

**175 YEARS
STRONG**

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YEARS STRONG

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eis

The Educational
Institute of Scotland







FOREWORD

On 18 September 1847, around 600 teachers, from all parts of the country, attended a meeting in the hall of the High School, Edinburgh, to give birth to the Educational Institute of Scotland.

Although several local teacher associations predated this event, the creation of a national teacher union, the Educational Institute of Scotland – a global first – was a momentous step.

In the sole written history of the early days of the EIS, *A Centenary Handbook of the EIS*, AJ Belford, a past president and future general secretary, described the year in the following terms:

“1847! A year when men and women were suffering and brooding; when wild passions were fermenting under a peaceful exterior. Politicians and statesmen failed to gauge the destitution and despair of the population; in vain the plaintive voices and wasted forms of people appealed to despots and monarchs. Hardly had 1848 opened when the streets of Europe were streaming with blood.”

It was in those days that the Educational Institute of Scotland was founded...but not merely for mutual benefit did those teachers associate; believing in the worth of human personality, they wished to proclaim the necessity for education and to establish the value of sound learning.”

Now, 175 years later, the validity of those founding principles remains as current as ever. Throughout its history, the EIS has been an authoritative voice in Scottish education, but in celebrating this anniversary we have chosen to focus more on the period from the late 1960s onwards, which saw the EIS transition from being a venerable institution into a modern, campaigning, combative and effective trade union.

This is not a chronological history, therefore, but a selection of themes and events that illustrate that progression and which, we hope, will engage and inspire members, strengthening our collective resolve to continue to campaign for those twin ambitions of the “promotion of sound learning and the benefit of teachers.”



EIS Headquarters 46 Moray Place, Edinburgh



EIS membership records from 1912

THE BEGINNINGS OF THE EIS

"Scotland is the first country in the world that has a national association of all her teachers, resolved and determined to provide their country with the best system of education they can devise."

These were the words of the first president of the EIS, Dr Leonhard Schmitz, marking the establishment of the Educational Institute of Scotland in September 1847.

Until that time, there had been a range of teachers' organisations across Scotland, serving a specific and diverse groups of teachers. However, in 1846, the Glasgow Teachers' Association made the case for setting up a number of local organisations across Scotland that, en masse, would form a national body of teachers. The aim was that this body would encompass all types of teachers, from all denominations.

By 3 April, letters of approval – effectively agreeing to be part of this new association – had been received from teachers in Edinburgh, Perth, Glasgow, Dundee and Kelso; by 15 May, similar letters had come in from all across Scotland. There had also been 168 individual applications for membership.

On 19 June, a general meeting of the new association – putatively called the Association of Teachers in Scotland – was held at the High School of

Edinburgh. By then, there were teachers in every county of Scotland willing to participate in this new association. The resolutions of the 30 January meeting were all enthusiastically upheld by these new members.

In the months that followed, one final, important decision was taken – though it was left undocumented in the association's minutes. The Association of Teachers in Scotland had decided on a change of name.

And so, when the new organisation was formally established on 18 September, it was as the Educational Institute of Scotland.

From its inception, the new organisation was focused on improving the working conditions of teachers. This was coupled with a desire to improve teachers' efficacy as well as the general standard of education. These aims could best be achieved, the EIS's founders decided, if the association was able to certify teachers itself.

At the time, anyone could claim to be a teacher; the new organisation's certificate would offer a quality mark of assurance. Efforts were made to secure that ultimate quality mark of the day—a charter from Queen Victoria, granting the organisation the right to award fellowships to qualified teachers.



Dr Leonhard Schmitz
First president of the EIS

A resolution was agreed that stated, "As soon as the Association is duly organised, strenuous efforts shall be made to obtain from Government a Royal Charter incorporating the Members, and constituting them the legal organ of the Teachers of Scotland, with power to grant Diplomas according to their own regulations."

