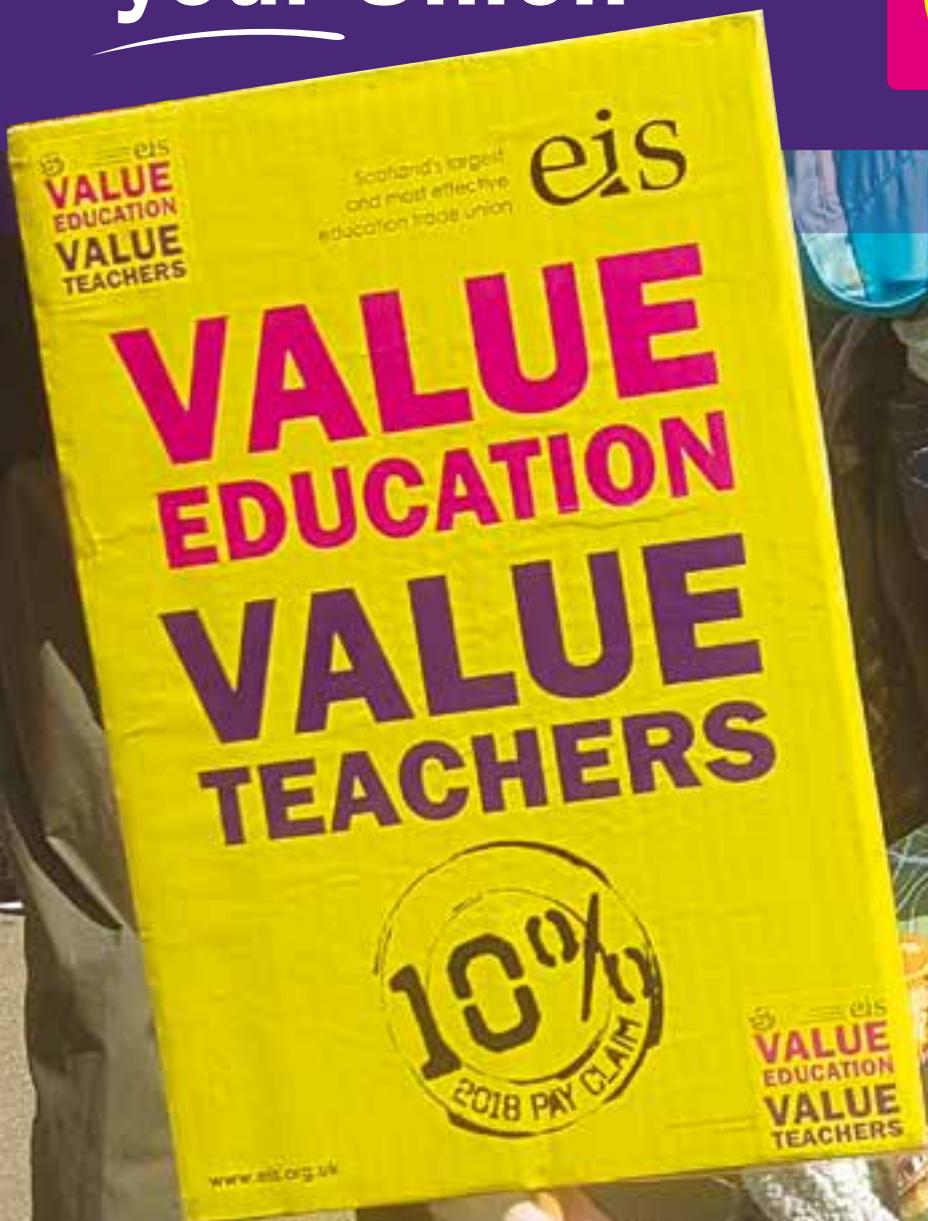


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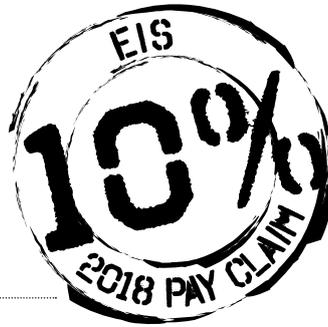


Pet



Gap

Terms and conditions: Promotional photography required. The competition runs until 30th June 2018. Draw takes place and one winner will be notified by telephone on 13/07/18. Winner will be announced within 3 days of the draw and will be contacted by telephone. No purchase necessary. A travel voucher for Thomas Cook UK to the value of £1,800 will be issued to the winner along with a cheque to the value of £500. The cheque will be made payable to the prize winner. Prize draw is open to EIS members ages 18 and over who are UK residents. This prize excludes any employee of Cornmarket Insurance Services Ltd and anyone directly or professionally associated with the promotion. Entries not submitted in accordance with these rules, delayed or incomplete entries will be disqualified. The promoter, Cornmarket Insurance Services Ltd., reserves the right to alter, amend and foreclose the promotion without prior notice. EIS members insurance products are administered by Cornmarket Insurance Services Ltd, First Floor, Boucher Plaza, 4-6 Boucher Road, Belfast BT12 6HR. Cornmarket are registered in Northern Ireland, Company No. NI 30039. Cornmarket Insurance Services Ltd is a wholly owned subsidiary of Cornmarket Group Financial Services Ltd, which is part of the Great-West Lifeco group of companies, one of the world's leading life assurance organisations. Cornmarket Insurance Services Ltd is authorised by the Financial Conduct Authority in the UK (Reg No 308099) and is regulated by the Central Bank of Ireland for conduct of business rules.



Pay Campaign Momentum Builds Heading into AGM

By the time this SEJ is printed and mailed to members, the Annual General Meeting will take place in less than two weeks. The AGM is always a key event for the EIS, where policy is debated and agreed and the strategy for the union outlined for the year ahead.

This year, the AGM comes in the midst of the Value Education, Value Teachers campaign – one of the most significant campaigns that the EIS has run in recent years. Following years of pay erosion through pay freezes and sub-inflation pay settlements, the call for a 10% pay increase for 2018 has captured the attention and support of teachers across Scotland.

The engagement of EIS members across the country in the campaign continues to grow. Campaign meetings in schools across Scotland have been well attended, as members turn out to learn more about the campaign and how they can play their part to support it.

Many members supporting the campaign have never been involved in the work of the union before, bringing an added benefit in the promotion of activism within the EIS. The Value Education, Value Teachers campaign is member led, so the growth in activism as a result of the campaign is greatly encouraging.

Since the launch of the campaign at the start of the year, the EIS has focused on building awareness and support for the campaign while continuing in discussions on this year's pay claim at the Scottish Negotiating Committee for Teachers. Progress in negotiations has been slow, and the EIS has warned that it will not allow talks to drag on for an indeterminate length of time.

We continue to hope for a negotiated solution on teachers' pay, but are already starting to make preparations in the event that no fair offer is made through the SNCT. While industrial action is an action of last resort, and an option that no-one would wish to take, the EIS is very clear that it is a possibility should no agreement be reached through negotiation.

While we await movement from local authorities and the Scottish Government on this year's pay offer, EIS members have been taking part in a series of lobbies of their local Councillors, MSPs and – over the past month – Cabinet Secretary John Swinney in our Message the Minister campaign. These initiatives have helped to maintain momentum in the campaign, while keeping teachers' pay in the public eye and increasing pressure on politicians to act.

The EIS is also running a billboard campaign in key urban areas in support of the Value Education, Value Teachers campaign through late May and early June. Look out for billboards in your area, and speak to your school Rep or Local Association Secretary about how to support the pay campaign at a local level.

Through the first five months since its launch, the EIS has built a strong foundation for the Value Education, Value Teachers campaign. We now need to build on that foundation to ensure that the task can be completed, and a fair pay increase achieved for all teachers in Scotland. Please continue to do all that you can to engage with and support the campaign, which is vital not only for teachers but also for Scottish education and the young people that it serves.

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

On the Cover: Supporters of all ages have been turning out in support of the Value Education, Value Teachers campaign. See www.eis.org.uk/valueteachers for the latest campaign updates.

**VALUE
EDUCATION
VALUE
TEACHERS**

Council Looks Ahead to Annual General Meeting

The final meeting of EIS Council for the academic year looked ahead to the imminent EIS Annual General Meeting, to be held in Dundee in early June. Council discussed and approved the final list of Motions and Amendments set to be debated at AGM.

Executive

President-Elect Alison Thornton briefed Council on behalf of Executive Committee, providing an update on financial and staff matters including presentation of the EIS accounts for 2016/2017 and outlining EIS planned expenditure for 2018/19.

Ms Thornton advised Council that the EIS Finance Sub Committee and Executive had agreed that member subscriptions should be increased by 4% for the year. Ms Thornton highlighted that members' subscriptions had been frozen or increases kept low for a number of years, including a below inflation 1% increase last year.

She added that, while the EIS was always reluctant to increase subscriptions, the rising costs to the Institute required the 4% increase to be implemented this year. The cost to members would be a maximum of 44p per month, or approximately £5 per year, for members paying full fees.



Ms Thornton went on to describe the wide range of service and support that the EIS offers to its members, which she described as a "Gold Standard service."

The increase to subscriptions was then agreed by Council without objection.

Amongst the other issues that Ms Thornton covered in her report included confirmation that the EIS had been accredited as a Living Wage Employer, including in relation to sub-contracted employers providing services such as cleaning and catering within EIS offices.

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.

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.

