education programmes – but many of these places remain unfilled.

Experienced teachers are leaving the profession too, with recent figures indicating that large numbers of teachers over the age of 45 are leaving Scotland's classrooms early, either for better-paid teaching posts in other countries or for less stressful occupations in this country.

Pay simply must be improved if Scotland is to attract and retain the qualified teachers that it needs. The EIS pay claim for 10% this year is the first step in restoring teachers' pay to the level it needs to be. Other countries across Europe have been increasing teachers' pay, and attracting people into teaching, over the past decade. It is long overdue for Scotland, a progressive European nation with great pride in its education system and its educational heritage, to play fair and pay fair where its teachers are concerned.

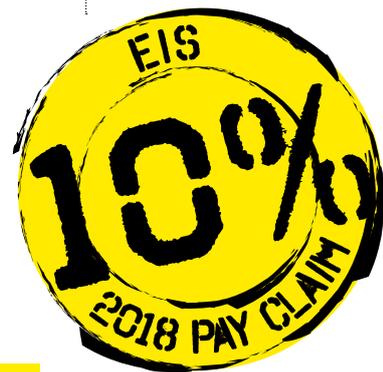
The challenge is there for the Scottish Government and for Scotland's local authorities – Value Education? Value Teachers.

For the latest on the campaign, visit www.eis.org.uk/valueteachers



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NEXT EIS PRESIDENT AND VICE-PRESIDENT ELECTED & PAY CAMPAIGN MOVES FORWARD



Alison Thornton



Bill Ramsay

The Value Education, Value Teachers 2018 Pay Campaign remained at the top of the agenda as Council gathered for its March meeting in Edinburgh. Council members also welcomed the news of the election of the next EIS President and Vice-President following the completion of the nominations process.

The new President for 2018-19 will be Alison Thornton (Edinburgh). Ms Thornton is a Secondary Teacher, the current

EIS Vice-President and a former Local Association Secretary for Edinburgh. Ms Thornton is a long-standing member of EIS Council and Executive, and has served on a wide range of EIS Committees including Employment Relations, Equality, Strategy and the Emergency Committee.

The Vice-President for 2018-19 will be Bill Ramsay (South Lanarkshire). Mr Ramsay is a Secondary Teacher and is the current long-serving Local Association

Secretary for South Lanarkshire. Mr Ramsay has been a member of EIS Executive and Council for many years, and is a current member of the Education Committee and the Equalities Committee, where he is the serving Convener.

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

ANNUAL GENERAL MEETING 2018

OBSERVERS

The EIS Annual General Meeting will be held in the Caird Hall, Dundee on 7, 8 and 9 June 2018. Any member wishing to attend as an observer should contact the General Secretary no later than Friday 4 May 2018.

FEIS

The Statutory Meeting of Fellows of the Institute will be held in Committee Room 1 in the Caird Hall, Dundee at 1.55pm on Thursday 7 June 2018.



Pay Campaign

President Elect Alison Thornton, delivering her report on the work of the Executive Committee, and General Secretary Larry Flanagan updated Council members on the latest developments in the Value Education, Value Teachers pay campaign. Ms Thornton highlighted the growing number of campaign meetings and events taking place across the country, and advised Council on the campaign resources that are currently available or in development.

General Secretary Larry Flanagan updated Council on the political elements of the Campaign, including plans for lobbying of Councillors and MSPs seeking support for the 10% pay claim. A Fortnight Focus on lobbying COSLA was also launched on the day of Council, encouraging members to contact their local Councillors ahead of the COSLA Leaders' meeting where all public sector pay claims were set to be discussed. See pp8-9 of this SEJ for more information on the Pay Campaign, and visit the campaign section of the website at www.eis.org.uk/valueteachers for the latest updates on the campaign and the ongoing SNCT discussions on the 10% pay claim.

Education Committee

Convener Susan Quinn updated Council on the latest discussions with the SQA regarding planned changes to qualifications including Highers and National 4. "The EIS had emphasised the need to ensure that National 4 does not become a mini National 5, though acknowledging that some changes will require to be made," said Ms Quinn.

Ms Quinn also advised Council of the latest plans for the National Improvement Framework (NIF), including EIS concerns over the way in which Scottish National Standardised Assessment (SNSA) data was being analysed, as well as concerns that the design of current literacy tests are not appropriate for pupils with English as an additional language.

Equality Committee

Convener, and new Vice-President Elect, Bill Ramsay told Council that the Committee had finalised new EIS advice on dealing with anti-Muslim prejudice and this would be published shortly for distribution to all establishments.

Mr Ramsay also noted the recent publication of the Scottish Government's 'New Scots' Refugee Integration Strategy, and said that the Committee had found the documents fairly impressive but had also noted that challenges could arise in implementation where funding challenges will continue to be an issue.

Employment Relations Committee

Convener Ricky Cullen updated Council on a range of Benevolence and Legal Affairs Matters, and advised that a total of 15 benevolent grants – totaling £27,500 – had been approved since the previous meeting.

On legal affairs, the Committee had considered 21 cases and had been pleased to note that a total of £40,339 had been received in settlements, on behalf of three members, since the Committee's last report.

Salaries Committee

Convener Helen Connor updated Council on the progress of the 2018 Pay Claim, which had been formally submitted via the Scottish Negotiating Committee for Teachers (SNCT) in February. "At that meeting of the SNCT, we talked the claim through very clearly – highlighting that the 10% claim is for one year and also outlining how we feel it can be delivered," said Ms Connor.

Ms Connor went on to advise Council that a management side response to the pay claim was anticipated at the next scheduled SNCT Joint Chairs meeting on 27 March. The EIS would be reminding COSLA and the Scottish

Government that, "Our Conditions of Service are not up for grabs" as part of the negotiation process, said Ms Connor.

Guest Speaker

Council welcomed guest speaker Louise McGurk, Regional Support Officer of the University and College Union (UCU) Scotland. Ms McGurk updated Council on the ongoing UCU strike action over planned changes to pensions that would have a serious detrimental impact on their members – an estimated average loss of approximately £200,000 for members during their retirement.

Highlighting the scale of support for the action, Ms McGurk said, "88% of our members voted in favour of strike action. We hope that this strong ballot result will offer encouragement to colleagues in the EIS and in other unions who may be considering their own industrial action ballots in the year ahead."

Ms McGurk also spoke of the massive surge in support and large rise in membership that had resulted from the dispute, and commended the "great support from students and from EIS colleagues and members of other unions" that UCU members had received throughout their industrial action.



Guest speaker **Louise McGurk**, of UCU Scotland.

NEWS...



Annual Meetings

The Annual General Meetings of both the EIS Further Education Lecturers' Association (EIS-FELA) and the EIS University Lecturers' Association (EIS-ULA) were set to take place shortly after this edition of the SEJ went to print.

Please look out for full reports from these events in the relevant members' Bulletins, or visit the EIS website at www.eis.org.uk for information on the debate and resolutions from the EIS-FELA and EIS-ULA AGMs.



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Energy Drink Ban Welcomed

The EIS has welcomed the decision by most major UK supermarkets to ban the sale of energy drinks to children under the age of 16. The move comes following growing concern about high levels of sugar and caffeine in many of these drinks, and their impact on children's health and behaviour.

Retailers included the Co-op, Boots, Asda, Tesco and Waitrose have now restricted the sale of such drinks to people over the age of 16.

A resolution from a past AGM called on the EIS to campaign for a restriction on the sale of energy drinks to children. President-Elect Alison Thornton, who represented the EIS on a number of groups calling for a ban on sales to under 16s, welcomed the move and said, "Teachers have long held serious concerns over the impact of high sugar caffeinated drinks on pupils' health and on their ability to concentrate in school. This ban on the sale of energy drinks to children under 16 is very welcome and should have a positive impact on the wellbeing of young people in our schools."



£1.8 Billion Allocated to Universities & Colleges

Commenting on the Scottish Government's announcement of £1.8 Billion in funding for Scotland's colleges and universities, EIS General Secretary Larry Flanagan said:

"This funding allocation for Scotland's colleges and universities marks a welcome boost to the resources available to the further and higher education sectors. This highlights the ongoing shared commitment in Scotland to widen opportunities for young people, and to continue to tackle the negative impact of poverty on education and life chances. These increases in funding will help colleges and universities invest in the staffing and resources that are required to widen access and enhance course provision for young people and mature learners in the year ahead. These funds will also ensure that universities and colleges have the finances available to meet their obligations to staff on pay, conditions and pensions."

New National Officer joins HQ team

Laura O'Neill has been appointed to the newly created post of National Officer (Legal Affairs), based at EIS Headquarters in Edinburgh.

Laura's responsibilities will include the provision of advice on a range of legal issues relating to employment and education with a particular focus on the preparation of cases supporting members facing GTCS Fitness-to-

Teach procedures. Laura will also assist in disciplinary cases, employment tribunal preparation, representation of members, and the development and delivery of legal training to colleagues and Institute representatives.

A qualified Solicitor, Laura previously held posts as an Employment Lawyer at Maclay, Murray & Spens, and latterly at Dentons, in Edinburgh. Laura has already started work at EIS HQ in Moray Place, and may be contacted via the Employment Relations Department on 0131 225 6244.