A letter seeking support for the proposal argued that it used to be that the roles of barber and surgeon were carried out by the same person. The surgeons, however, elevated their status to match that of doctors by insisting that only those fully qualified and licensed could carry out surgery. And if surgeons – not to mention doctors, clergymen and lawyers – could fix their own standards of professional attainment, then why shouldn't teachers?

The EIS's Royal Charter was approved in 1851. And so began the Institute's role in articulating and maintaining professional standards for Scotland's teachers – a mission that remained directly with the Institute until the late 1960s, when the GTCS was formed, following strike action from EIS members in support of the proposal.

The EIS interest in professional standards is maintained today, not only through standing candidates for election to the GTCS governing council, but through a vast array of direct professional learning programmes for members, partnership programmes with various universities and agencies, and the relatively recent introduction of grants for practitioner research.



Official royal seal and charter, on display in EIS HQ



Facsimile of the Royal Charter

A BRIEF HISTORY AND TIMELINE

The history of the EIS is very much entwined with the history of Scottish education (Appendix 1). At every stage of the latter's development, the EIS has represented the professional voice of Scotland's teachers. Much of this is detailed in the rich archive of EIS materials lodged in the National Archives of Scotland – a public resource, which can be consulted by any interested party.

From the 1872 Education (Scotland) Act, which made schooling compulsory for all children between the ages of five and 13, and the introduction of the Leaving Certificate in 1888, which established the annual examination diet (recently disrupted for the first time by the Covid pandemic), through to the introduction of comprehensive education in the 1970s and today's debates around empowerment, curriculum and assessment, the EIS has not only been a witness but an active player in Scotland's education system.

1847: Founding of the Educational Institute of Scotland “for the purpose of promoting sound learning and of advancing the interests of education in Scotland.”

1851: Queen Victoria granted a Royal Charter to the EIS. Membership at the time: over 1,800. Among the powers conferred on the EIS was the power to award a degree of “Fellow of the Institute”. The EIS remains the only trade union that awards degrees.

1900: Increasingly the EIS became involved in matters of pay and conditions of service.

1917: Other small teaching organisations joined the EIS.

1918: National minimum-salaries scale for teachers came into operation.

1939: National Joint Council formed. This was the first time that the EIS had been able to negotiate pay and conditions of service on a national level.

1971: The EIS became affiliated to the Scottish Trades Union Congress.

1976: A further-education section was established within the EIS.

1977: The EIS became affiliated to the Trades Union Congress.

1982: The Scottish Joint Negotiating Committee (SJNC) became the national forum for negotiations of pay and conditions of service.

1985: Lecturers in Central Institutions joined the EIS.

1987: The EIS set up a political fund, not for party political purposes, but to protect the ability of the EIS to campaign and to challenge politicians and political decisions.

1988: Lecturers in Colleges of Education joined the EIS.

1994: The AGM approved a new structure and constitution for the EIS and also the setting up of area offices for the first time.

1999: The Scottish Parliament was set up. This was a move long supported by the EIS.



COMPREHENSIVE EDUCATION

In 2015, we marked the 50th anniversary of the introduction of comprehensive education in Scotland: a system of schooling designed to offer more equality of opportunity to all learners regardless of social class or other factors relating to their background.

A major piece of research carried out by academics at the University of Edinburgh, published in a book to mark the anniversary, concluded that for the 95 per cent of young people who attend comprehensive schools in Scotland, education has been better and fairer, with more positive attitudes to schooling, and higher achievement and attainment than might otherwise have been the case.

But, the academics said, equity of outcome across the spectrum of social backgrounds has been elusive with the biggest predictors of a child's academic success still being the economic status and levels of education of their parents.

2002: First partnership with a university (University of Paisley) for the delivery of CPD to teachers.

2003: First EIS learning representatives appointed. Members of the Scottish Further and Higher Education Association join the EIS and a new self governing association (EIS-FELA) is born.