Follow the AGM online at www.eis.org.uk or via the EIS Twitter feed [#eisagm18](https://twitter.com/eisagm18)

AGM

2018 | Dundee
7-9 June



Pay Campaign Update

General Secretary Larry Flanagan provided an update to Council on the Value Education, Value Teachers campaign. Mr Flanagan highlighted that Phase 1 of the campaign, building the narrative in support of the campaign and engaging member support, had been highly successful. He also indicated that this phase of the campaign was now beginning to draw towards a conclusion, with the focus likely to shift towards building momentum towards an industrial action ballot should no fair offer be delivered via the SNCT.

Mr Flanagan emphasised the importance of grassroots campaigning, and member activism in building the campaign. Speaking to parents' groups to raise awareness of the campaign and to build broader support for its aims must be a key priority in all Local Association areas, he said.

An SNCT negotiating meeting was scheduled for the week after Council, Mr Flanagan said, after which further information and a campaign update would be sent to members. Keeping all members informed and engaged would be vital for the success of the campaign, said Mr Flanagan.

Mr Flanagan highlighted that the AGM would be a key event in the ongoing campaign, and that a Pay Campaign demonstration was to be held on the Saturday of AGM in Dundee.

Council then engaged in a wide-ranging discussion on the ongoing campaign, which included contributions from members including Vice-President Elect Bill Ramsay, Salaries and Strategy Convener Helen Connor, David Baxter (Dundee), Pauline Stewart (Fife) and John Kelly (Ex-President of EIS-FELA).

See feature on pp8-9 for more on the Value Education, Value Teachers campaign.

Education

Convener Susan Quinn updated Council on a wide range of issues including discussions with the SQA around members' concerns related to new qualifications.

Specific issues that had been raised included the National 5 numeracy bridging pack, concerns around tight timescales related to changes to Higher assessment, and the undue influence of the SQA on teacher workload.

Ms Quinn also updated Council on discussions related to the National Improvement Framework (NIF), including the new BGE dashboard and on practical and pedagogical issues arising from the implementation of Scottish National Standardised Assessments (SNSAs).

A report on the impact of increasing numbers of pupils being identified with Social, Emotional and Mental Health issues on teachers and pupils, resulting from an AGM resolution, was also highlighted by Ms Quinn and approved by Council.

Employment Relations

Convener Ricky Cullen updated Council on a range of issues, including a report to the Committee on the use of Environmental, Social and Governance criteria to support ethical investments.

A paper on Musculoskeletal ailments, resulting from a 2017 AGM resolution, was also approved by Council for circulation to members in nursery and primary classes.

Equality

Convener Bill Ramsay, delivering his final report on behalf of the Committee prior to taking up post as Vice-President, spoke of the ever-increasing importance of the work of the Equality Committee in the current political climate. The growth of far-right narratives in countries across the globe made work in areas such as anti-racism, women's rights, LGBT+ issues, holocaust education, Islamophobia and disability discrimination even more vital than ever, said Mr Ramsay.

Mr Ramsay also updated Council on the progress of 2017 AGM resolutions, including the need for ITE providers to cover Equality matters on their programmes, and continuing work to highlight the impact of poverty on education.

Salaries

Convener Helen Connor, attending her final meeting of Council before retirement from EIS activity, delivered a wide-ranging report in her trademark indefatigable style.

Ms Connor updated Council on the latest developments at the SNCT in relation to the 10% pay claim. Ms Connor confirmed that COSLA's initial offer, of a 3% increase for teachers earning £36,500 or less and 2% for all others, had been resoundingly rejected by EIS negotiators. Ms Connor said that the EIS had been very clear that a differentiated pay rise was entirely unacceptable, and the amounts offered absolutely derisory.

Ms Connor went on to highlight the clear disappointment expressed by the EIS on the failure of the Scottish Government to bring any meaningful response to the offer, and its rejection, to the April meeting of the SNCT. The next meeting, planned for 16 May (after this SEJ went to press), would be key in determining how the pay claim and pay campaign proceed in the future, said Ms Connor. See www.eis.org.uk for the latest updates in relation to SNCT discussions and the Value Education, Value Teachers pay campaign.

Motions

The EIS will plan a celebration to mark World Teachers' Day 2018, to demonstrate solidarity with colleagues across the globe and to publicise teachers' contribution to society, as the result of a successful Motion from Andrew O'Halloran (Dumfries & Galloway). Celebrating and highlighting the value of teachers was particularly relevant in the context of the current pay campaign, said Mr O'Halloran.

Mr O'Halloran then successfully moved that the EIS should send a message of condolence to FECODE, the main teacher trade union in Colombia, offering solidarity following the torture and murder of its activist Efen Zúñiga Dorado in April.

EIS Executive will explore the most fitting way of commemorating the work done on behalf of the EIS by the late Kathie Finn, as the result of a successful Motion from David Farmer (Fife).

Call for John Swinney to Ensure a Fair Pay Increase

The EIS has called on John Swinney to ensure that a fair pay increase is delivered for all of Scotland's teachers in 2018. The EIS has stepped up its lobbying as momentum builds in the union's Value Education, Value Teachers pay campaign

Discussions on this year's pay settlement are continuing through the SNCT. An initial pay offer of between 2% and 3% (depending on grade) was rejected by teachers' representatives earlier this year, and no new offer has yet been proposed by local authorities or the Scottish Government.

Commenting, EIS General Secretary Larry Flanagan said, "It is clear to the

EIS that the Scottish Government and, in particular, the Cabinet Secretary for Education will require to play an active role in ensuring a fair pay settlement for Scotland's teachers. While discussions are continuing via the SNCT, and the EIS is continuing to negotiate in good faith, the lack of any tangible progress is becoming increasingly frustrating for teachers."

"The salaries of Scotland's teachers have been cut, in real terms, by over 20% during the past decade. This has led to a growing problem in teacher recruitment and retention in schools right across Scotland. In order to address this issue, it is now time for local authorities and the Scottish Government to play fair on teachers' pay."

Members have also been taking part in an e-lobby of local councillors and MSPs. Mr Flanagan added, "Based on the levels of engagement via the e-lobbying tool on the EIS website, we estimate that around 20,000 emails were sent to Councillors across Scotland, and over 6,000 emails sent to MSPs by EIS members calling on them to support the 10% pay increase for teachers and associated professionals."

"This strong e-lobbying campaign, together with the participation in the Message the Minister lobby sends a clear message that the Scottish Government and Scotland's councils cannot afford to ignore." (See campaign news on pp8-9)

EIS Highlights Impact of Poverty on Education to Scottish Parliament

The EIS has presented evidence to the Scottish Parliament's Education and Skills Committee on the severe impact that poverty can have on young people's educational attainment and achievement. The EIS is a long-standing campaigner on the issue of poverty and its detrimental impact on the lives of Scotland's children and young people.

EIS Assistant Secretary (Education & Equality) Andrea Bradley presented evidence to the Committee at its meeting, on Wednesday 25 April. Commenting, Ms Bradley said, "The EIS believes that genuine commitment to ensuring more equal educational outcomes requires the alignment of policy with social justice principles. The removal of cost barriers associated with children's and young people's school attendance, and the provision of adequate and sustained resourcing to support schools, are key in

assisting young people whose families are living on low incomes to overcome the many challenges that they face."

Ms Bradley continued, "In terms of resourcing, this requires sufficient numbers of teachers who have ongoing access to high quality CPD, including inputs on the nature, causes and consequences of poverty. It means increasing teacher numbers to deliver smaller class sizes arranged on the basis of mixed ability for the particular benefit of children from disadvantaged backgrounds. It means adequate specialist support for learners with additional support needs, including regular and sustained support for learners at all stages who have English as an additional language."

Ms Bradley added: "Tackling the impact of poverty on children's school experience requires time for schools to plan and deliver approaches to enhance

links between school and home, crucially supporting vulnerable parents to be involved in their children's learning. There are no short-cuts and there is no cheap way of delivering an education system that is both excellent and equitable. Only long-term, protected investment in our schools and support for all aspects of our education system will deliver that worthy ambition." (Read the EIS submission at www.eis.org.uk)



FACE UP TO
CHILD
POVERTY



Kathleen (Kathie) Finn FEIS

22 February 1943 – 15 April 2018

The EIS was deeply saddened to hear of the death of prominent former EIS activist Kathie Finn on 15 April 2018.

Kathie was a dedicated EIS activist and campaigner for many years, and served as EIS President in 1986. She was committed to the advancement of teachers' and women's rights through both the EIS and STUC, fearlessly pursuing these issues and gaining widespread admiration and respect in the process.

Amongst the many messages of condolence following Kathie's passing was the following worthy tribute: "Kathie was small in height but she was a true giantess who will be remembered for her tenacity and courage as well as her personality. She leaves the world a better place than she found it and will be sorely missed."

The SEJ wishes to offer condolences to all of Kathie's family and friends, and to her long-time partner, Bob.

SQA Concerns

The EIS was deeply concerned to learn that the SQA was not set to publish revised assessment support materials for Higher and Advanced Higher courses until the period between May and September.

Clearly, it is essential that teachers and pupils can have access to materials in good time to ensure that they are covering all relevant topics. In the majority of secondary schools, teaching and learning towards next year's qualifications diet will commence prior to the summer break. For a number of years, there has been a recurring issue with course-related

materials being provided late by the SQA, often leaving teachers and learners in the dark about essential components of the programme. This must be a priority for the SQA, to ensure that learners and teachers can make the most of the time available to cover each course within the school year.