Sexual Harassment a Growing Concern in Schools

The issue of sexual harassment has been prominent in the media in recent months, and continues to be a matter of significant concern in schools.

Reports of misuse of technology to share inappropriate images of teachers and pupils, often taken without consent, continue to be heard across the country.

The EIS has clear policies on combatting sexual harassment in schools, colleges and universities and the Equality Committee will bring a Motion to the EIS

AGM in June calling for this advice to be reviewed, and also calling for a campaign to raise awareness of the issues.

EIS Equality Convener and Vice President Elect, Bill Ramsay, said "Our policies and advice on sexual harassment are extensive, but do need to be updated to reflect current realities in schools."

For further information on the EIS AGM, visit www.eis.org.uk/Meetings-And-Events/AGM2018

EIS Singing out for Women's Rights

The EIS marked International Women's Day 2018 with a chorus of women's voices calling for equality and social justice for women and girls. Members from across Scotland gathered together to sing songs of social justice and the power of teaching but also to comment on the issues affecting women and girls in Scotland today. (See image Page 21)

#EIS in Tweets

@EISUnion



Momentum Building in 2018 Pay Campaign

As we highlighted in last month's SEJ, the EIS launched its 2018 Pay Campaign - entitled Value Education, Value Teachers - at January's meeting of EIS Council. Over the last 2 months, momentum has been building and members across the country have been getting behind the EIS call for a 10% pay increase for teachers and associated professionals at all grades in 2018.

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Campaign Meetings

A wide range of events have been held across the county, providing a focus for local campaigning activity. Branch meetings have been organised in schools, making use of campaign resources and encouraging members to get active in support of the campaign.

Local association meetings and ABMs have also incorporated campaign elements, with prominent speakers including President Nicola Fisher, President elect Alison Thornton, Ex President Margaret Smith, General Secretary Larry Flanagan and Convener of the Salaries and Strategy Committees, Helen Connor, touring the country speaking to members to outline the campaign strategy and to make the case for a 10% pay increase for all teachers and associated professionals.

EIS HQ is happy to assist with providing speakers for meetings at school or local association level. If you would like to request a speaker for a campaign meeting, please speak to your Area Officer, Organiser or contact EIS HQ.

0131 225 6244
campaigns@eis.org.uk



Next Steps

How the campaign develops will be dictated, at least in part, by the response of COSLA and the Scottish Government to the 10% pay claim. Should they indicate a desire to negotiate a fair agreement via the SNCT, then this remains the preferred outcome and the campaign would evolve to support the negotiation process. In the event that they indicate an unwillingness to negotiate on a substantial pay increase, or in the event that they attempt to drag the negotiation process on for an unacceptable length of time, the option to declare a failure to agree and move into a formal dispute would then be considered. Negotiation remains the preferred option, with any move to dispute or industrial action being a last resort.

Get Involved, Get Active, Get Organised

The success of the Value Education, Value Teachers campaign will require the active support of members. Only through members working collectively, at local and national level, can the EIS succeed in its campaign to secure a significant pay rise for all teachers and associated professionals.

Speak to your EIS Rep about how to support the campaign, and keep updated on the latest developments by visiting the campaign section of the EIS website at www.eis.org.uk/valueteachers

Political Activity

The EIS has been active at Scottish party political spring conferences, with a series of fringe and lobbying events highlighting the Value Education, Value Teachers campaign. Engagement with political parties has, thus far, proved fairly constructive and positive - with a widely held consensus on the need for a meaningful pay increase for teachers and associated professionals. The proof of political commitment to a fair pay award will, however, only come after a formal response from COSLA and the Scottish Government to the 10% pay claim.

At the time of writing, there has been no formal response to the teachers' side pay claim that was submitted via the Scottish Negotiating Committee (SNCT) in early February. A meeting of the COSLA leaders' group was only set to consider the pay claim at a meeting in late March, after this edition of the SEJ went to press. The EIS launched a 'Fortnight Focus on COSLA' e-lobbying campaign ahead of this meeting, encouraging members to contact their local Councillors calling for their support on a fair pay settlement. Plans were also in place for a physical lobby ahead of the COSLA meeting, and for similar lobbying of MSPs of all parties to seek their support.



Members' Frequently Asked Questions

Q: Why have pay negotiations started so late if the due settlement date for 2018-19 is 1 April 2018?

A: Negotiations cannot really start until the Scottish Government sets its budget, which wasn't done this year until December 2017. When Agreement is obtained, however, it will be backdated to April 2018.

Q: Can COSLA and/or the Scottish Government simply stall negotiations forever?

A: We are aware that the other side in these discussions may seek to drag out negotiations. Ultimately, we can declare a failure to agree, end negotiations, and initiate a dispute.

Q: As the Scottish Government funds around 80% of Local Authority budgets aren't the negotiations really with the Scottish Government?

A: The Scottish Government is certainly centre stage but COSLA does represent our employers and we think Local Authorities have significant resources as well as revenue raising powers, so we are negotiating with both arms of government.

Q: Will the Scottish Government or COSLA seek to trade Terms & Conditions in exchange for a 10% Pay uplift?

A: That is always a danger. The EIS, however, is clear that we will not trade (i.e. agree to worsen) Terms & Conditions in exchange for a pay increase. This has been stated from the outset of the negotiations. If either the Scottish Government or COSLA seek such a deal, it will be rejected.

Q: Why only 10% - a 10% pay uplift will not restore my current salary to my 2009 salary level?

A: That is correct, a 20% pay uplift would be required to restore teachers' salaries to the purchasing power of 2009. The EIS believes, however, that a 10% claim is not only a significant first step in the process of restoring pay but one that can be won.

Q: When is the EIS going to initiate strike action if negotiations do not agree a 10% pay uplift?

A: The objective is to secure an agreement without having to resort to strike action and we are taking part in negotiations in good faith. The EIS is clear, however, that members will be asked to consider strike action if agreement cannot be reached. A consultative ballot will take place before any statutory ballot for industrial action. The timescale around this is flexible and subject to progress in the discussions.

- For a full list of frequently updated FAQs, please visit the Value Education, Value Education campaign page at www.eis.org.uk/ValueTeachers





Learning Under Occupation

EIS President Nicola Fisher and General Secretary Larry Flanagan recently joined a delegation to experience the lives of Palestinian pupils and teachers in the Occupied Territories. Here, Nicola describes some of the experience and shares some of the real-life stories of those learning and teaching under occupation. All comments and opinions cited are from real people, but some names have been changed or omitted to protect the identity of the individuals and schools concerned.

One doesn't expect to find it so upsetting to encounter joy and hope. As we arrive at a girls' school in Nablus, the children welcome us with little gifts they have made and ask us our names and tell us theirs. They show us their playground and chat to us in the sunshine. They tell us which subjects they like at school and which ones they don't. They tell us they are pleased to practise their English and are too kind to point out how poor our Arabic is. They tell us of their ambitions; of their hopes and dreams. A riotous and unidentifiable ball game breaks out, with pupils and members of the delegation indistinguishable from one another in the hilarity and chaos which ensues. But the contrast between all this joy and hope and excitement and the often brutal reality of life in Palestine is overwhelming.

Earlier in the week in Ramallah, we met with the director of Defence of Children International Palestine (DCIP), an NGO which works to support children in the Occupied Territories, particularly those caught up in the judicial system. We heard how hundreds of Palestinian children are prosecuted every year, often for minor

offences such as throwing stones at settlers' cars – settlers, incidentally, who live in settlements which are illegal under international law. These children will often be arrested in night raids on their homes. During these raids, Israeli soldiers will enter homes while families are asleep, waking everyone up. They will identify the child they are seeking, arrest them and take them away. According to DCIP, the soldiers will often beat the child in front of their family. It may be months before the parents see their child again. When they do, it will be in court.

Child Detention

The case of Ahed Tamimi has shone a light on the treatment of children who are detained and prosecuted by the Israeli juvenile military courts. Unfortunately, Ahed's case is just the tip of the iceberg. DCIP estimates that 500-700 children are detained and prosecuted each year. The conviction rate for Palestinian children is around 95%. On average, DCIP take affidavits from 150 children per year who have been subject to the juvenile military court system. The evidence obtained in these affidavits is horrifying.

Children report being beaten and humiliated. They are interrogated for long periods of time with no lawyer or family member present. They are not told of their rights. Amnesty International reports similar cruel treatment of child prisoners, including subjecting children to blindfolding, threats and physical violence. Children are often kept in solitary confinement for days or weeks at a time. According to DCIP, one child was kept in solitary confinement for 22 days. In a heartbreaking twist, some children come to see their interrogator as their friend, simply because they are the first human being they have seen for some time. Some children talk about playing with an insect in their cell and how they gave it a name. It was their only companion.

Inevitably, the outcome of all this is that the children confess – even those who haven't actually done that of which they are accused. They are also encouraged to name other children and, unsurprisingly, they do so. Often children will give up the names of others who weren't even present at the incident in question, in the hope that this will enable them to go home.

And the cycle begins again with another child, another family.

And, of course, this is not the only way in which life for Palestinian children is extremely difficult. The impact of the occupation on the children's emotional and mental health can be devastating. We visited a school in Hebron where the Headteacher reported that increasing numbers of pupils are attempting suicide, sometimes by taking pills and sometimes by running towards checkpoints in the hope that the soldiers will shoot them. She described how she and her colleagues had chased after pupils to try to stop them reaching the checkpoint. She also described how many pupils remain in the school playground after hours as it is one of the only places where they feel safe.