2005: First chartered teachers emerge from the partnership with the University of Paisley.

2010: Introduction of new Curriculum for Excellence.

2013: Launch of 'Make time for teaching' campaign, after EIS survey highlights a heavy workload and lack of support from Scottish Government and the SQA in relation to the implementation of Curriculum for Excellence.

2015: First EIS equality reps appointed, taking forward the equality agenda as a whole in schools and further-and higher-education establishments.

2016: EIS victory in fight against excessive workload and assessment with removal of mandatory SQA unit assessments.

2017: Success of EIS-FELA pay campaign.

2018: Launch of 'Value education, value teachers' campaign.

2019: Success of EIS pay campaign secures a 13.5 per cent pay uplift for Scotland's teachers.

2020: EIS 'Protect Education' campaign to protect teachers, lecturers, pupils, students and education provision during the Covid pandemic.

2022: The EIS celebrates its 175th anniversary.



A WOMAN PRESIDENT

The Educational News, Friday June 20 1913

It is now a matter of common knowledge that Miss Elizabeth Fish, L.L.A., F.E.I.S., has been by a very large majority selected from four candidates for sole nomination to the annual general meeting in September as president of the Educational Institute of Scotland for the year 1913-1914. As the annual general meeting has, under the rules and regulations, the ultimate say, irrespective of the voting which takes place annually, as to those who shall fill the presidentship and the vice-presidentship, and those who shall act on the council, we have carefully abstained from using in the present instance that otherwise useful word "elected" – although everyone knows that for all intents and purposes, the "election" which has just been completed settles the whole matter. We therefore take it that Miss Fish is at this present moment as much and as really president for the next Institute year as she will be when she shall have been formally installed in office in September. Whatever the future may bring forth, it is therefore an indubitable fact that for the first time in the history of the Educational Institute since its foundation in 1847



Elizabeth Fish, elected the first woman president of the EIS in 1913, was also a "chairman" of Glasgow Local Association

a woman teacher is the recipient of the highest honour which can be conferred by teachers upon a teacher. It may at first sight, in view of much that has happened in the past, be a matter to occasion surprise that such a thing should occur; to us it is a matter of surprise that it has not happened long ago.

Consider the changed and ever-changing conditions under which the teaching profession stands in 1913 compared with those obtaining when the Institute was founded, for the first 25 years after its foundation, and for the remanent period of 40 years which completes the whole period under review. When the Institute was founded in 1847, education was looked upon as a man's work, not a woman's. In making this broad statement we do no injustice to the "Aillies", about whom distinguished authors write, and about whom Miss Fish lectures so acceptably, who, through the dual gateway of the "Carritch" and the Holy Bible, led their very youthful flock along the earlier stages of the paths of learning. It is not wrong to say that prior to the passing of the great Education Act of 1872, women teachers were practically unknown in Scottish schools. But a change began in 1873, a change which is still in process, the end of which no-one can foresee. Few in number during the "seventies", and comparatively few in the "eighties", women have come into their own during the last 20 years to such a degree that in our schools they now outnumber the men by six to one. But in this development Scotland lags notoriously behind America, where, as regards both Canada and the United States, the schools are almost exclusively

Prominent lady workers on the council

“manned” by women. As we are convinced that school best fulfils its complex purposes which is most nearly a replica of the home, room for both the paternal and the maternal elements, and it will not be a good day for Scotland which finds men banished from the work of both primary and secondary education. Granting proper and reasonable inducements, such a break from the great traditions of the past need never be. Nor is there room for the suggestion that there is a necessary element of antagonism in the matter. As Miss Fish has wisely said, there is no profession other than teaching in which men and women work side by side so harmoniously and with a view to the common good as in the teaching profession. Long may this wholly satisfactory relationship continue. In the school and in the profession, men’s problems are women’s problems; neither group can be solved separately, both may reach solution through, as hitherto, concurrent action. For example, the shameful salaries paid to so many women teachers in rural and in some provincial town schools will not be raised to a fairly reasonable amount without the help of men teachers and of that great organisation which was founded by men and up to the present time has so largely been guided by men. At the same time very valuable work has in recent years been done by the women members of the council – a band relatively few in numbers but strong in influence. This influence cannot but be enhanced by the advent of a woman president. We predict Miss Fish and for the Institute a useful and successful year’s work, and we are confident that not only the members of council but every member of the Institute will rally to support the first woman occupant of the presidential Chair.