The EIS has expressed severe disappointment, on behalf of members, that once again vital support materials will not be available before courses commence in June. The SQA should have learned from last year, but clearly has not done so.

processions.co.uk/register'."/>

ARTICHOKE PROJECT
COMMISSIONED BY
14-18-NOW
WWI CENTENARY ART COMMISSIONS

Emmeline Pankhurst, activist and leader of the British suffragette movement.
Image courtesy of the Women's Library at LSE. Design by Grey.

1918 PROCESSIONS 2018

Processions 2018

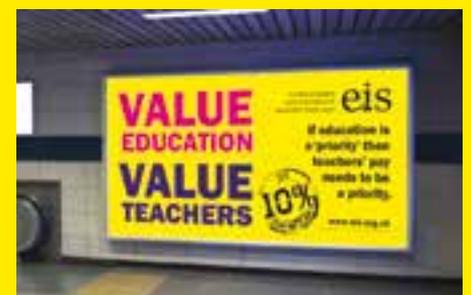
On Sunday 10th June, women and girls from across the UK will come together to create a vast participatory artwork taking place for one day in Belfast, Cardiff, Edinburgh and London.

Processions will be a living portrait of UK women in the 21st century. This is your opportunity to take part in a mass participation artwork to celebrate one hundred years of votes for women. Be part of something extraordinary this summer.

Register (as an individual or group) to attend your nearest PROCESSIONS event at: processions.co.uk/register

EIS Billboard Campaign

The EIS has launched a national Billboard campaign to raise public awareness of the Value Education, Value Teachers campaign. Advertisements promoting the campaign will run on billboards in major population centres across Scotland in late May and early June. Publicity around the campaign has been strong and extremely positive, and the billboard campaign is the latest step in promoting the campaign and the 10% pay claim.



VALUE EDUCATION VALUE TEACHERS



Building the Pay Campaign

As we head towards the EIS AGM in the first week of June, momentum continues to build in the Value Education, Value Teachers campaign. Campaign meetings are continuing to take place in school branches and at Local Associations across the country, while EIS members have been hitting the streets to gather support at events such as the May Day rallies.

Public sector pay, including the EIS 10% pay claim, was a key theme at this year's STUC (see feature on pp26) and the EIS AGM and the run up to the summer break will see the Pay Campaign to the fore once again, as we build towards a potential industrial action ballot in the new term should no fair pay settlement be delivered through the Scottish Negotiating Committee for Teachers in the near future. Here, EIS General Secretary Larry Flanagan writes on the aims of the campaign.

The EIS set its stall out with our "Value Education Value Teachers" campaign in support of the 10% pay claim submitted through the SNCT. Whilst we are continuing to seek a negotiated settlement, through the tripartite negotiating machinery of the SNCT, we have been clear that we are building the "strike readiness" of the union and we are committed to a ballot of members, if negotiations fail to produce a result.

The Westminster Government's Trade Union Act creates a particular challenge for teaching unions around the need to secure a Yes vote from at least 40% of the entire membership – in other words a failure to vote counts as a "No". As a Union we are eager to learn from the success of ballot winning campaigns by other unions and, indeed, by our own Further Education Lecturers' Association who have had great success in delivering strong ballot results in support of their pay campaigns.

A unique feature of teacher pay-bargaining is that the Scottish Government is a partner in the bargaining procedure, alongside COSLA and the union side. We intend to maximise pressure on the Government to demonstrate that it genuinely values teachers in what is its self-declared priority policy area of education. Recent initiatives asking members, and the public, to lobby their local Councillors and MSPs were successful in generating engagement in our campaign and its aims. Our recent Message the Minister lobby, asking all members to complete one of our Ten for 10 postcards for return to John Swinney, generated significant publicity at its launch. We hope to hand over all completed postcards to Mr Swinney in the near future, to demonstrate the strength of feeling amongst EIS members.

We know that Scotland's teachers are scunnered – and angry. In recent years,

workloads have gone through the roof whilst salary levels have been falling in real terms – a cut of at least 20% over the last decade. Despite fewer resources, however, teachers have gone the extra mile to implement new initiatives whilst maintaining and improving pupils' attainment.

The Scottish Government rightly expects teachers to maintain a world class education system, yet figures from the OECD (Office for Economic Co-operation and Development) show that Scottish teachers' pay is significantly below international averages whilst their contact hours are amongst the highest. The 10% pay claim that we have submitted would simply bring us up to the average.

Over the past decade, the attractiveness of teaching as a profession has been undermined. Indeed, Scottish education is on the brink of a major recruitment crisis, with Initial Teacher Education courses being unfilled, newly qualified teachers failing to move into the profession, and significant numbers of teachers over 45 leaving early. Do the Scottish Government and Scottish local authorities wish to see unqualified staff in front of classes or part time education introduced?

Put simply, pay is a critical factor in the recruitment and retention of teachers. The EIS believes that pay erosion, together with excessive workload, is a key factor in the current teacher shortage. In parts of Scotland we have classes not being taught by qualified subject specialists and some subjects, like Home Economics, disappearing from curriculums.

Scotland's children and young people need more, not fewer, teachers in their schools. Pay isn't the main reason why people

become teachers, but it is important; if we want to recruit the best students, salaries need to be more attractive to them than the alternatives on offer.

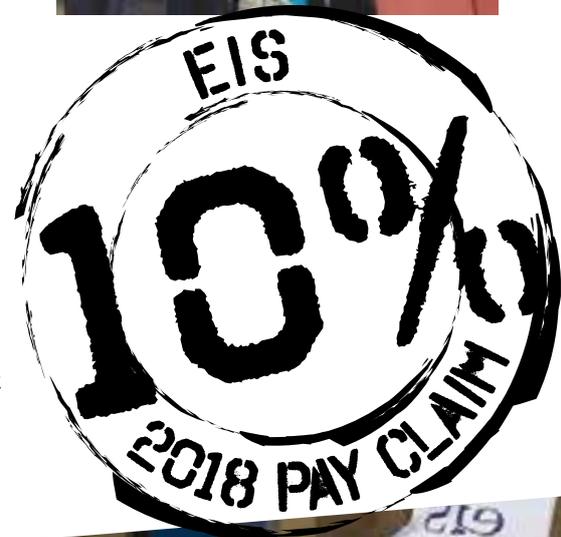
We also want to keep the teachers we have but recent surveys show that more are walking away from the profession early, creating even more vacancies.

The EIS wants pupils to enjoy and achieve the best outcomes that each can from their school experience. We need the teachers to do that. If we do not take action, there will be more stories of Headteachers asking parents and students to fill in teacher shortages. That isn't acceptable to us, and it shouldn't be acceptable to government.

The EIS Annual General Meeting, which this year will be held at Dundee Caird Hall from the 7th – 9th June, is always one of the prominent events in the calendar of Scottish education. This year, the pay campaign is a theme that will run throughout the AGM, with a significant number of Motions to be debated on pay and a range of Pay Campaign events planned during the AGM itself.

The message that we are continuing to send to the Scottish Government and Scottish local authorities is that if they value education, then they must also value teachers. That is what our campaign is about. We believe our teachers and our pupils are worth more, and we will continue to campaign until we get what they deserve.

Over the page – our preview of the 2018 AGM, with commentary from EIS President Nicola Fisher >>>



EIS AGM will be a Key Step in the Pay Campaign

EIS President Nicola Fisher will complete her year in office at the Annual General Meeting in June. Following what has been an extremely busy and active year, Nicola reflects on her time in post and looks ahead to an AGM that is set to be dominated by the issue of teachers' pay.



Looking back over the past year, I am both amazed and proud of everything the EIS and its members have achieved. We have been part of the campaign to end period poverty; we have joined with people from across Scotland to stand up against racism, Islamophobia and anti-Semitism; we have campaigned alongside other unions on pay & conditions and given our support to other trade unionists on strike; we have backed the TIE Campaign for LGBT+ inclusive education; we have continued to be vocal on the issue of child poverty and much, much more. We have also responded robustly to the proposals in the Education Bill, especially those which we feel are unnecessary or potentially damaging to Scottish Education. And all this in addition to our ongoing work of supporting members when they experience difficulties and need our help.

Throughout the course of the year, I have been involved in an extremely diverse array of duties – ranging from chairing EIS Executive and Council meetings, to visiting the Occupied Territories with an international delegation to witness first-hand the daily lives of Palestinian teachers and learners.

Shortly after I was elected, the EIS took a particularly strong stance against the UK Government's shameful family benefits cap and its associated rape clause. This helped to shine a light on this discriminatory policy, and prompted considerable public debate on the issue. This policy pushes more children into poverty and tells some

that they are worth less than their siblings, purely by an accident of birth. While the UK government has not yet repealed this abhorrent policy, the fight against it continues, with the support of the EIS and many others.

One of the greatest privileges of being EIS President is the opportunity to visit colleagues in local associations across Scotland, hearing their views on Scottish education and on the work of the EIS. This is both one of the most enjoyable aspects of being President as well as one of the most useful – there is no substitute for the type of insight you gain from talking to members face-to-face.

This has been a busy year for the EIS from a campaigning perspective. The launch of our Value Education, Value Teachers pay campaign officially came in January, though we had been building towards it for the better part of a year. It has been greatly encouraging to see the growing levels of engagement in the campaign from members across the country, including many members who have never been active in the union before. Trade unionism is about many individual voices coming together to demonstrate collective strength and we need all of our members to be part of the fight for the 10% pay rise, which we are more than due.