Daily Challenges

Keeping schools open and running is also a challenge in the Occupied territories. Teachers and pupils are often kept waiting at checkpoints for three or four hours at a time. When meeting with teachers in schools and also with members of the General Union Of Palestinian Teachers (GUPT), we heard how teachers leave home at 3am or 4am in order to get to school on time. At times, they don't get through the checkpoint at all, meaning schools are understaffed and classes have to be combined. Sometimes children are put off by the daily attrition of trying to get through the checkpoint and give up coming to school altogether.

In Aida Refugee Camp, near Bethlehem, we watched from the roof of the Lajee Centre as the children played in the park in the late afternoon sun, occasionally breaking off from their games to wave up at us. Aida Camp originally accommodated 800 refugees but is now home to over 5000. The Lajee Centre itself does a great deal of valuable work with the children and young people in the camp, providing much needed outlets for the children's energy and creativity. They work with over 2000 children each year through dance groups, football teams, environmental teams, photography projects, health groups and festivals. However, this being Palestine, other aspects of life in the camp stand in stark contrast.

Facing the Wall

Six watchtowers surround Aida and the separation wall runs through the camp. Allegedly for security, the wall serves to divide Palestinian communities and to separate Palestinians from their land. In Aida, the Palestinians have decorated their side of the wall with murals and artwork which symbolise their resistance. One panel links Guernica with Palestine. Another lists the villages represented in the camp from which the Palestinians were driven out in 1948. Yet another lists the names of over 200 children killed in the Israeli offensive on the Gaza in 2014. Dominating it all is an enormous key, the Palestinian symbol of the right of return.

The director of the Lajee Centre describes how the army shoot tear gas and bullets at the schools, which are run by the United Nations. He tells us how Israeli snipers fire into the camp and how the army carry out training exercises in the camp to make sure their weapons work. We hear that the majority of boys in the camp either go to jail or are killed. And we look down from our rooftop vantage point at the wee boys in the park and wonder what is going to become of them.

Back in the girls' school in Nablus, the uproarious game has finished and we move inside with the children as they settle down to their lessons. It can be a struggle to think what to say to these girls. For a while they smile at your encouragement, you cannot help but hear a hollow ring to your own words. As you hear yourself say "A doctor? That will be a fabulous job. You'll be able to help so many people." You cannot help but be aware of the seemingly insurmountable barriers which lie between that child and their ambition. You cannot help but wonder if that dream can ever come true for that child.

You do come away wondering just how long that fragile joy can last. You do come away wondering whether that hope can ever come to fruition. But the fact that joy and hope continue to flourish here, often in the face of great cruelty and great adversity, is truly remarkable.



The Holocaust: Never Forget

EIS Assistant Secretary Andrea Bradley recently delivered a powerful speech at an anti-fascist event as part of the commemorations associated with Holocaust Memorial Day. Here, the SEJ highlights how Andrea used her speech to draw worrying parallels between the rise of the Nazis and the current upsurge in extreme rhetoric and activity in the USA.

“Those who cannot remember the past are condemned to repeat it.”

- George Santayana

It was very fitting that the theme of this year's Holocaust Memorial Day was the power of words.

As EIS members know, as much can be conveyed implicitly as explicitly in a piece of written or verbal communication. As well as the obvious visible signs that are to be found in the way that language is used, there are hidden codes which can be deployed within language to shift thinking in a particular direction - right or wrong - and to instil or fuel particular feelings - positive or negative - in a reader or a listener.

Understanding the Power of Words

Teaching children and young people about the power of words, and in developing their skills in critical thinking about language, is the cornerstone of a democratic education underpinned by the values of fairness, equality and social justice.

In a democratic society, words are the tools needed by its citizens to question, to challenge, to create narrative and counter-narrative, and to include and involve others, for the common good. Thankfully, there are thousands of teachers in Scotland's schools who were teaching literacy to their pupils and students with this in mind today.

The EIS as a campaigning union is going a step further too. We're currently lobbying for anti-racist education to be a permanent feature of the curriculum at all stages, and for Holocaust education to be embedded throughout the learner journey. We want our children and young people to develop and apply their critical literacy skills to these crucially important contexts, and so, we've been talking to local authorities,

government, initial teacher education institutions and some teachers who're already doing this, about how we can take this forward to ensure that our young people are armed with understanding against racism and fascism.

Donald Trump

As a teacher trade unionist, I, like many educators, was stunned by Donald Trump's remark after winning the Nevada caucus in 2016. He said, in response to analysis of the result that showed massive support for Trump from less well educated Americans: "I love the poorly educated."

This was not an expression of magnanimity. Rather, it betrayed the contempt with which Trump regards the poor and therefore the poorly educated - their less well-honed reading, writing, talking, and critical thinking skills, rendering them more malleable, persuadable, easy to manipulate, less able to challenge... through words.

The EIS, as Scotland's biggest teacher trade union, with quality, comprehensive education as a fundamental aim, does not wish to see any young person leave school in such a vulnerable position. The teaching of critical literacy - not rudimentary drilling in the 3 R's - must be the endeavour of our education system.

And Trump's statement lauding anti-intellectualism betrayed the contempt with which he views the educated - those who've been taught the skills to discern fake news, irrational argument and propaganda, all conveyed through words. Those who've learned to question and challenge falsehood and fallacy, with their own well-chosen words.

Trump uses words wilfully and dangerously. He's labelled Mexicans 'rapists', Muslims 'terrorists' and the victims of sexual violence and abuse 'psychos'. If anyone's familiar with the Anti-Defamation League's Pyramid of Hate - you'll know that Trump's use of language in this way locates his behaviour on the first and second layers of that pyramid - a simple graphic that tracks the complexity of human behaviour towards genocide.

There are five layers on the pyramid. The first layer is bias or prejudiced attitudes, the second, individual acts of prejudice like name-calling, followed by the third which is discrimination against whole groups politically, socially, economically.

The so-called Muslim ban and the wall that will keep the Mexicans out, both fall into this category. This leaves only two layers at the top of the pyramid - violence and genocide.

So far, Trump hasn't had the audacity to exert physical violence against individuals or groups whom he has identified as enemies of America within US borders, but he failed to condemn the violence of white supremacists in Charlottesville, Virginia, one of whom murdered a young female civil rights campaigner who was protesting the white supremacist demonstration. He killed her by driving straight at her in his car.

Trump knew the power of his words when he said that the violence of that day 'was on many sides'. And he knew that what he didn't say in condemnation of the racists was as potent as anything that he might have uttered. What he didn't say in the aftermath of Charlottesville emboldened those who were there on the streets with their tiki-torches, and those who were with them in spirit in living rooms across the USA and beyond.

Those like the recently jailed Jayda Fransen, deputy leader of Britain First. If there were to have been any doubt about Trump's propensity to fascist sympathies, he nailed his colours firmly to the mast by retweeting a series of films that she posted on Twitter with the aim of inciting hatred against Muslims.

Donald Trump, President of the United States has almost 45 million twitter followers; Jayda Fransen, deputy leader of a far-right party, apparently way out on the margins of British politics, gained 10,000 followers after Trump's retweets. So, words, and the means by which they're shared, particularly in this age of social media, are powerful.

The Holocaust

The Holocaust Memorial events that have recently taken place around the world are intended for reflection on past events and atrocities committed by the Nazis against Jewish people, other minorities and, of course, political enemies, including trade unionists. But there are clear political parallels between then and now.



One of my fourth year classes at University was modern German history which involved looking at Hitler's ascendancy and how he was able to wield such power in office. We did the academic study and could rhyme off the reasons, backed up by the academic evidence in our essays but still I couldn't quite get my head around how real people - almost a whole nation of them - could be corralled into colluding, either knowingly or otherwise, in the political and social malevolence, that amounted to genocide on an industrial scale.

In the years subsequent to the opening of the first concentration camp, until the end of the Second World War, somewhere between 15 and 20 million people were

murdered at the hands of the Nazis. That's around four times the population of Scotland wiped out over a six or seven year period.

Why didn't ordinary - most of them good - people, resist en masse, as soon as the first words of hate speech were uttered from the Nazi mouthpiece?

The fact that they didn't, shows that people are vulnerable, when the economic and social conditions are right, to persuasion by ill means, for ill purpose, by those who subscribe to fascist ideology. The fact that there wasn't mass resistance perhaps also shows that people at the time didn't know what the horrific consequences of inaction would be. Nothing in their living memory or even recent history hinted at the outcome.

And, of course, the Nazis knew the power of words. It's why a whole ministry of the Third Reich was devoted to propaganda with Joseph Goebbels at the forefront. Goebbels was charged with Hitler's public image, regulating the content of all German media, and fomenting anti-Semitism. In the literary world, Goebbels forced

Jewish actors, directors, newspaper and magazine editors into unemployment, and staged a public burning of books that were considered "un-German."