FAST FORWARD: FROM VENERABLE INSTITUTION TO CAMPAIGNING TRADE UNION

When the EIS was established, in 1847, its primary purpose was the certification of teachers. Of course, salaries and working conditions were constant issues for members.

However, for a long time – well over a century – EIS members saw themselves primarily as belonging to a professional association, rather than a trade union.

In 1971, however, the EIS became affiliated to the Scottish TUC, and to the British TUC in 1977 – thus formalising the process of becoming a trade union, rather than simply a professional association.

The affiliations signposted wider developments within the union.

More broadly, the 1970s had brought in a new era of trade-union activism, as workers across all sectors fought for higher pay in the face of soaring inflation and the threat of privatisation. It was a period of unprecedented industrial action, crystallised when the miners came out on strike in 1972 – the first time since 1926. The miners' action, stopped supplies of coal to power stations, leading to the imposition of a three-day working week on British industry, to save electricity. The Conservative government refused to

compromise and the situation led to Edward Heath, the prime minister, declaring a state of emergency and re-introducing a three-day week. Conservative prime minister Edward Heath called a general election in 1974, believing that the country would be in sympathy with him, but the Conservatives were defeated. The new Labour government and the miners reached a deal shortly afterwards and the strike ended. The miners were successful in achieving higher wages, but discontent continued, leading to further strikes throughout the 1970s.

The Labour government under the leadership of James Callaghan tried to control public-sector pay rises in order to curb rising inflation. This led to the Winter of Discontent in 1978-79, during which there were widespread strikes by public-sector trade unions. But these strikes during the coldest winter for 16 years ultimately led to the defeat of Callaghan's government in 1979, and the election of a Conservative party government led by Margaret Thatcher.

It was within this context that the EIS's character as a trade union was forged.

The 1960s and 1970s had heralded rapid social

changes, and these changes were reflected within the EIS, too. University education widened dramatically: many teenagers from working-class backgrounds became the first in their families to go to university. Some of these graduates then went on to enter the teaching profession, bringing with them their families' historic respect for the role of trade unions in working life.

Owing to teacher shortages in the 1960s, there was a recruitment drive encouraging more women into the profession. By 1970 there was almost three times as many women gaining UK degrees than in 1960. This led to an increase in the number of teachers, especially in the primary sector.

Inevitably, this new cohort of teachers influenced how the EIS operated. Willie Hart, who joined the teaching profession in 1973, recalls how old-fashioned the EIS seemed to the young activists of the time. "The EIS seemed stuck in a kind of time warp," he says. "It was a very small-c conservative assembly."

Hart, however, was determined to become more involved with the EIS, and was eventually elected to its national council; he later became EIS president.



When he took up his seat on national council, it was heavily dominated by secondary teachers and headteachers. In part because of this, the president, chairs and almost all its members were male.

“A friend of mine said it reminded him of what a kirk session must have been like: stereotyped middle-aged gentlemen with sober suits and suitably formal faces,” says Hart. “It didn’t start with a prayer or anything, but there was a formalistic tone to it. There was a very old-world air about it.”

“But the times, they were a-changing.” A cohort of new teachers saw things a little differently.

“We were a new generation, wanting to change the world,” says May Ferries, a colleague of Hart’s, who started teaching in the mid-1970s, and later also went on to become EIS president as well as GTCS convener. “It’s inevitably a class thing, as well: it was all tied up with people going to university who weren’t posh. A lot of us were the first generation of graduates in our families. Everything opened up.”