Our Annual General Meeting, to be held in Dundee in the first week of June, will be a significant event in the progress of the pay campaign. The AGM always attracts

the attention of politicians, the media and the public, so this year's meeting will offer a valuable opportunity to generate further interest in our pay campaign and in other areas of EIS work.

I look forward to meeting EIS activists from across Scotland in Dundee at what promises to be an extremely busy and productive Annual General Meeting. Members who are not able to attend can follow the proceedings online via the EIS website and on social media. And who knows? Doing so might just inspire you to put your name forward to be a delegate next year!





AGM

2018 | Dundee
7-9 June

Guide to the EIS AGM 2018

The Annual General Meeting (AGM) is the main decision making body of the EIS. AGM instructs Council, which in turn instructs the Committees of the Council.

Around 350 members of the EIS (including the Office Bearers, members of Council and Delegates from Local Associations and Self-Governing Associations (EIS-FELA and EIS-ULA) are eligible to attend and vote at the AGM.

The 2018 Annual General Meeting will be held in The Caird Hall, Dundee, from Thursday 7 June to Saturday 9 June. Below are the key events that take place over the three days and the order of business for this year's conference.

The Formal Opening Session

This session embodies the traditions of the Institute. The President, Nicola Fisher from Glasgow, welcomes the guests from kindred organisations in the United Kingdom and Ireland, together with other trade union and official guests, before giving her retiring address.

The next part of the opening session involves the Convener of the Board of Examiners presenting the members who have been admitted as Fellows of The EIS.

The incoming President (Alison Thornton, Edinburgh) and Vice-President (Bill Ramsay, South Lanarkshire) will then be introduced to the meeting and make short speeches.

Opening Business Session

This session is extremely important as it is where the AGM are able to review the work of Council and its Committees over the past twelve months. This work comes before the consideration and debating of motions dealing with new policies.

Consideration of Motions and Amendments

The majority of the Annual General Meeting is taken up with debating the motions and amendments which have been submitted by Council, Local Associations and Self-Governing Associations.

This year there are 86 motions to be debated as follows:

- **24 on Education matters;**
- **9 on Employment Relations matters;**
- **6 on Equality matters;**
- **16 on Salaries matters;**
- **31 on Organisation matters.**

Fringe and other events

The EIS holds a number of fringe events at the AGM, offering the opportunity for external organisations to speak to delegates in order to raise awareness of key issues. This year's AGM fringe events include Campaigning for Local Associations, Meet the General Secretary and Yes to Gender Equality: Women and Men in Solidarity.

Further information on the EIS AGM, including a full list of Motions to be debated, are available on the EIS website www.eis.org.uk. Regular updates will be posted on the AGM section of our website and Twitter account throughout the event, so that members can keep updated as Resolutions are agreed.

Time for an End to “Inclusion Without Resources”

Among the many challenges facing teachers and lecturers in Scotland, inadequate levels of resourcing of Additional Support for Learning legislation is one which members across Scotland are raising regularly, with ever increasing concern for their learners’ and their own welfare.

The Education (Additional Support for Learning) (Scotland) Act 2009 is an expansive law. It covers a wide range of circumstances from which additional support needs (ASN) can stem. A young person is said to have ‘additional support needs’ if they need more, or different, support to what is normally provided in an educational setting to others of the same age. The need for extra support can arise from, for example, sensory impairment, learning difficulties, autism spectrum disorders, physical disabilities, physical and mental health conditions, experience of the care system, having English as an additional language, coming from a Traveller community, or having particular gifts or talents.

With such a diverse range of needs in Scottish schools and colleges, increasingly in mainstream settings, it is axiomatic that adequate resourcing of this important legislation is vital. And yet, recent AGMs have featured many debates on inclusive education in which recurring themes have been the continuing reduction in the numbers of Additional Support Needs (ASN) teachers, EAL teachers, Educational Psychologists, classroom assistants and ASN assistants employed in Scottish schools. These concerns have also been raised by the EIS national ASN Network.

The depletion in staffing has come at a time of rising need among the learner population. Over a quarter of school pupils (26.6%) now have an identified additional support need, a proportion which has risen by 86% since 2011. The complexity of need among this population is also rising.

The coincidence of rising need and depleted resource sits in a worrying wider context: large and increasing class sizes, reduced outreach teaching support,

reduced access to appropriate professional learning, decreased Child and Adolescent Mental Health Services (CAMHS) & Educational Psychology services, reduced social work services, and reduced youthwork services.

It is no wonder, then, that teachers consistently raise the practical difficulties of addressing additional support needs within the constraints of the current system. In a recent member focus group, a primary teacher spoke of the “ever-changing goalposts” for accessing pupil support; and members concurred that they are being asked to do ever more with less. “Inclusion without resources” was the predominant theme of the discussion.

The stress caused by this was clear: members reported that “the situation is chronic” and that it is demoralising for staff and young people alike. Crucially, members were clear that changes in local authority criteria for accessing support had been driven by austerity budgeting, not by an educational rationale. (Independent research on this issue has been commissioned by the EIS and will be published later this year).

Failing to invest in support for learning affects wider attainment and achievement levels; contributes to the poverty-related attainment gap; increases teacher workload; negatively impacts on children’s wellbeing; and undermines the collective endeavour to ensure that our education system delivers on the four capacities of Curriculum for Excellence. To put it plainly – equity and excellence cost money, and that money is missing from the system, while austerity prevails.

In the absence of adequate resources, many teachers report working well beyond their contractual hours, taking few or no

breaks (these are now used for doing tasks once undertaken by support staff), and constantly dealing with crises arising from the social, emotional and behavioural needs of children who require more support and who simply aren’t getting it. This is unsustainable.

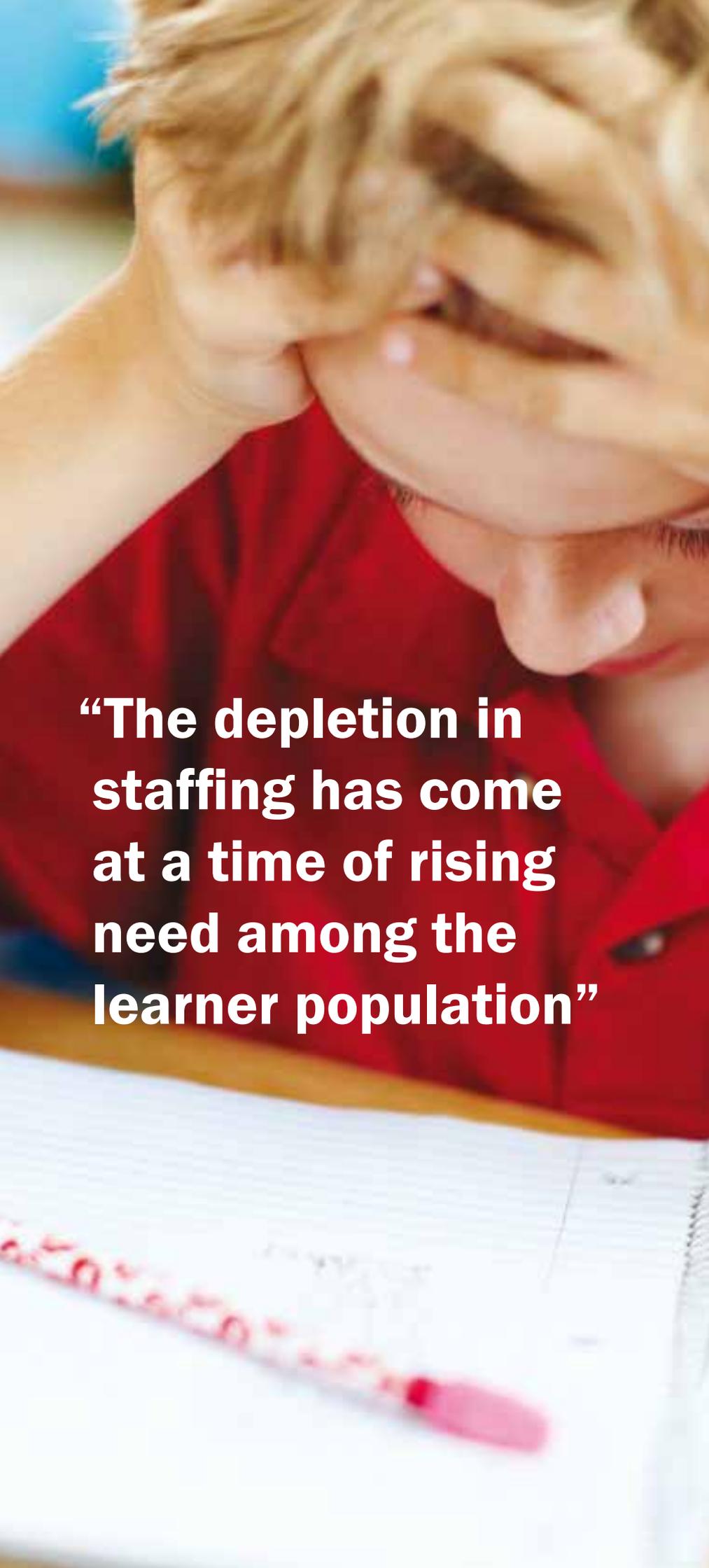
To make the presumption of mainstreaming and the current Additional Support for Learning legislation workable in practice the EIS is calling for both local and national government to invest energies and resources in attracting and retaining more specialist ASN teachers and support assistants, and more class teachers. These are crucial to addressing teacher workload and morale, and supporting the practical operation of GIRFEC, which rightly has the wellbeing interests of children and young people at its heart.