It is a surprise that Goebbels - the engineer of the Nazi propaganda machine against Jewish people - was not initially anti-Semitic. In his youth, the high school teachers

he valued most were Jews, and he was at one time engaged to a half-Jewish girl. Even Goebbels is testament to the fact that racists are made, not born. He, as a young man contemplating political involvement, was persuaded, no doubt by the words of others, to join the National Socialists. He soon became one of their most zealous anti-Semites, inciting such vile sentiments in the wider populations of the Third Reich. He went about his work with terrifying skill.

While the German people and the rest of those who found themselves living under the spectre of the Third Reich had no historical prism through which to view the prevailing fascism, subsequent generations have had. And yet further genocide has

occurred. The power of words and the power in words is evident in the fact that the definition of the word 'genocide' is contested by some. Regardless of definition, violence, killing and oppression on a mass scale, of one group, by another group on the grounds of nationality, race, ethnicity and religion have happened since the Holocaust: East Timor, Cambodia, Rwanda, Bosnia and Sudan - a litany of grim lessons unlearned across three continents, one of them Europe itself.

In Unity

That said, we shouldn't and can't despair. We in the international trade union movement, have been constant in our resistance to racism and fascism down the decades, by word and by deed. When Mussolini's Blackshirts marched in Rome, trade unions remained steadfast in their opposition in spite of the violence, threats and draconian censorship measures inflicted on them. When Hitler's Blackshirts stormed their meetings and gatherings, trade unionists were undeterred. When Franco's fascists threatened the democratically elected government of Spain prompting the outbreak of the Spanish Civil War, trade unionists swelled the ranks of the International Brigade which rallied in defence of democracy against the fascists. And trade unionists were among those who built the barricades to prevent Mosley's fascists marching down their East London streets. In solidarity with the International Brigaders, they shouted, 'No pasaran!' at the fascist mobs.

Today there are 6 million trade unionists across the UK who stand against racism and fascism alongside allies like Unite Against Fascism. We organise anti-racist and anti-fascist public demonstrations every year, now twice a year at least, with banners and chants and speeches as expressions of solidarity with ethnic minorities, refugees and asylum seekers, and as resistance to the racists and fascists who'd seek to divide us. We use our words and our strength in numbers to resist.

And we'll turn out in numbers to show our resistance should Donald Trump, his alt-right henchmen and their hate speech, ever brave a state visit to these shores.

In simple but powerful words: No pasaran! Nae pasaran!

Andrea Bradley, Assistant Secretary
Education & Equality



Learning Reps

Professional Learning
Help / Advice / Info

Professional Learning

EIS Action Research Grants

In early 2017 EIS Council approved an Education Committee decision to set up a funding stream that will support practitioner action research amongst EIS members.

To incentivise research by EIS members, individual grants will be £500, with an agreement for the EIS to have the right to publish, disseminate and archive the research.

The purpose of the EIS action research grants is to facilitate both learning and action, and in doing so, offer teaching professionals the opportunity for personal and professional development.

What is Action Research?

Educational establishment-based action research is a simple set of techniques used to help improve teaching and learning. It is usually undertaken by the teacher or educator in their own classroom / setting.

Action research involves:

- Identifying an issue (related to learning in your classroom/setting)
- Reviewing any relevant literature around the issue
- Planning a simple research strategy
- Gathering and analysing data
- Taking action based on your findings
- Sharing your findings

Who Can Apply?

All EIS members are eligible to apply. The initiative is intended to support practitioner research that would otherwise be unlikely to be undertaken. Research as part of a Masters or PhD study will not be ruled out however.

What Can I Research?

The aim of the initiative is to support research into aspects of pedagogy and the dynamics of teaching and learning, with a view to findings supporting continuing professional development and enhanced

practice. Other potential research dimensions could be to inform EIS policy development, or to support the efficacy of teacher trade unions / professional associations.

In 2018-19, the EIS is inviting applications to support research relating to one or more of the following themes:

- Closing the attainment gap
- Professional collaboration
- Additional support for learning
- Equality (protected characteristics)
- Health and wellbeing of teachers/lecturers/pupils
- Early years education
- Impact of professional learning
- Home-school relationships

How and when do I apply?

Complete and return the application form and research proposal (approx. 300 words). The closing date for applications is 12 noon on Friday 27th April 2018.

If you have any questions about the application process, please contact Lesley Walker (lwalker@eis.org.uk)

Scottish Union Learning Everyday Skills Conference

On Thursday 22nd February Scottish Union Learning (SUL) welcomed delegates to its Everyday Skills: Innovative Approaches to Learning in the Workplace event, which was held at the Scottish Youth Theatre in Glasgow. The EIS was well represented by EIS Learning Reps, Organiser Ruth Winters and PL Co-ordinator Lesley Walker.

After a networking breakfast and introduction from SUL Development Officer Catherine Garvie, the STUC Deputy General Secretary Dave Moxham took to the stage to deliver a keynote speech where he emphasised the need to ensure workers are supported to develop the skills they need in a rapidly changing environment.

Union Learning Reps (ULRs) are well placed to provide this support and none more so than EIS Learning Reps who can signpost a wide range of professional learning opportunities and provide direct support to teachers on PRD and Professional Update. College-based EIS Learning Reps can provide similar support in helping meet

lecturers' learning needs in their sector. To find out who your Learning Rep is, visit the EIS website at www.eis.org.uk/Become-Active/LearningReps-Intro

Jamie-Max Caldwell, a Community Organiser with Unite, spoke movingly about how collective action and using the arts can help engage people in lifelong skills development and learning, particularly for people with dyslexia or other communication needs who bring different skills and talents to the table.

Three breakout sessions were then available. The Scottish Book Trust led an interactive workshop entitled 'Union Rebels' in which author Alison Irvine encouraged participants to reflect on all their lifelong acts of rebellion, both big and small, and to get writing about them! www.scottishbooktrust.com

The Mhor Collective is a small committed team of people working with others to promote digital inclusion. In today's increasingly digital world, being digitally

connected brings many advantages. The Mhor Collective is passionate about ensuring access for all to digital participation. This workshop focused particularly on inclusion for people with autism, who can find digital communication preferable to face-to-face interaction. www.mhorcollective.com

Craig Steele (Digital Skills Education Limited) led a workshop on protecting your personal data. We provide companies with more of our personal data than ever before. This can be contact details or more sensitive information such as medical or financial details. The session covered the basics of data protection and provided tips and advice on cyber security.

For more about the work of Scottish Union Learning, visit the website at www.scottishunionlearning.com

Education Conference 2018

Date: Saturday 28 April 2018

Venue: Technology and Innovation Centre at the University of Strathclyde in Glasgow.

Registration is now open for this conference.

As previously advertised, internationally renowned Finnish educationalist Pasi Sahlberg is the main keynote speaker. In addition to what promises to be a highly engaging keynote presentation, there will be extended time for audience conversation and discussion with Pasi on the themes that he raises in relation to education and educational reform.

Also confirmed as speakers are Larry Flanagan, General Secretary and Gayle Gorman, Chief Executive Education Scotland, who will be presenting on and discussing issues related to education governance in a session which will be chaired by EIS President, Nicola Fisher. Questions from the audience will be encouraged.

To register your attendance at the Conference, please email Leigh Meechan (lmeechan@eis.org.uk) with details of your place of employment and include any dietary or access requirements.



Tackling Excessive Workload



www.eis.org.uk

Everything you need to know about using Working Time Agreements to take control of workload

What is a WTA?

A WTA is a collective agreement reached at school level between the trade union(s) and the Headteacher.

Each LNCT(Local Negotiating Committee for Teachers) will offer guidance to schools in your area on agreeing a WTA.

Once negotiations are completed - it is signed off as agreed by the Rep and Headteacher. The agreement is now binding on all staff.

Did you know....?

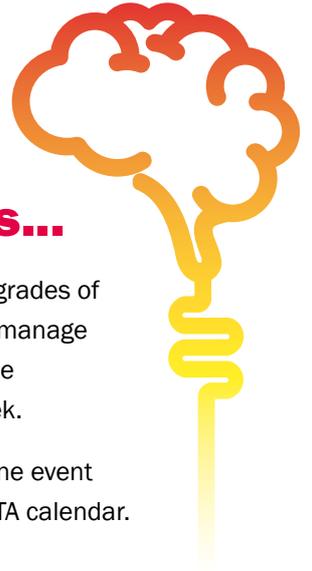
Excessive workload is, **“Anything that makes it impossible for teaching staff to complete their duties within the 35 hour week.”**

(SNCT Handbook, Part 2, Appendix 2.18)