EIS meetings became livelier affairs, with debates ranging across all topics and trends. Elections to committees of management became hotly contested,

with alternative slates of recommended candidates circulating in schools, and hustings becoming commonplace.

The EIS annual general meeting, as the sovereign body of the Institute, became a focal point for debate. Unlike some trade-union conferences, the outcome of debate was never quite certain at the EIS. Traditionally, the hall itself was set out with two microphones on either side of the main platform, one for the supporters of a motion and the other for those opposed. Queues would form on either side for the more sharply divided issues. It was often observed that the EIS AGM was one of the few conferences where the quality of argument in debate could often sway the vote, despite the starting dispositions of delegates.

In her speech as EIS president in 2002, Alana Ross summed up this shift. “Those of you who have been attending AGMs for only a few years probably think of me as part of the establishment,” she said. “But...for many years, I was one of the troublemakers.

I had lots of friends who were, too, and I think we were rather good at what we did. I hope we helped change the union to what it is today.”

The EIS AGM was one of the few conferences where the quality of argument in debate could often sway the vote despite the starting dispositions of delegates



On 4 June 1852, the Lord Lyon King of Arms authorised the Educational Institute to bear and use appropriate armorial ensigns for a common seal



ANNUAL GENERAL MEETING

The Annual General Meeting, which takes place in June each year, is the sovereign body of the EIS. At the AGM, members from each of the 32 EIS local associations and the two self-governing associations, gather to set policy and agree the Institute's priorities for the year ahead.

While the main business of AGM is to set policy, there are also other important elements. From the presentation of Fellowships of the EIS, to a busy programme of fringe events, and speeches from invited guests – there is always something going on over the three days of the AGM.

Over the years, many prominent speakers have addressed the event, ranging from politicians such as the then Education Secretary John Swinney to the prominent poet, and former Makar, Liz Lochhead. The AGM also features regular performances by talented young musicians from Scotland's schools, supported by the instrumental music service.

Outwith the business side of the AGM, there is an important social side too. Delegates take advantage of their free time during lunch breaks or in the evening to catch up with colleagues from across the country, either in informal gatherings or at one of the scheduled social events which include the incoming President's dinner, the local association dance, or the popular – and always keenly contested – quiz night.













PROFESSIONAL VOICE

Throughout its 175-year history, the EIS has strongly upheld a commitment to the protection and furtherance of teacher professionalism, understanding that this is intrinsic to our identity both as a professional association and as a trade union.

Having taken strike action in the 1960s to secure the creation of the GTCS, the EIS has been a strong voice in shaping professional standards over the years, and a strenuous supporter of those standards once established. The Institute views the professional standards as an articulation of what it means to be a teacher in Scotland: the values, dispositions and behaviours that teachers expect of themselves and their colleagues.

The bar for entry to the teaching profession in Scotland is rightfully high. This is both a guarantee of quality to learners and a protection for the profession.

That professional standards in Scotland are high is testament to the value placed upon education in Scotland and is a mark of the quality of Scotland's teachers. The standards should be viewed as much as an affirmation of the quality and value of the teaching profession as they are a set of aspirations with which to guide the professional learning that the EIS very much sees as an entitlement.

It is for these reasons that the EIS embraced the opportunity presented by new legislation introduced by the Labour government in the early 2000s, to begin recruiting and training learning representatives. For the very first time, trade-union facility time would be granted to union members who had received accredited training to be able to support their colleagues' workplace learning.

EIS learning reps became integral to helping members learn and develop individually and collectively within the framework of the professional standards. This was accompanied by a national offer of professional learning on an array of topics, which has continued to grow in breadth and depth. This recognised the fact that teachers are entitled to career-long professional learning, and the expectation that this will be maintained through engagement with the professional standards.