Fundamentally, what is required is an honest conversation among local and national government decision-makers about the unsustainability of the current model of resourcing, the unacceptable toll that this is taking on teachers, and, critically, the inadequate provision that it is offering to children and young people with additional needs, despite the promise of existing policy and legislation. Our members, and Scotland’s young people, deserve better.

To find out more about the EIS ASN Network, which was created by the Institute to allow ASN teachers from across Scotland to share experiences, discuss common difficulties, and advise the Education Committee, see: www.eis.org.uk/Networks/ASNnetwork

Jenny Kemp

EIS National Officer (Education & Equality)



Facts & Figures

86% increase

183,491 pupils (26.6% of all school pupils) have identified ASN; in 2011, the overall number was 98,523; the increase over those seven years is 86%

72% reduction

The number of teaching staff in primary schools with a Behaviour Support role has declined from 32 in 2008 to 9 in 2017

79% reduction

The number of teaching staff in secondary schools with a Behaviour Support role has declined from 127 in 2008 to 71 in 2017

37% reduction

The number of learning support teachers in primary schools has declined from 578 in 2008 to 367 in 2018

13% reduction

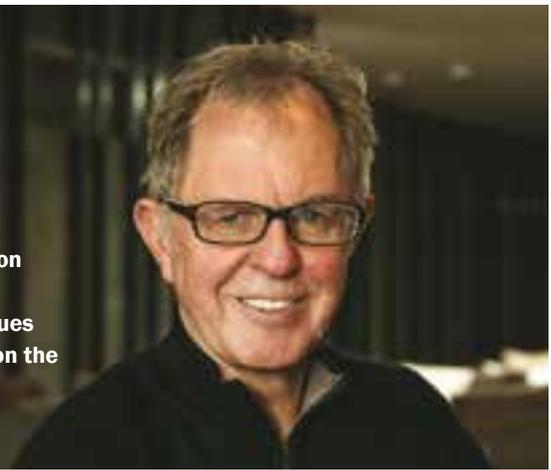
The number of learning support teachers in secondary schools has declined from 945 in 2008 to 821 in 2017

“The depletion in staffing has come at a time of rising need among the learner population”

Conversation Piece

Andy Hargreaves

During a break in this year's International Summit on the Teaching Profession (ISTP), EIS General Secretary Larry Flanagan sat down with the renowned educationalist Professor Andy Hargreaves to gauge his views on the key issues facing Scottish education. Here, the SEJ summarises their discussion and, on the page opposite, reports on the key discussions at this year's ISTP.



Q: Andy, you're familiar with Scottish Education, what would you say is a key strength and what remains a key challenge?

A: I think a big strength in Scottish Education is, on record now for quite some time, really humanistic goals about educating the whole child as well as children's basic skills, and a culture where people are professional, and they really want to work together for all kids' success.

And, compared to other parts of the United Kingdom for example, not too much of the heavy top down bureaucracy. That's been the great strength so far.

Q: And a key challenge?

A: A key challenge is to push the collaboration further, particularly across the 32 Local Authorities so that they can help each other more. Problems are bigger now, so we can't handle them all by ourselves, so we need to find ways to support schools, teachers and Headteachers, to connect with each other - not just within their own Local Authority but also across Local Authorities, and to be given the time to do that.

Q: Here at the International Summit there's been a lot of discussion around professional autonomy, how key do you see that to Scotland achieving its ambitions?

A: In other parts of the world there's confusion between professional autonomy and school autonomy. School autonomy often doesn't mean professional autonomy. It means people in the school are in charge of the budget and staffing. If you have a tyrant of a Headteacher they'll end up telling you what to do all the time and you'll have no autonomy at all. Professional autonomy is about the autonomy of

teachers and other educators together. So, not just you as an individual; me and my class, me and my kids; but it's about the autonomy of the profession collectively from excessive top-down interference and bureaucratic control. More respect for professional judgment, which we develop together with our colleagues, and which is informed by evidence as well as our experience, and trust in the aptitudes of people and the kids they care about.

Q: Also, here at the Summit, there's been some discussion around strong education systems having strong professional associations - is that your experience internationally? Have you seen that elsewhere?

A: It is evidenced internationally. I live within the United States at the moment and the evidence is very compelling. Most successful, high performing states have got strong teacher unions and the weakest ones have got weak or no teacher unions. This is also true across the democracies of the world. If you go to the Nordic countries, unions have a lot of influence there and a long tradition that is also true across the different provinces of Canada. Singapore is slightly different as many of the Asian countries are, but the unions there also have professional associations - high value, high involvement. You will not get anything you want to get done in a classroom unless the teacher is mainly going along with it and feels committed to it because in the end the teacher is the one there with the kids so if you don't engage with the teachers you don't get the things that you need or want.

Q: If you had to recommend an education book for teachers to read what would it be?

A: My next book! My next book is coming out in May with my colleague Michael O'Connor and it's a book called Collaborative Professionalism. Beyond that I think what are inspiring for teachers in education are books about teaching and books about learning. So, I'd recommend any book on teaching and teacher leadership by people like Alma Harris in the UK who I think writes really clearly and has a lot to say about the importance of teaching. And from North America I'd recommend people like Ann Lieberman and Carol Campbell. They've worked together, done great work on teacher leadership. Ann Lieberman's just written what she says is her last book at the age of 86 but all her books value teachers, support teachers and understand teachers.

Q: And a book to read for pleasure?

A: I try to keep up with my reading and when I was asked this earlier on I thought of a whole lot of books that have had a profound influence on me. Probably one of the biggest is a book by Alistair MacLeod, who is mainly a short story writer, but he wrote a book called No Great Mischiefs. It's about three brothers, and when they're young their parents fall through the ice. Two of them are old enough to make a go of it running a farm in a haphazard kind of way, the youngest one is looked after by their grandparents in a lighthouse. He's the lucky one. He becomes an orthodontist and is successful even though he's separated from the others. The other two brothers struggle. They get into fights, they get into all kinds of jeopardy, one ends up being homeless and a lot is just about inequalities, taking a chance, wellness, privilege or lack of privilege. But in the end, it's a book about brothers.



ISTP 2018 Report

The International Summit on the Teaching Profession is unique in that it is the only international conference where Education International, the world federation of teaching unions to which the EIS is affiliated, co-hosts with the OECD. Each delegation must consist of an equal partnership between teacher unions and Government ministers, with Scotland's delegation being jointly led by John Swinney and Larry Flanagan. This year's summit was hosted by Portugal, following on from the Edinburgh summit last year.

As a platform for shaping and influencing political policy in Education it is a critical engagement for EI, reflected in the work which the teaching unions put in to the summit. (The EI briefing on the summit themes can be found on the EI website, whilst the OECD background report can be downloaded from the OECD website.)

The OECD report is based on extensive research evidence, and it was interesting to note its author, Andreas Schleicher, remarking in the text that there was a strong correlation between high performing education systems and effective and strong teacher unions.

There was recognition, also, that smaller class sizes impacted positively on behaviour management which then supported more effective learning - a significant policy shift for OECD, although it is seeking to carry out further research.

The three plenary sessions focused on:

- Schools at the Centre of their Communities
- Pedagogies for the Future
- Teacher Wellbeing, Confidence, Efficacy, and Effectiveness.

The thrust of the discussions was hugely favourable for teacher unions as there was strong emphasis on the importance of teacher wellbeing as a prerequisite for pupil wellbeing.

The final session was, as usual, a country delegation meeting to determine specific objectives for the forthcoming year. Scotland's commitments are:

- Jointly complete work, with relevant stakeholders, on the development of new career pathways (ISTP2017 commitment) providing main-grade

teachers with a wider range of options for leadership, specialist or improvement roles to enhance professional fulfilment

- Jointly build upon our work on the "Tackling Bureaucracy" reports, reinforcing key messages and encouraging practical implementation, in order to free up space to enhance learning and teaching
- To jointly seek to develop a culture of empowerment within the teaching profession that builds wellbeing, confidence and efficacy.

The EIS will seek to follow these through in various fora and in a variety of approaches. For example, negotiations will be concluded shortly on an EIS led anti-poverty CPD initiative; we will be pushing for a relaunch of the Tackling Bureaucracy action points; and the Health and Wellbeing theme will be developed as a narrative in our pay campaign.

Empowering Teachers: Turning up the Volume on Professional Voice

- Report on the EIS Education Conference



As the teaching profession stretches and strains to keep its balance atop the shifting sands of Scottish education, at the same time shouldering increasingly hefty workloads, and while a tide of fake news and alternative facts about the state of our system ebbs and flows, the amplification of our collective professional voice has never been more needed.

The Scottish Government's 'Empowering Schools' consultation on the provisions of the forthcoming Education Bill laid out a vision for Scotland's schools in which members of the school community would have stronger voice and greater power in decision-making - pupils, parents and Headteachers would all enjoy such enhanced status. Teachers were barely, if at all, mentioned in the 41 pages of the document.

The EIS Education Conference, held at the University of Strathclyde Technology and Innovation Centre, was a further element of the EIS riposte to the governance proposals and to the relative invisibility of teachers from the Empowering Schools document.

Attended by 170 delegates who had travelled from all parts of the country, the conference was kick-started by EIS President, Nicola Fisher, who as Conference chair, delivered a warm welcome to delegates, encouraging all to let their voices be heard in the many discussions on the pressing themes that were scheduled for the day.

Value Teachers

EIS General Secretary, Larry Flanagan, made the first keynote address, focusing in large part on teachers' health and wellbeing.