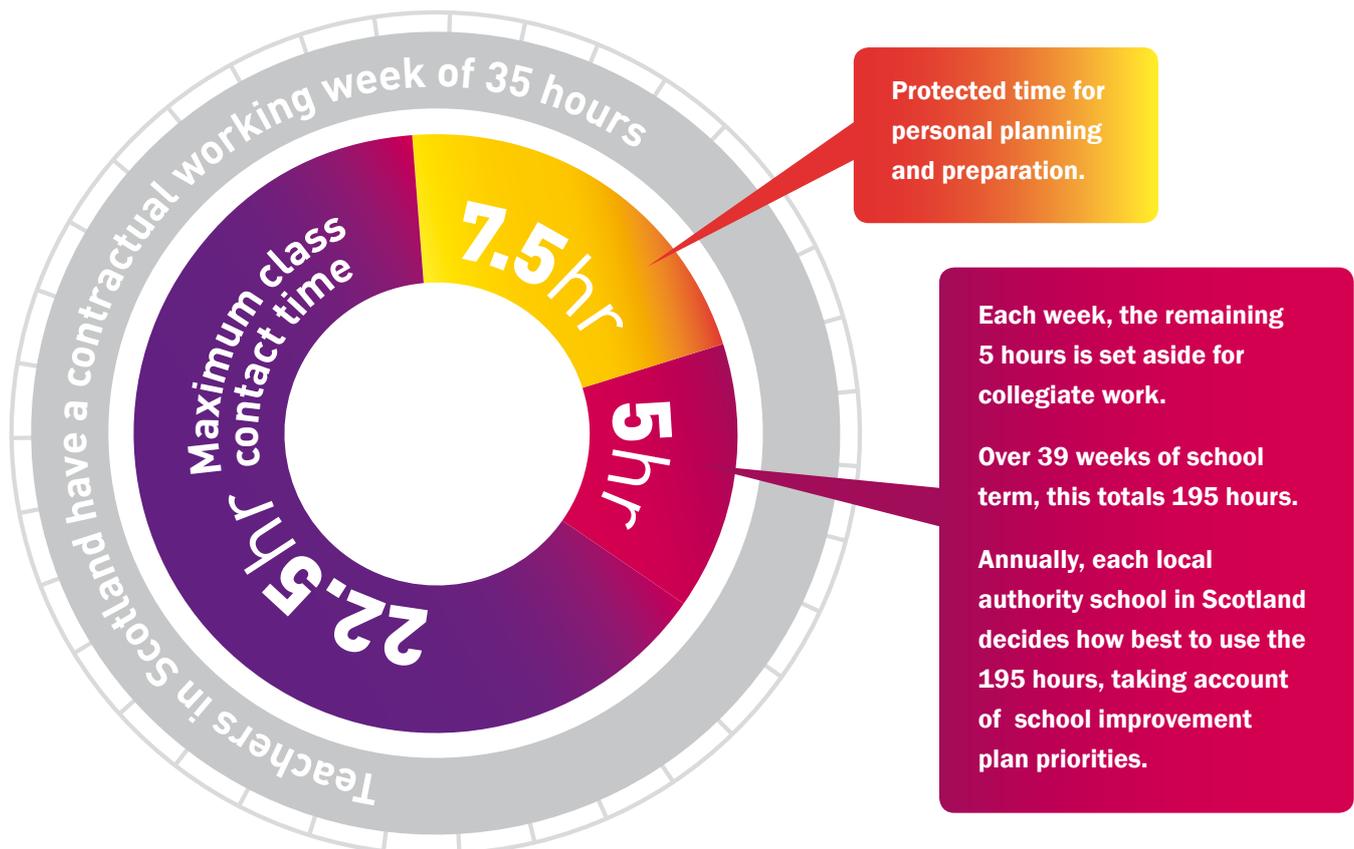
If you only remember one thing about WTAs...

The WTA is a tool for all grades of school teaching staff to manage workload and achieve the contractual 35 hour week.

Never have more than one event per week on a school WTA calendar.



Where does the time for all this come from?



I'm really busy... why should I be interested in this?

WTAs cover how much of your time over and above class teaching and preparation is spent on activities such as:

Workload Reforms

Parents' meetings

Reporting

Staff meetings

Additional time for planning preparation and correction

Formal assessment

PRD

TU meetings

Additional supervised pupil activity

Flexibility

Who does the negotiating?

Your school should have a staff representative group. The teachers' side is usually led by the representative from the trade union with the most members in your establishment.

The management side is led by the Headteacher and up to two more members of management staff.

I've heard that every WTA also has a calendar - why?

Easy - so that you know the dates and times of all WTA events for the school session. It must be agreed at the same time as the allocation of the 195 hours of collegiate time for the school year.

The calendar allows teachers and managers to plan workload demands and avoid pressure points such as parent meetings and report deadlines clashing with other school meetings.



FAQs



What about part-time staff?

All WTA requirements for part-time staff are pro-rated. Teachers and managers should reach agreement at the start of each school session about which events will be attended by part-time colleagues. N.B Part-time staff can only be obliged to attend work on a day they don't normally teach if there is a planned parent's meeting. Try to schedule staff meetings and parent's nights on different days of the week.

Do I have to undertake personal planning and preparation on school premises?

No. Your school should have established 'sign-out' arrangements.

What if either side can't reach an agreement?

EIS teacher side members should seek advice from their EIS Local Association Secretary. Promoted teachers who are acting in a management capacity should seek advice from the Management Side LNCT Joint Secretary. Your LNCT agreement will explain more of this process.

Do we need to have a staff meeting or DM every week?

No. Your time is limited and after statutory obligations such as meeting and reporting to parents/carers are accounted, EIS members should prioritise use of the 195 hours in relation to areas set out in the School Improvement Plan.

Want to find out more?

Contact your Local Association for information and details of any forthcoming EIS WTA training

EIS Still fighting for Women's Rights – 100 years on from Votes for Women



The EIS recently marked International Women's Day with a range of initiatives across the country, including musical events featuring the EIS pop-up choir and an event in Glasgow City Chambers which brought pupils from Glasgow schools together with inspirational women from across Scotland. IWD2018 had even greater significance this year, coming in the centenary year of women first gaining the Right to Vote in 1918.

The year 2018 is an important moment for those who champion women's rights to reflect on what progress has been made and what campaigns remain to be won. It marks one hundred years since the Representation of the People Act proposed the right for selected British women to vote – but only if they were over the age of 30, a property or homeowner, and a member of or married to a member of the Local Government Register, or were a university graduate voting in a university constituency. The Act received royal assent on 6 February 1918. This was an important landmark in the fight for women's equality, and a step towards full suffrage, which finally came in 1928.

One hundred years on from the first votes for women in a UK election, how have things changed for women in Scotland and the UK? Well, when women members of the EIS came together to sing songs of struggle and of hope for International Women's Day 2018, they also reflected on some of the issues still facing women at work, and painted a picture of a society still a long way from equality. Members spoke about period poverty, stereotypes of older women, women's under-representation in promoted posts, and the need for flexible working, and agreed to keep sowing 'seeds of hope' for a better society. For more information on the issues under consideration by the EIS on International Women's Day 2018, see: www.eis.org.uk/Equality/Gender

Another issue consistently on the equality agenda is women's continuing under-representation in public and political life. Although the number of female MPs in the UK Parliament hit an all-time high after the June 2017 snap election (208 out of 650 members) this still only equates to 32%; and only 35% of MSPs are women. In Scottish local government, which makes budgetary decisions about vital services on which women and their families rely, only 29% of Councillor seats are held by women. Perhaps this explains why women and those on low incomes continue to shoulder by far the greatest burden of tax and benefit changes and cuts to public spending since 2010, with Black and Asian women facing a triple disadvantage. If you're not at the table, you're on the menu, as the saying goes.

Women are also missing from public boards. In 2017, the EIS supported Scottish legislation to introduce gender balanced boards, saying "This legislation is simply the right thing to do, to address centuries of inequality and make public bodies – which act for us all – truly reflective of the population they serve." But there remains much to be done to ensure women have equal access to decision-making and to political power.

Legal systems also need to catch up with the issues facing women and girls. The Fawcett Society's recent review of sex discrimination law has found that the UK

legal system is failing women and needs fundamental reform. It reports that half of all women have experienced sexual harassment at work and recommends that the government strengthen the law on this area. The review also reported that progress on closing the gender pay gap has stalled, and that 54,000 pregnant women and working mothers are pressured to leave their job early each year. Such inequalities cannot be allowed to persist.

The trade union movement has been an important part of the ongoing struggle for women's equality, and the EIS is proud to play its part in that struggle, by supporting its members to advance equality in educational establishments, both for learners and for staff. Recent activities have included advice on challenging misogynistic attitudes (Get it Right for Girls), good practice guidance on 'Distributing Period Products in Schools and Colleges' (as part of the effort to end period poverty and reduce stigma), and guidance for reps on 'Supporting Older Women Members in the Workplace'.

The ambition of the suffragettes was to achieve equal voting rights for women through 'Deeds not Words'; and so the EIS will continue to take action on equality, discrimination and a just society, through deeds which support our members in their establishments to secure change. Let's hope that in another hundred years' time, much progress has been made.



Pupils enjoy meeting inspirational women at the joint EIS - Glasgow City Council, IWD event



Remembering Mary Barbour

A pioneer in more ways than one



It may have been a damp day in Govan on the 8th of March – which is of course, International Women’s Day – but spirits were high and the mood was bright when crowds gathered to witness the unveiling of a brand new statue of social reformer and champion of women’s rights, Mary Barbour. This statue, which the EIS contributed £1,000 towards, was the brainchild of the ‘Remember Mary Barbour’ Committee which has worked steadfastly over recent years to raise awareness and funds for a lasting memorial to this exceptional woman.

Mary Rough Barbour (22 February 1875 – 2 April 1958) was a Scottish political activist, community leader and social policy pioneer, local councillor, Baillie, and magistrate, and a steadfast campaigner for better lives for working class women and children. She died, aged 83, in 1958. On her death Bailie Jack Davis wrote an obituary for the Govan Press in which he said, “there never was a more revered and loved local leader than she was in the heyday of her active life.”