With the introduction of Professional Update in 2014, following employer-initiated professional review and development processes in the years before, the professional standards and teachers' interaction with them, as a requirement of remaining on the register of teachers, became a trade-union matter as well as a professional one.



TWO SIDES OF THE SAME COIN

It was not as simple, of course, as a one-time professional association transforming itself into a trade union. The EIS continues to fulfil its functions both as trade union and as professional association. For example, EIS members continue to sit on state organisations and curriculum bodies, and to commission research into aspects of education.

Fulfilling those two separate roles is a balancing act. On the one hand, the union could be involved in major disputes over pay. And, on the other hand, representatives of both sides of that dispute could be sitting on the same curriculum-development board, cooperating on a regular basis. Maintaining this professional collaboration is not always easy, especially during periods of quite intense industrial relations, but it brings a synergy that amplifies the EIS voice in both spheres.

Ronnie Smith, who served as EIS general

secretary from 1995 to 2012, remarked that much of the everyday work of a union does not involve high-level pay disputes, or even representing members in courts or tribunals. It's therefore important, he believes, that the union continues to offer more than professional insurance.

"There's quite a significant scale of professional development by the union," he says. "There's a huge amount of humdrum stuff that every day goes on. That doesn't take away from the ability of the union to bat very heavily on the traditional side of pay and conditions.

I always thought that the ultimate test is how your membership goes. You're not obliged to be a member of a union. The fact that consistently around 80 per cent of the teaching population in Scotland is a member of the EIS is testament to how successful we've been."



Pasi Sahlberg

The 2017 EIS Education Conference 'Turning up the Volume on Professional Voice', was part of the EIS response to the Scottish government's fledgling 'Empowering Schools' agenda.

World renowned educationalist, Pasi Sahlberg, agreed to speak at the conference and such was the interest that the EIS had to rebook a bigger venue.

Professor Sahlberg went on to deliver an expansive keynote covering 'fake news' related to Finland's PISA success and recommendations for the future of Scottish education.

He argued that young people's learning experiences should feature more play, less screen time, and that there should be less homage paid to 'big data' and greater value attributed to the 'small data' that teachers gather daily to support young people's learning.



EDUCATION MATTERS

Teachers' own working conditions often intersected with what they believed were the best learning conditions for pupils. When, in 1988, the Conservative government introduced national primary-school tests in reading and maths, the EIS set to work organising a boycott. This resulted in more than 90 per cent of parents formally indicating to schools that they would be withdrawing their children from these tests.

Local authorities – which were largely Labour-controlled or independent at that stage – were not particularly sympathetic to the Conservative party's educational agenda. As a result, no countermanding orders were issued: the children simply did not sit the tests. This pattern was repeated across the country, in a range of socioeconomic areas.

As a result, the government modified their testing proposals significantly, so that the tests no longer had to be sat at a specific time: they could be taken whenever the head or teacher deemed appropriate. It also conceded that teacher assessment should be given equal validity to test results.

This was a partial victory for the EIS, which remains critical to minimising the abuse of testing results. Even today, the role of SNSAs is central to the same debate.

A NEW PARLIAMENT

Since the Scottish Parliament was reconvened, education has been a wholly devolved area, creating a new set of dynamics around the development of education policy.

Although Scottish education had always been distinct from education in the rest of the UK, devolution saw a series of Scottish governments much more inclined towards engagement with the professional associations across more than simply pay and conditions. Social dialogue became a default approach.

This has led to genuine collaboration – for example, when the prescriptive five to 14 curriculum was rejected, and Curriculum for Excellence introduced in its place.

The EIS contributed significantly to this development. It has been able to advance the big issues of the day with some authority, because of the ongoing professional relationship between EIS officials and senior elected members. In addition, the EIS continues to represent the vast majority of Scottish teachers. When the EIS says to the government, “Our members have argued that this is what should happen,” it is thus a very powerful argument.