Larry underlined the centrality of teachers' health and wellbeing to their work and to education. Evidence provided by both OECD and EI points clearly to the fact that if teachers' wellbeing is poor, outcomes for pupils will diminish. The current pay campaign, Larry stressed, is not therefore just about teacher salaries, but about progression, satisfaction, wellbeing and, crucially, how society values teachers; if Scottish teachers are not in a good place, then Scottish education won't be either.

Turning to matters of education governance, Larry made clear the EIS view that during this period of significant change, the litmus test for any change is whether it has a positive impact on learning and teaching in the classroom: if change does not effect positive outcomes, then it is a waste of time and energy.

Crucially, Larry argued, the governance review must lead to the sense of agency, voice and autonomy for teachers that it appears from its title to promise - but so that teachers are empowered, not just schools.

Support and Scrutiny

The Chief Executive of Education Scotland and Chief Inspector of Education, Gayle Gorman, then addressed the Conference, laying out her vision for a reinvigorated support and scrutiny body, working in a collaborative, collegiate Scotland. 'For Scotland's learners with Scotland's educators' will be the new strapline for Education Scotland, with new emphasis to be placed on realising the aspirations for teacher autonomy of CfE which was designed to be led by teachers.

Gayle mapped the structure of Scottish education and the relationship of the National Improvement Framework to Regional Improvement Collaboratives

(RICs) to local authorities, stressing that schools and teachers are at the heart of the system. She underlined the importance of focusing on the quality of the day to day individual interactions that make the difference to young people's experiences and outcomes. While structures can sometimes support that, she said, we need to focus most sharply on what difference it makes in the classroom.

The International Perspective

A much-anticipated keynote presentation entitled 'What lies behind the horizon?' from internationally renowned Finnish educationalist Pasi Sahlberg, followed. Pasi referenced the reputation of Scottish education internationally, suggesting that, while there is always room for improvement, much of the recent narrative around education in Scotland was based on 'fake news'.

He conveyed the irony of Finland - a country which retains scepticism of PISA testing - sitting at the top of the international league tables of school students' performance in Reading, Science and Mathematics, and not knowing quite how it happened. He explained that Finnish educators reject the notion of Finland being the best education system in the world and of good PISA results being the ultimate success criteria for an education system.

On to myth-busting about the system of education in Finland, he corrected misleading reports of Finland having banned subject-based learning in favour of interdisciplinary projects and topics: subjects continue to live and breathe in Finland and at the same time legislation has been introduced which binds all schools to incorporating some project-



based learning into their curricula and to ensuring that children and young people are engaged in the planning and evaluation of their learning.

Myth number two related to homework - specifically its non-existence in Finland. Pasi provided illumination in this area too. Children do homework in Finland but the homework activities have different emphasis than that which may be expected from traditional forms. Homework is designed on the basis of engagement and enjoyment, providing opportunities for children to continue learning at home from interest and curiosity, rather than repetition of what's been done in class.

Finally, Pasi debunked the myth that Finland recruits only the 'best and brightest' of graduates to the teaching profession, such an approach to recruitment having been lauded by exponents of Teach First. Pasi made clear the rejection of this kind of recruitment philosophy by Finland on the basis that there is no evidence to suggest that academic prowess translates to pedagogical talent. With this in mind, Finland recruits graduates to teaching using wider criteria that, as well as intellectual capability, relate to values and the strength of the vocation that is held to teach.

Value Education

Turning to the Scottish context, Pasi suggested three cultural transformations that individually and collectively could make a difference to the overall quality of our education system. First, a shift of thinking around school readiness from 'The child is ready for school' to 'School is ready for all children'. Secondly, a shift from a potentially deficit-based approach to school self-evaluation from 'How good is our school?' to 'How is our school good?' and

finally a shift in emphasis in terms of what we seek from the curriculum - 'Curriculum for Equity' rather than Curriculum for Excellence, excellence, in Pasi's view, being predicated on equity.

The focus then turned to the growing trend towards 'big' data collection and analysis in education. Pasi defined 'big' data as that which is processed by machines, traces and tracks big trends, reveals correlations and is used to predict the future. While such data is not inherently bad, he argued, it is important that we understand its limits and its shortcomings in terms of quality, otherwise we risk a scenario in which educational research becomes obsolete in favour of evidence being generated by algorithms.

Pasi underscored the importance of 'small data'- processed by humans, focused on individuals, reflective of collective professional voice, revealing of causations and enabling understanding of the present. Big data, Pasi argued, doesn't lead to the sense-making that's required to intervene meaningfully to address individual needs. He concluded this section of the presentation with a caution to the profession: lead with small data or be led by big data.

Promoting Equality

Regarding social inequality and the widening gap between those who have and have not, Pasi was clear on the need for positive discrimination in favour of schools and communities (and by implication, individuals) that are most disadvantaged through the provision of additional resource on the basis of need.

Pasi's final words of wisdom were around the importance of play-based learning. With research now showing that the vast majority of parents believe that their

children are under pressure to grow up too quickly; that fewer play outdoors with their children; and highlighting a paradigm shift in parenting to overprotection of children and preference for them to be engaged in time-tabled structured activities rather than unsupervised play, Pasi was adamant that we need to 'Let the children play'. Deep play, he argued, is critical to self-directedness, development of the imagination, and to emotional development and motivation, with the value of it resting on process rather than outcomes.

This wide-ranging, thought-provoking presentation sparked strong response from the audience who were keen to engage with Pasi further. It was clear from the intensity of the audience reaction that discussion could have continued far beyond the hour and half of the programme that had been given to Pasi's keynote.

After lunch, delegates attended a range of workshops, some delivered by partner organisations, some by EIS members and staff.

Closing remarks and thanks were delivered by Susan Quinn, Education convener, who brought what had been a highly dynamic, engaging conference, to a close. Teacher voices, enthused and inspired, resounded as delegates made their way out onto the sunny city centre streets.

This is an edited version of the full Education Conference Report. See the full version at www.eis.org.uk

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Scottish Union Learning Leadership Event 2018

Learning Reps

Professional Learning
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This event was attended by the Professional Learning Co-ordinator on Wednesday 28th March 2018. It took place at the Albany Learning and Conference Centre in Glasgow.

The purpose of the event was for unions who had secured Scottish Union Learning Leadership funding to share information and learning from their events.

The PL Co-ordinator was accompanied by Andrene Bamford, Local Association Secretary in East Dunbartonshire, and a delegate at the EIS Leadership Residential, 'Working Together, Leading Together', which was held in January 2018 at EIS HQ in Edinburgh.

The event was introduced by Wendy Burton, Director of Scottish Union Learning, after which a representative from each union gave a 5-minute presentation.

In its presentation the EIS reported on its leadership residential event for 30 delegates which built on prior learning and provided a mix of presentations, workshops and networking.

After lunch there was an input from Tommy Breslin of SUL on the way forward for SUL around leadership and equalities.

Next year the Equality Rep Development Project fund and Leadership fund will be combined. Areas identified by SUL for the

future included mentoring, peer support, positive action and 'policy into practice', and these will be built into the criteria.

There were then table discussions and feedback on the benefits and challenges of positive action.

Potential future themes for the EIS identified by Andrene during discussion include support for the School Rep role, which is key to building the union, so that Reps feel part of a network and have opportunities to build their skills and confidence in the role; that they are not alone but are supported. Mentoring opportunities may be a way to achieve this.

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Pride



Self-affirmation

Dignity Equality Human Rights

Pride marches and festivals are events celebrating lesbian, gay, bisexual, and transgender (LGBT) culture and pride.

Most Pride events occur annually, and many take place around June to commemorate the 1969 Stonewall riots in New York City, a pivotal moment for LGBT+ equality. Pride events aim to promote self-affirmation, dignity, equality and human rights for LGBT+ people, increase their visibility as a social group, build community, and celebrate diversity.

The EIS has been represented at several such events in recent years, taking the

opportunity to discuss LGBT+ inclusive education with festival goers who visit the community fairs, and representing the LGBT+ Informal Network. The Institute has been present at events in Glasgow, Edinburgh, and Fife, and in February 2018 there was an EIS stall at the first ever East Lothian Pride.

As summer approaches, the EIS is planning to be represented at Pride events in Aberdeen, Glasgow, and Edinburgh. The Glasgow event will be in Kelvingrove Park on 14th and 15th July; Grampian Pride is on 26th May; and the Edinburgh event is on 16th June 2018.



For more information or if you wish to volunteer to help on a stall please contact the Education and Equality Department or see www.eis.org.uk/Equality/LGBT.

Anti-Racism

On Saturday 17th March, Stand up to Racism (SUTR) held a demonstration to coincide with the UN International Day for the Elimination of Racial Discrimination, which is marked on 21 March (www.un.org/en/events/racialdiscriminationday/)

Demonstrators assembled at Holland Street in Glasgow just before noon, then marched to George Square to rally against the alarming rise of racism, Islamophobia and Anti-Semitism, while showing support for refugees and migrants, EU Workers, and the Black Lives Matter movement.

There was a strong EIS presence at the march which was attended by over 1,500 people, undeterred by freezing conditions

and snow. Trade unionists, political parties, refugee groups, and civic society organisations were among the diverse group of protesters in Glasgow city centre, and there was a strong EIS presence, with members determined to “say it loud, say it clear, refugees are welcome here”.