Mary Barbour is perhaps best known for leading a 1915 rent strike in Glasgow, organising women into a formidable ‘army’ of tenant committees and eviction resisters (as celebrated in Alistair Hulett’s song, “Mrs Barbour’s Army”, which a recent EIS pop-up women’s choir sang to mark International Women’s Day). She was also one of Glasgow Town Council’s first women councillors, who served from 1920 until 1931, and led campaigns for free school milk, children’s playparks, municipal wash-houses and Glasgow’s first family planning clinic. She actively campaigned against poverty and made specific policy demands to counter women’s poverty such as maternity benefits, education, the vote and a national minimum wage. She was also Glasgow Corporation’s first

woman Baillie; one of the first woman magistrates in Glasgow; and a co-founder of the Women’s Peace Crusade. What a remarkable woman, and a remarkable life!

It was therefore with much excitement that trade unionists, Govan residents, and children from local schools who had learned about Mrs Barbour’s contribution, gathered in Govan Cross on the 8th of March to witness the unveiling of a statue created by Andrew Brown to celebrate Mary Barbour’s remarkable legacy and ensure that she is remembered.

Among the speakers at the event was Maria Fyfe, the Chair of the ‘Remember Mary Barbour’ Committee, and a former Glasgow Councillor, who spoke of the 1915 rent strike, saying that “what the landlords didn’t factor into their plan to raise the rents was Mary Barbour.” Ms Fyfe shared her perspective that Mary’s greatest achievement, among many, was bringing women together in a struggle, and that this provides great inspiration to women who continue to struggle together for equality to this day.

Councillor Eva Bolander, the Lord Provost of Glasgow, remarked that “the statue captures the essence of all those who dare to change the world.”

A march of local school-children, chanting “we want justice!” and bearing placards of which Mrs Barbour’s Army would be proud, and led by pipers, added spectacle to this event, which also featured music and song, giving a carnival atmosphere to Govan Cross.

Finally, the statue was unveiled. It shows Mary Barbour leading her charges to victory - it was inspired by the day in November 1915, when she led a 20-thousand-strong protest through the streets of Glasgow to the Sheriff Court. It was uplifting to see hordes of locals and activists crowding round the statue, keen to get their photo taken with it, or to take a ‘selfie’ with Mrs Barbour; in the days of celebrities famous for being famous, such a clamour to recognise a pioneering social reformer was refreshing.

Members who can travel to Govan are strongly encouraged to visit the statue and to share with their classes the legacy of this remarkable woman.



Mary Barbour leading her charges to victory

To find out more about Mary Barbour visit www.remembermarybarbour.wordpress.com



EIS pop-up women's choir

Hear an excerpt of the EIS pop-up choir's rendition of 'Mrs Barbour's Army' www.eis.org.uk/Gender-Equality/WomensDay

A Dialogic Journey

This year's Walter Hines Page Scholar, Andrew McNeil from Fife, shares his experiences from his scholarship journey. The Walter Hines Page Scholarship, which is administered by the English Speaking Union, offers an annual opportunity for an EIS member to visit the USA to undertake research on an area of education that is of interest to them.

The importance of dialectic-establishing the truth of a process or opinion is one that is at odds with the political and Establishment ethos at the moment.

In my short study visit to establish the effectiveness of a dialogical approach to teaching I visited two States in America. The concept has that core dialectic questioning basis as its prime rationale. Perhaps, it is more important than ever that educators and learners have, and develop, true guided voices in an untrustworthy media or political environment.

There were different support systems and an array of profound and pressing social issues influencing daily life in the USA. In common with Fife and Scotland was the massive efforts and moral imperative of teachers to do the best for students. As resource levels are challenged yet again and more data is sought from Scottish teachers there was much to learn from American schools where data use to inform student development is much more well-established and growing.

The need for a Repertoire of Talk and good lesson content as well as quality interaction leading to significant or potential cognitive gain seemed to be as necessary in my classroom as it was in the American classrooms.

A Fife Baseline - A Snapshot of Progress

I used Robin Alexander's idea on dialogic teaching and Talk categories to inform and lead my work in the class and in America.

In my class I recorded the brief responses to a focus group chosen from the class of how they perceived their abilities in talk. There was a lack of responses and this was echoed by another colleague with a similar young class. Toward the end of a very busy first term I found that there was a notable

gain but after looking at the likes of John Dewey I realised that I was thinking in my experiential terms not theirs.

Dewey - an early American educational theorist - states:

'..School itself shall be made a genuine form of community life, instead of a place set apart in which to learn lessons'

'..Children are sent to school for discipline.. yet it is the one place in the world where it is most difficult to get experience the MOTHER of all discipline worth the name.'

Even before seeing, in general, a superior level of staffing or school facilities in Ohio (for pressing social and emotional needs: counsellors and in-school housing/social staff) I realised I had to create more for children to experience then talk in their terms about it.

In visiting two divergent States in the USA I wanted to see what resources, culture and other factors encouraged a 'dialogicality of instruction'.

October 17 Visits - Montana Beckons

I was privileged to visit the Northern Cheyenne Nation on their Reservation in Montana. I visited the Federal school at Busby and the State funded Lame Deer Elementary in Lame Deer - the main town for the Nation.

The Head of Tribal Education Mrs Norma Bixby supported and facilitated at all levels my in-depth insight into the culture, teaching and history of the Nation.

The historical challenges of funding, infrastructure and socio-cultural issues all have a profound effect on the different tribal schools. The power and legacy of the tribe is under threat from the dilution of the Cheyenne language and resource challenges.

The historic governance and cultural legacies influenced heavily the teaching in the Tribal School. Personal responsibility and community links formed a key part of language and interaction in the class. The lack of phonetic variety in their language and the dwindling of monoglot speakers is creating challenges in the Nation.

The question of a dialogic approach must be framed against the divergent and rich antecedents that inform every aspect of speech and act in the Nation.

Chief Dull Knife was a founding father of the educational vision and ethos. The support and variety of educational sponsorships or support as well as challenging social issues (much echoing challenges we face in Fife) was notable.

I used a Talking Inventory tally sheet to assess levels of talk and observe class life and behaviour. Teachers were facing many of the same challenges as my own school community. There were high levels of explanation and instruction but teachers had to follow programmes of work or contend with a lack of resources such as SMARTboards. Significantly, the culture and orientation contained in the Mission Statement meant that even with all the maelstrom of change and challenge a core dialectic was within the culture itself on the Northern Cheyenne Nation.



Mrs Bixby and I at Dull Knife College in front of the Chief's portrait. Speaking to the Principal he had a clear vision of educational initiatives to try and attempt a rise in attainment and learning engagement for the very young.



Ohio

In Ohio I visited Hamilton a city named after one of the Founding Fathers instrumental in creating the United States.

I visited two large elementary schools in Butler County: Riverview and Highland Elementary. These large schools of 700 learners faced different challenges but a common need to raise attainment, engagement and address the numerous impacts of adverse childhood experiences.

As stated the rooms and personnel they had was a huge step forward from our levels of provision. There was even a school Psychologist based on the building at Highland Elementary for them and other schools.

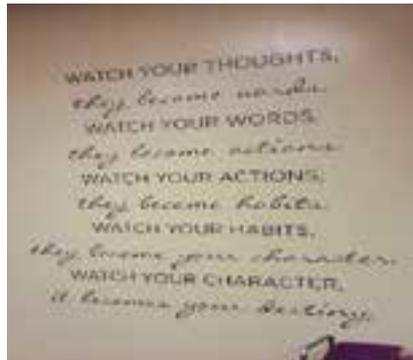
In these two schools I used Observation Schedules based on the types of Talk laid out from the Transactional and Expository to more Evaluatory interactions.

The context and need for all levels of interaction and high teacher scaffolding in many instances was illustrated by the nurture lessons for Kindergarten where new food stuffs were carefully chosen and discussed with children. They were a small group chosen from a set of one of the Kindergarten classes to be taken out early in the morning session to play in a communal area. There was not a lot of talk by and between the learners but the social interaction aspect and teacher input was very important for their social and emotional progress.



Josh the Principal at Riverview Elementary was honest about the challenges his different school communities face in Ohio.

I liked the Reception at Highland Elementary where Ty Smallwood is school Principal. In that school - and the relevant resource is planned for use in Riverview - I found a rich and potential source of a dialogical approach.



Riverview Elementary Reception area.

The resource was called Literacy Collaborative. The University of Miami (Ohio) base it around real texts and individual readers. Much like the real book and book group approaches common here there is an onus on developing the reader's critical faculties as well as their reading fluency.

Grade 2 Literacy Collaborative Learning Wall

The richness of the discussions in this class had a depth missing from some other lessons. Yet the impact and interaction of the real engagement with school values and ethos was, I suggest, as important

to student dialectic as it was in specific lessons. The importance of a national culture orientated to celebrating success and optimism does influence most learners in the classroom dialectic and, or discussions. That some dialogue is extremely hard to begin or even imagine is a common yet, urgent, problem that each school was trying to manage and innovate to change or transform.

A major influence coming back would be that school celebration of key events in the calendar and a more dynamic dialogic use of talk repertoires across the curriculum. Another, final influence would be the use of apps and new forms of data capture for the individual teacher to measure for their own students how their development and attainment is progressing.