General Secretary Larry Flanagan addressed the rally, joining with other speakers’ calls for unity, and saying, “The EIS was pleased to support the demonstration today. It’s important that a message of solidarity goes out to those fighting racism wherever they may be. Together, united, trade unions and campaign groups can express our opposition to those who would seek to divide us.”

The EIS will continue its efforts to challenge racism in the coming months, with a new policy on Challenging Anti-Muslim Prejudice to be published shortly, and work to share Black and Minority Ethnic members’ experiences of racism with those who are in a position to address it underway, following a recent member survey. Opportunities to promote and reinvigorate anti-racist education and Holocaust education are also developing.

For more information on the EIS commitment to challenging racism within educational establishments and beyond: www.eis.org.uk/Equality/Anti-Racism





Scotland's School Pupils and Students Showing Racism the Red Card



This session's Show Racism the Red Card (SRtRC) Creative Competition, now in its fourteenth year, fittingly marked the 27th anniversary of the release of Nelson Mandela from prison, soon to be followed by the dismantling of the brutal regime of apartheid in South Africa.

As well as providing school pupils across Scotland with the opportunity to learn about racism and to express their opposition through a creative medium of their choice, this year's SRtRC competition had the added dimension of the focus on Mandela, an iconic figure in the ongoing resistance to race-based prejudice and discrimination and in the struggle for race equality.



The competition received around a thousand entries from across Scotland from primary, secondary and special schools and from FE. As a member of the Scottish Advisory Committee to SRtRC I was invited this year to help judge the entries, providing comment on each of the fifty or so that had made the shortlist.



The paintings, posters, comic strips, poems and songs produced by the many young people who took part demonstrated not only their strong creative talent, but their commitment to equality and social justice, and their hopes for a society that is free of the hate, prejudice and inequality that oppressed Black South Africans for decades and which exists albeit to a lesser extent and less overtly in our own country today.



It was also clear to me from the creative work that the young people had produced - some of it quirky, some humorous, some earnest, some philosophical - how well they had been guided by their teachers and lecturers on the themes of the competition and in the construction of the various art forms. I felt a real sense of pride in our profession and the way that our teachers and lecturers understand and act upon the intrinsic connection that there is between social justice, equality and education; at how our teachers and lecturers bring the values of fairness, respect, dignity and equality for all to their work in the



classroom, the benefits of which rest in the young people that we teach and so find their way out into the world at large.

Welcoming young people from schools across the country to the final awards event at the National Stadium on the day before Scotland played their friendly match against Costa Rica, SRtRC Campaign Manager, Nicola Hay stressed that all of those who had entered the competition were winners deserving of commendation for the stance that they had taken against racism.

Nicola's message was echoed by the Cabinet Secretary for Communities, Social Security and Equalities, Angela Constance, who praised the young people for their efforts and expressed her optimism that Scotland, with so many of its young citizens showing such commitment to equality and social justice, would be a country that would be free from racism in the future.

After the introductory speeches, award winners were announced to the eagerly assembled audience of pupils and students, teachers, lecturers and support assistants, and were presented by guest representatives of supporting trade unions, including the EIS, MSPs, female and male footballers and coaches.

Taking part in this year's SRtRC Creative competition judging and awards, and during two days looking at the work that the young people had produced, Nelson Mandela's words continued to ring true:

'Education is the most powerful weapon which you can use to change the world.'

This is why establishing anti-racist education firmly within the curriculum, for learners at all stages is essential if we hope to eradicate discrimination, and why the EIS will continue to advocate strongly for this.

Andrea Bradley, EIS Assistant Secretary (Education & Equality)





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#EIS in Tweets @EISunion



JTCR John Timmins

Thanks @susanquinn1 for the stickers.
@EISUnion #valueeducationvalueteachers #eis10for10 @EISEastRen

12:18 AM - 10 Apr 2018

Suki Singh Suki Singh

Great turnout of members in Ayrshire this evening! Organising to win the 10% pay claim in our workplace and in our communities.
@EISUnion #ValueEducationValueTeachers

7:08 PM - 20 Apr 2018

Isabella Montgomery Isabella Montgomery

Thank you @EISUnion for a thought provoking and enlightening conference. Thanks also for the campaign materials to take back to the @StTimothyG41 Branch on Monday. 🙌 #Valueeducationvalueteachers #10for10

5:31 PM - 10 Apr 2018

EIS @EISunion

Strong words spoken in opposition to Prevent and anti-immigration rhetoric by EIS President at #stuc18

5:14 PM - 18 Apr 2018

EIS @EISunion

#EISNews: EIS Highlights Impact of Poverty on Education to Scottish Parliament
eis.org.uk/Latest-News/Po...

8:12 AM - 23 Apr 2018

Carolyn @mmmcgrogan

Enlightening talks from Larry Flanagan of @EISUnion and @GayleGorman of @EducationScot about education policy and importance of focusing on what makes a difference for children in the classroom. #empoweringteachers

10:02 AM - 23 Apr 2018 from Glasgow, Scotland

EIS @EISunion

@EISUnion @EIS_NL Lorraine McBride, North Lanarkshire LA President, begins the pay campaign meeting in Coatbridge.
#ValueEducationValueTeachers #Organising

4:44 PM - 23 Apr 2018 from Livingston, Scotland

EIS @EISunion

"Working as a Trade Unionist has never been more important to the profession to ensure our working conditions & health and wellbeing". @susanquinn1 closing remarks at today's education conference.
#ValueEducationValueTeachers

5:52 PM - 20 Apr 2018

Jenny Kemp Jenny Kemp

Great that a new batch of @EISUnion Equality Reps started their training today - equality & human rights never more topical! They are supporting the 10% pay claim
#ValueEducationValueTeachers

10:17 PM - 20 Apr 2018

Paul Sahrborg Paul Sahrborg

Three alternative perspectives for Scotland:
#1: School readiness: Are schools ready for all kids?
#2: School quality: How is our school good?
#3: School curriculum: Curriculum for Equity (and Excellence)
@EISUnion @EducationScot @HargreavesBC @CarolCampbell4 @JohnSwinney

1. School readiness
2. School quality
3. School curriculum

Child is ready for school
School is ready for all children

How good is our school?
How is our school good?
Curriculum for Excellence
Curriculum for Equity

5:58 AM - 18 Apr 2018

EIS @EISunion

The EIS continues to drum up support for the 10% Pay Campaign at Scottish Political Party Conferences #ValueEducationValueTeachers

9:53 AM - 27 Apr 2018

Susan Quinn Susan Quinn

Speaking at ASN conference this morning on behalf of @EISUnion will be outlining the challenges faced and the supports needed.

8:14 AM - 24 Apr 2018 from Edinburgh, Scotland

EIS @EISunion

Good luck to all pupils sitting their exams over the coming weeks from the EIS and Scotland's teachers.

9:52 AM - 23 Apr 2018

STUC Congress 2018

The SEJ reports on this years key debates



The 121st STUC Congress opened on Monday 16 April 2018 in Aviemore for the second year in succession. Satnam Ner, President of the STUC, chaired proceedings.

The EIS delegation to Congress comprised: Martin Bayliss, David Belsey, Andrea Bradley, Sue Burns, Nick Cimini, Helen Connor, Mick Dolan, Nicola Fisher, Larry Flanagan, Susan Kelly, Angela McCormick, Megan McCrossan, Stephen McCrossan, Susan Quinn, Murray Swan and Alison Thornton. EIS-FELA President Pam Currie also attended Congress as a delegate from the STUC LGBT+ Workers' Conference.

Congress debated over 100 motions (many of which were compositated) on a wide range of topics and the EIS delegation made valuable contributions to the debates over the three days.

Congress debate began by focussing on Public Sector Pay and Pensions. EIS General Secretary Larry Flanagan supported the composite motion, which called for an end to austerity and an investment in public services. Larry highlighted our own pay campaign focussing on the decline in pay (in real terms), teacher recruitment and retention problems, equal pay for equal work

(drawing a comparison between teachers and lecturers) and the need for Scotland's teachers to be 'strike ready'.

Helen Connor, EIS member of General Council, provided a narrative on the Emergency General Council Statement on Syria, deploring the ongoing violence, including the use of chemical weapons on civilians by the Syrian government and the airstrikes by the UK, the USA and France.

Previously, the EIS had submitted an Emergency Motion against the decision to make a significant reduction in facility time for trade union convenors in West Dunbartonshire Council. However, EIS delegate Mick Dolan didn't get the chance to move the motion, as the decision to reduce the facility time was reversed by the Council earlier that day.

It should be noted that the decision was also made prior to First Minister Nicola Sturgeon's afternoon address to Congress, which, amongst other wide-ranging topics, detailed the critical role played by trade unions in Scotland's economic development. She stated that the Scottish Government supported facility time across the public sector and that it did not expect to see it reduced by any public body in Scotland.

Later that afternoon, Susan Quinn spoke eloquently in support of the composite 'Mental Health and Wellbeing at Work'. She outlined the lack of support that teachers experience when trying to cope with mental health issues derived from unrealistic workload demands.

Fighting Harassment

Angela McCormick successfully moved the composite motion 'Sexual Harassment at Work'. She graphically outlined the dangers and risks facing women workers every day and how these should be addressed.

Towards the end of the first day, Pam Currie also successfully moved the motion 'Hate Crime as a Workplace Issue'. She described the findings of a hate crime survey conducted by LGBT+ Workers' Committee and called for an increase in awareness and training relating to hate crime, with a view to the drafting of an appropriate policy to be implemented at both national and local levels.

The second day of Congress began by looking at issues related to the Economy and Industry. Helen Connor, attending her last STUC as an EIS delegate, seconded the motion 'Representation in the Media'. She spoke of how women are affected by portrayal of them in media coverage. She made reference to

the sexist comments made by the media and stated that this was not the same for men and this resulted in women becoming marginalised.

On behalf of the LGBT+ Committee, Pam Currie moved the motion 'No Turning Back in the Fight Against HIV'. She spoke of issues experienced by individuals when deciding whether to disclose HIV, including the possibility of others 'blackmailing' them.

Megan McCrossan seconded the motion by outlining the statistics surrounding the issue. She emphasised the importance of sexual health education and the role of schools. She flagged the disadvantage that can be realised by allowing children to 'opt out' from this curricular area.

Congress received an address from Richard Leonard, Leader of Scottish Labour who emphasised his long association with the STUC.

Education Issues

The day concluded by looking at Education. Martin Bayliss, a first time Congress delegate, supported the motion 'Additional Support Needs'. Referencing a Scottish Government Education and Skills Committee paper, Martin called for the recommendations made within 'How is Additional Support for Learning Working in Practice?' to be implemented across the country. He also called for all staff, teaching and support, to receive appropriate training in order to ensure we are 'Getting it Right for Every Child' and for this to be adequately resourced.

Sharon Kelly, at her first STUC Congress, seconded the motion 'Education Workforce Council' with a strident call for the GTCS to retain its independence, its teacher majority and for it not to be effectively changed into a government quango.

Alison Thornton, EIS President elect, seconded the motion 'Regulation of School Support Staff' calling for an appropriate and proportionate regulatory body for school support staff and called on the government not to use a 'one size fits all' regulatory body for all educational staff.

The final day began with EIS motion 'Funding Education (& Poverty Attainment Gap)' being successfully moved by Megan McCrossan. Megan set out the scale of poverty and the poverty attainment gap challenges facing Scottish children, calling for more funding and resources to address the damaging effects of poverty on pupils' attainment. She said, "At the moment, schools have been given pupil equity funding and we call on the Scottish Government to make it part of the permanent funding formula."

Nick Cimini spoke in support of the motion 'Higher Education Workload and Funding'. He stated that university lecturers are expected to carry out a multitude of tasks centring on research, teaching and administration. Furthermore, he stated that for every demand made of lecturers, there was a target statistic to be measured against. He contrasted the decreased pay of lecturers against the increased pay scales of senior university leaders.

Helen Connor, on behalf of the General Council, successfully moved the motion for specific amendments to be made to the STUC constitution, in order to make it more robust and future-proof.

Nick Cimini made a second contribution by seconding the emergency motion on Syria. He called for the ending of the bombing of Syria and for the perpetrators of such attacks and other human rights breaches to be brought to justice. He called for the opening of our own borders to all Syrian refugees and for the right of return for refugees.

EIS President Nicola Fisher seconded the motion 'Freedom of Movement, Immigration & Prevent' with a powerful speech supporting immigrants and against the Prevent Duty. Nicola spoke of the rise of racism and stated that the UK Government's treatment of the Windrush generation was shameful. She articulated her own experiences in the past of the use of vans with loudspeakers urging immigrants to go home and cited these actions as being deplorable.

A successful and notable congress performance by the EIS was reflected by election results. Nicola Fisher, Larry Flanagan and Susan Quinn were successful in the election for places in Section B of the STUC General Council 2018 to 2019.

President of the STUC for 2018 to 2019 is Lynn Henderson (PCS). The incoming Vice-President is Jackson Cullinane (Unite).

Stephen McCrossan, Area Officer



The EIS delegation to Congress

A Look Back at the EIS-FELA Annual Conference

The annual conference of the EIS Further Education Lecturers' Association (EIS-FELA) took place shortly after the previous edition of the SEJ went to press. Here, new EIS-FELA President Pam Currie looks back on some of the key events from conference, including a report on some of the key Motions debated and recognition for outgoing EIS-FELA President John Kelly for all his hard work on behalf of further education lecturers and students over his four years in office.



The EIS FELA Annual Conference gathered in Edinburgh in March with nearly 100 delegates present from colleges across the country. John Kelly, EIS FELA President, opened with reflections on a remarkable year for EIS FELA, dominated by our successful industrial action and the implementation of equal pay for lecturers across Scotland. EIS President Nicola Fisher highlighted the success of FELA in not only forcing management to honour the deal, but also the first national agreement on terms and conditions since the early 1990s and the tribunal victory over the £100 payment in December 2017.

Motions covered a wide range of issues including time off for non-Christian religious holidays, sparking lengthy debate (in true FELA fashion, much of it about football and religion...). The motion was carried. A discussion on job evaluation heard concerns from colleges as diverse as Glasgow Kelvin and Shetland around "appraisal" systems and the misuse of student voice, and the negative experiences of colleagues at West College Scotland who are SVQ assessors, classed by their colleges as support staff and thus subject to multiple job evaluations. A later motion reiterated our support for SVQ assessors, instructors and others who directly teach and assess students to be recognised as lecturers under the nRPA.

A number of motions came before Conference from colleges within the University of Highlands and Islands, where we have made real progress as a union in the last year, including the establishment of a new branch at West Highland College. Conference welcomed the establishment of a regional committee in UHI and resolved to pursue full trade union recognition with Executive Office and to demand meaningful consultation with elected trade union reps on any "integration" proposals.

Charlie Montgomery (City of Glasgow College), moving motion 10 on GTCS registration for the Executive, supported the principle of having a professional body, and contrasted our view of 'lecturer professionalism' with management's expectation that we are available to teach anything, anywhere at any time. He highlighted the concerns of many members around registration and the role of the GTCS, and called for us to reject compulsory registration at this time. Conference remitted this back to the Executive but subsequently voted for a motion supporting the principle of registration subject to lecturer representation, a transition period for registration and reduced rates for those on part time and fixed term contracts.

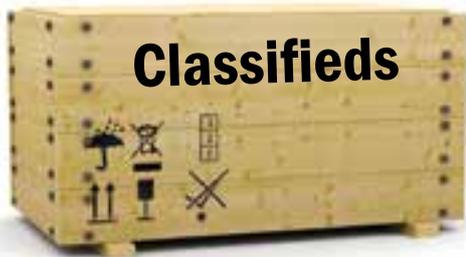
After lunch, Conference heard from a number of guest speakers including John Kelly (no, not that one) from UCU and EIS General Secretary Larry Flanagan. Larry credited the contributions of EIS FELA members in giving teachers the confidence to pursue the 'Value Education, Value Teachers' campaign, demanding a 10% pay uplift and backing this with the threat of industrial action. This was followed by Iain Ferguson, author of 'Politics of the Mind: Marxism and Mental Distress' who gave a hugely interesting talk about mental health issues, austerity and inequality. Subsequent motions highlighted the need for further training, support and resources relating to mental health in colleges; while mental health issues in universities have had a high profile, only five colleges across Scotland have a full time counsellor in place.

Further motions covered key concerns on SQA developments, lecturer workload, timetabling and misuse of KPIs, while reps from Edinburgh College spoke on a motion against the use of external

'consultants' in internal disciplinary and grievance investigation – at great expense. Delegates raised concerns about the extensive use of temporary contracts in the sector, and in particular, the increased use of inexperienced lecturers on zero hours contracts to 'plug gaps' in schools provision. Conference resolved to meet with the Scottish Government to pursue a funded plan of action to reverse the decline in part time college places, with delegates speaking passionately about their own experiences of getting a "second chance" in education as adults returning to education. Delegates also highlighted the practice of colleges charging fees to learners who left their courses, despite the Scottish Government's commitment of free education, and we will continue to monitor and challenge this practice.

Conference ended with a vote of thanks from EIS Assistant Secretary David Belsey as John Kelly concluded his time as EIS President. John has served as President for the past four years – a period of huge upheaval in the sector which has seen two national strikes and the successful return to national bargaining. John has played a pivotal role during this time (we hope that the rest of the trade union movement will take up carpool karaoke as an industrial relations strategy) and Conference showed their appreciation for his efforts.





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Sudoku

Medium

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

Hard

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

CROSSWORD 100

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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 - Watershed girder almost broken (5)
- 4 - Concerning place for tax collector (7)
- 7 - Dusty, dreadful office (5)
- 8 - Innovative redesign in oil rag (8)
- 9 - Unusual yarn about George cross (5)
- 11 - Time limit for expired railway track (8)
- 15 - Enjoyable tonic shaken for party (8)
- 17 - Have an irritating effect, say? Wonderful! (5)
- 19 - Nothing missing from reasoning about pay (8)
- 20 - Cab is horribly simple (5)
- 21 - Revolutionary embracing Spanish woman's language (7)
- 22 - Earl's shimmering intense beam of light (5)

Down

- 1 - Rephrasing, with chapter replacing Welsh tape (9)
- 2 - Love IT almost entirely involving computer technology (7)
- 3 - I let ten somehow qualify (7)
- 4 - Drunk air men to stay (6)
- 5 - Stretch out some complex tendonitis (6)
- 6 - Unconscious, ruined dreadfully: one's excused (5)
- 10 - Tongues wagging, captured by unknown royal child (9)
- 12 - Outrageous behaviour is able to be embraced by criminal lads (7)
- 13 - See comedian incenses regularly (7)
- 14 - Anoint corrupted people (6)
- 16 - Incompetent one in France touring salt lake (6)
- 18 - Arrive at Republican seaside area without British (5)

Crossword 99 Answers





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