Thank You

I would like to say thank you to all the American colleagues and staff I met in the two States. I was born in Ohio and really welcomed back by the warm welcome given to me by all in the school communities. I loved the heart of the learners in Busby and the resilience of the staff there too. The landscape and history spoke to me in a strong way that I will not forget.

Many thanks to the EIS Staff and the English Speaking Union who support the legacy of Walter Hines Page. In addition, I appreciated the support of my Headteacher at Benarty Primary School in Fife who was very supportive of the ideas and work here and in the USA.

 - Chief Dull Knife
"We can no longer live the way we used to. We cannot move around anymore the way we were brought up. We have to learn a new way of life. Let us ask for schools to be built in our country so that our children can go to these schools and learn this new way of life." ✨

A Mile a Day...

The SEJ profiles the Daily Mile initiative, which is increasingly being adopted by schools across Scotland. The Daily Mile is the brainchild of former primary headteacher, and EIS member, Elaine Wyllie, and aims to improve the physical, social, emotional and mental health and wellbeing of children – regardless of age, ability or personal circumstances.



The Daily Mile began at St Ninians Primary School in Stirling, back in October 2012. Headteacher Elaine Wyllie had grown concerned about the fitness levels of pupils and came up with the idea of a 'Daily Mile' to attempt to do something about it.

Explains Elaine, "The aim was to help children get fit by running or jogging for 15 minutes a day in school or nursery. The Daily Mile began with a one month trial and, almost overnight, the results were startling. While many children initially struggled to run, within four weeks almost everyone was averaging a mile or more in the 15 minutes and, just as importantly, the children loved it!"

"By September 2012, the whole school was running for 15 minutes each day and not one of our 57 Primary 1 children was deemed overweight by the school nurse. Attention levels and behaviour in class improved and parents said that their children were fitter, more active and alert. I was overwhelmed by the level of support that we received from parents."

Elaine is now retired from teaching and is dedicating herself to introducing The Daily Mile to schools across the UK, to help

tackle the growing childhood obesity and physical inactivity crisis and to improve the physical, social, mental and emotional health and wellbeing of children.

The Daily Mile is a simple but effective concept, which any primary or nursery school can implement free of charge and without the need for staff training. But Elaine believes its impact can be transformational – improving not only the children's fitness, but also their concentration levels, mood, behaviour and general wellbeing.

It is intended as a social activity, where the children run or jog – at their own pace – in the fresh air with friends.

Research has shown that exercise can have a positive impact on attainment in primary school, and parents have reported an increased interest in health and wellbeing from their children after they have started The Daily Mile.

Elaine's aim is for every child to have the opportunity to do a Daily Mile at primary school, and is now working to build a Daily Mile community with schools, local councils, sports bodies and other supporters in the UK and beyond.

How the Daily Mile Works

The Daily Mile is successful because it is simple and free:

- It takes place over just 15 minutes, with children averaging a mile each day.
- Children run outside in the fresh air – and the weather is a benefit, not a barrier.
- There's no set up, tidy up, or equipment required.
- No training is needed for teachers.
- Children run in their uniforms so no kit or changing time is needed.
- It's social, non-competitive and fun.
- The children return to class ready to learn.
- It helps to improve fitness and healthy weight.
- It encourages children to be aware of their health.
- It's fully inclusive; every child, whatever their circumstances, age or ability, succeeds at The Daily Mile.

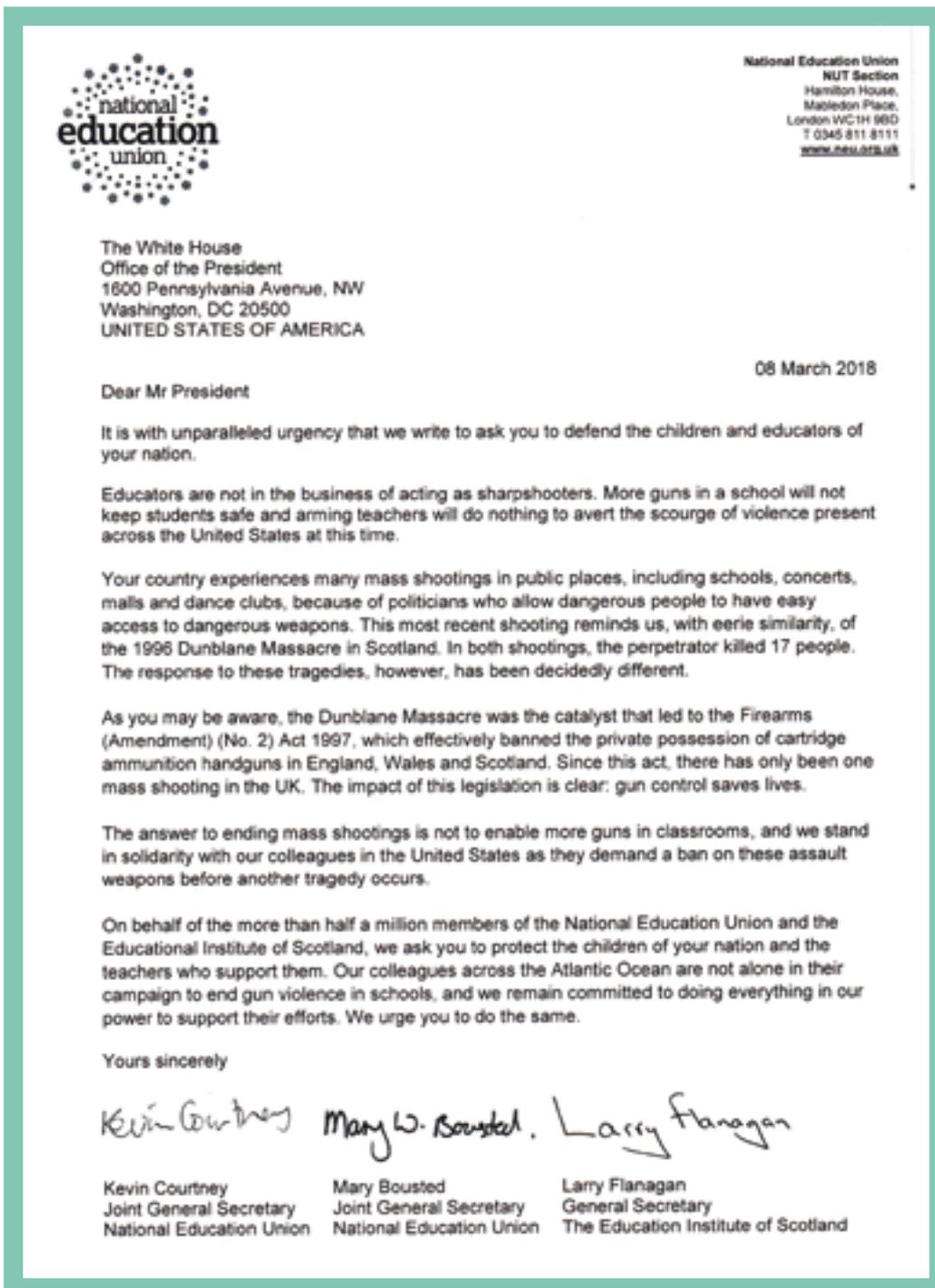
For more information on the Daily Mile, to get involved, or to access free resources visit

www.thedailymile.co.uk

Schools are no Place for Weapons

The EIS has joined with colleagues in the National Education Union (NEU) and many US teaching unions in calling for action to end gun violence in America's schools. EIS General Secretary Larry Flanagan joined NEU Joint General Secretaries Kevin Courtney and Mary Bousted to write to the President of the United States to call for tighter gun control in order to protect students and teachers in schools across the US.

“The answer to end mass shootings is not to enable more guns in classrooms”



Gwen Mayor Trust

The tragedy which occurred at Dunblane Primary School on March 13, 1996, when sixteen young children and their teacher were murdered, and many others wounded, remains firmly embedded in Scotland's collective memory. While the community of Dunblane has taken great pains to move on from the horror of that day, the victims of the tragedy cannot and will not ever be forgotten.

The teacher who was killed beside sixteen of her primary one pupils that day was Gwen Mayor. In the days and weeks following the tragedy, there was a huge level of demand from EIS members for a fitting memorial to Mrs Mayor and the pupils who had died. Following a flood of financial pledges, both from EIS members as well as from other organisations across the country, the EIS established a charity known as the Gwen Mayor Trust.

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 to apply for funding from the Gwen Mayor Trust. Contact knicholson@eis.org.uk for info.

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Statutory Notice

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

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

1. Total Income and Expenditure

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

	Members Dues (£)	Other Income (£)	Total Income (£)	Total Expenditure (£)
General Fund	5,764,992	744,868	6,509,860	7,638,556
Professional Fund		390,973	390,973	552,607
Local Associations	784,867	12,535	797,402	741,535
	6,549,859	1,148,376	7,698,235	8,932,698

2. Political Fund

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

Total Income (£)	159,384
Total Expenditure (£)	34,090

3. Other Information

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

4. Auditors' Report

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

Opinion

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

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

In our opinion the financial statements:

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

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the Institute in accordance with the ethical requirements that are

relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

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

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

Matters on which we are required to report by exception

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

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

Responsibilities of the Finance Sub-Committee

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

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

Our responsibilities for the audit of the financial statements

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

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

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

Dated: 9 February 2018

5. Irregularity Statement

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

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

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

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

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Education Officer**
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Education & Equality Officer
Jenny Kemp

Legal Affairs Officer
Laura O'Neill

Head of Communications
Brian Cooper

**Head of Finance, Membership
& Office Management**
Lisa Butchart

**Professional Learning
Co-ordinator**
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& Galloway, South Lanarkshire

Legal Helpline
0333 400 5778

Opening Hours: 8am to 7pm
5 days a week

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Forum

Improving pay at a time of cuts

Dear Editor

The other day, we were discussing the EIS pay campaign in the staffroom, after the Council was considering to reduce PSA numbers and Learning Support teachers in order to cut costs. We thought that significantly increasing teachers' pay would put even more pressure on Local Authority budgets, leading to reductions in support staff and specialist teachers. My colleagues and I would be reasonably happy with our current wages, if our actual working hours were reduced from 55 to 40

hours per week. The best way to achieve this is by reducing bureaucracy and the constant succession of new initiatives developed by people, who are far removed from the actual learning environment. Instead we should have the freedom to consolidate and share the practice that works well for us and our pupils, which would improve both teaching and learning at no additional cost.

Concerning the role of Headteachers: Being a democratic country, why are we still upholding a hierarchical education system, where staff have no say about who

is installed as boss of their school? Since every teacher has a leadership role in certain areas, would it not be much more efficient to scrap the role of Headteacher in favour of collegial leadership, as it is, for example, successfully practised in Switzerland?

We feel that we need structural changes within the education system to make teaching a more attractive profession, to raise the attainment of all learners and to stay within the limited budget available to retain all staff.

- Elkie Kammer, Inverness.

20 for 20% more like!

Dear Editor

I've just received this month's EIS newsletter and inside the ten for 10% charter.

I know my arithmetic is not the best but I think your numbers don't tally. Let me quote from the first two points of your 10 points why teachers deserve a rise.

- Point 1. "Teachers' pay has declined (in real terms) by at least 20% (RPI) over the past decade."
- Point 2. "...cuts of around 24% in teachers' take-home pay since 2009."

What on earth is the EIS negotiating team thinking about? By your own reckoning, we're down somewhere between 20 - 24%, yet we are claiming 10%. Where's the logic? Where's the arithmetic?

So, let me get this right! Even if we get 10% - and it'll be more like 5% with strings attached - then we'll still be lagging behind where we should be...oh, and when we do get a rise then it'll be another 6 years or so of continually falling behind with piddling amounts of 1% a year - if we're lucky!

Take my advice: get some outsourced negotiators in to make sense of this pay claim. Why didn't we have 20 points for 20%? We could've called it our '20/20 vision for the future!'

Knowing how these pay claims work, if we put in for 20% we might get 10%, but

putting in for 10% means we'll be damned lucky to get 5%. I'll take no satisfaction in reminding you of this when the pay claim is settled. I won't be supporting this claim.

- Neil Irvine, Angus

EIS Response

Thank you for sharing your thoughts on the EIS Pay Campaign and on the need for teachers to receive a substantial pay rise. I absolutely agree that teachers deserve to see their salaries return to pre-austerity levels, and you are correct that this would require a pay increase of substantially more than 10%.

However, the EIS Salaries Committee, Executive and Council have taken the decision to set the pay claim at 10% for a number of reasons.

First, this is a one-year pay claim and, in our collective view, it is unrealistic to expect a decade of pay erosion to be wiped out in a single year. Submitting a pay claim of 20-25% for a single year claim would have been likely to provoke a negative public reaction, and make it far easier for local authorities and the Scottish Government to reject our claim out of hand.

Second, we have looked at pay comparisons such as the recent pay increase awarded to Scotland's Further Education lecturers, who - following a period of industrial action by EIS-FELA members - won a pay agreement that includes a maingrade salary of just over £40,000 for lecturers at the top of the

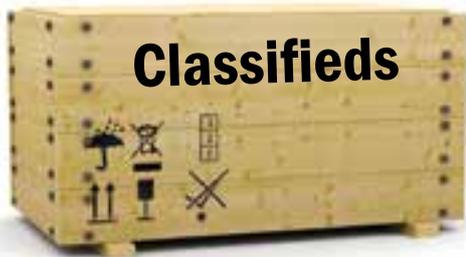
scale. A 10% pay increase for teachers would bring the top of the unpromoted scale in line with this salary, at slightly over £40,000 per year.

Third, we have submitted a pay claim that we believe we can win, and it is backed up by a substantial amount of evidence on why teachers' pay must be improved. We know that teachers in other countries are earning more, and that graduates in other professions are earning more, and we have set this out very clearly in the supporting documentation attached to the 10% pay claim.

We are very clear that this pay claim is just the first step in returning teachers' pay to a professional level, comparable with salaries that were being paid before austerity hit. This year's pay claim and our Value Education, Value Teachers campaign are the initial engagements in what is likely to be a long struggle to achieve fair salaries for all teachers.

Early signs are encouraging, with strong engagement and support from members across the country and a considerable amount of public and political support for our pay campaign. I would urge all members to get behind our campaign, and to support the EIS in the long-term aim of restoring teachers' pay to the correct level.

- Helen Connor, Convener of the EIS Salaries Committee and Strategy Committee



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

Sudoku

Medium

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

Hard

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

CROSSWORD 99

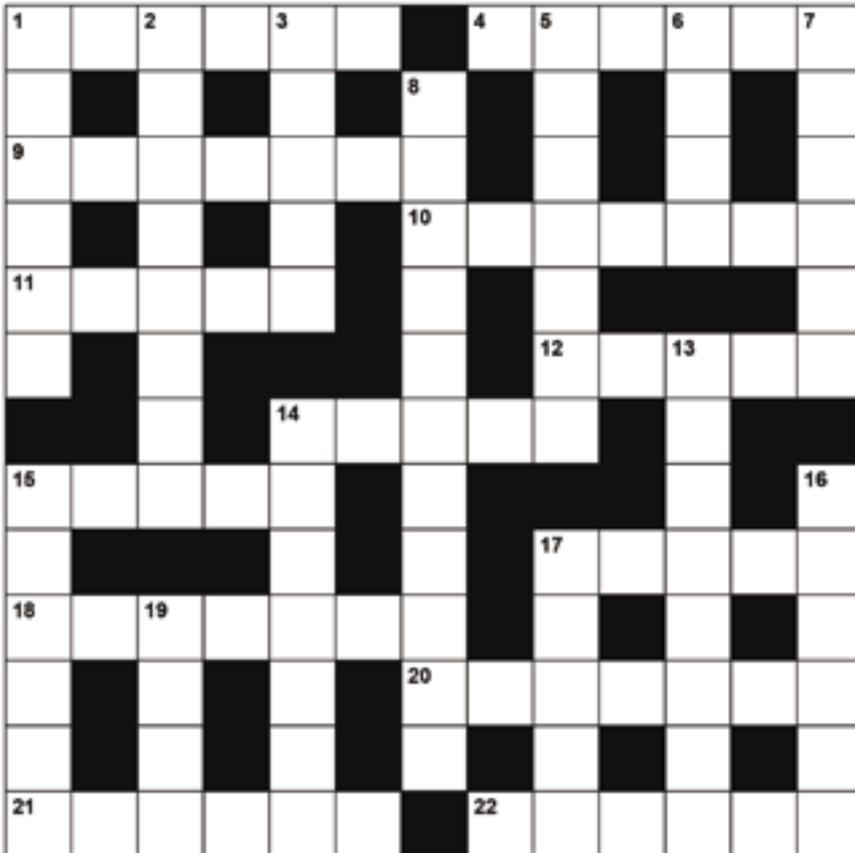
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Send your completed entry to

**SEJ, 46 Moray Place, Edinburgh
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



Across

- 1 - Sanction workable, but initially lacking (6)
- 4 - Give the impression of being a soft fruit (6)
- 9 - Venetian explorer returning with business smoker's need? (7)
- 10 - One mine exploded revealing one up for an award (7)
- 11 - Complete wreck in America (5)
- 12 - Tale of southern Conservative (5)
- 14 - Feeling perceptible in Ibsen series (5)
- 15 - Swamp church wall (5)
- 17 - Picture boiling in river (5)
- 18 - Jump working doctor (7)
- 20 - Tampering with baking? (7)
- 21 - Recurrent nature of initially really horrible twisted myth (6)
- 22 - Nice civil engineer engulfed by depression (6)

Down

- 1 - Land broken tea set (6)
- 2 - Disowns regularly after extent of aspiration (8)
- 3 - Mostly callow, shaken resident (5)
- 5 - Timeless imposter's dodgy assurance (7)
- 6 - To a greater extent much the same (4)
- 7 - Egyptian god to depend on? Hardly ever! (6)
- 8 - Gather around nice swimming facility (11)
- 13 - Incompatible love suitable? Not originally (8)
- 14 - Leaders of superb harmony accommodating happening musical interval (7)
- 15 - Cultivate rotten forest (6)
- 16 - Stop thinking about ogre rioting in fine junction (6)
- 17 - Show definitively plover left out and ill-treated (5)
- 19 - Clean unknown precious stone (4)

Crossword 98 Answers





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