As a union, the EIS has been invited by government and others to take part in a variety of national discussions on education. By accepting these invitations, the union uses every opportunity to pursue its dual objectives: sound learning and the benefit of teachers.

No matter the issue, the EIS is there, arguing the case for teachers and their students. They are there, advocating for the employment of teachers in early years as a way of tackling the impact of poverty. They argue for smaller class sizes for the benefit of learners and teachers. They challenge excessive workload and assessment overload in the senior phase. They are lobbying for the abolition of tuition fees for instrumental music. The EIS fights for quality, equitable Scottish education, on many fronts – and wins on many, too.



THE EIS ROLE IN THE FORMATION OF THE GTCS

The General Teaching Council for Scotland (GTCS) was set up in 1965: one of the first teaching councils in the world. The EIS was involved in its establishment, and has continued to be involved in every step of its development.

The establishment of the GTCS came about following concerns raised by teachers – the majority of whom were EIS members – about the employment of unqualified teachers. At the time, there were around 2,000 unqualified teachers working in Scottish schools. Two prominent EIS officials, Arthur Houston and David Lambie, organised a meeting in Glasgow to argue the case for the formation of a teaching council. This meeting was attended by more than 200 teachers: many more than originally anticipated. It led, eventually, to the first strike action engaged in by Glasgow teachers, closing 44 schools and giving 130,000 children an uncovenanted holiday. Meetings during the week passed resolutions demanding the setting up of a teachers' elected council – a proposal that later came before the annual general meeting of the Institute the following month.

Following the Glasgow teachers' strike, Lord Wheatley, a Labour politician and judge, was

commissioned to produce a report into this issue. His committee of 22 included eight representatives from the EIS. Its recommendations, published in 1963, led to the foundation of the GTCS.

An SEJ commentary piece reflected: "The Institute may thus be regarded as the prime mover in one of the most dramatically successful professional campaigns ever conducted. Largely as a result of its efforts Scottish teachers are now to become probably the first in the world to achieve true professional status."

The EIS's support of the GTCS has not been uncritical: there have been a number of heated debates about the role of a teaching council and its relationship with government, employers and trade unions.

Anthony Finn, a long-time EIS member and activist and chief executive of the GTCS from 2008 to 2013, says that, while teachers might not wake up on the first day of a school session expressing joy that they still had a teaching council, they would not welcome the risk to the profession that might ensue if it were to be abolished.

Acknowledging that the views of the EIS and the GTCS have not always aligned, he says, "The EIS has had a consistent – and largely very positive – influence, in ensuring that high standards of professionalism are maintained by the GTCS in a manner that protects teaching as a profession, and recognises the needs of teachers. This has been a delicate challenge for the EIS."

THE GLASGOW STRIKE IN RETROSPECT

The first great strike of Scottish teachers is over, and it is true to say that the relationship between the teaching profession and the Scottish education department has been radically altered. The time is now past when our only defence was an army of well-worn clichés, "We view with alarm," "It is a matter of urgency," etc. Our very weakness made us turn upon one another and expend temper and energy which have now been directed at the right quarter.

The long-term advantages of our present militant action are invaluable, and may in the end prove of greater advantage than any immediate gains that we shall make. Never again will the firm purpose of teachers be regarded as their usual "Sound and fury, signifying nothing."

The result of this has been a sense of relief, and a unity we have never known.

The Glasgow teachers now look to the rest of Scotland to carry on the struggle which, fundamentally, is one for control of entry to our profession. If the struggle is prolonged, and area after area is called out by the national executive, it will sooner or later be Glasgow's turn again. I am certain we shall be ready.

At a final rally in St Andrews Hall on Friday evening, the demonstrators, their fighting spirits still undiminished, heard rousing speeches denouncing the secretary of state for Scotland for bowing the knee to the Treasury and attempting to debase Scottish educational standards.

Writing in the SEJ (1961), Glasgow Local Association Secretary, Alex C. Stewart

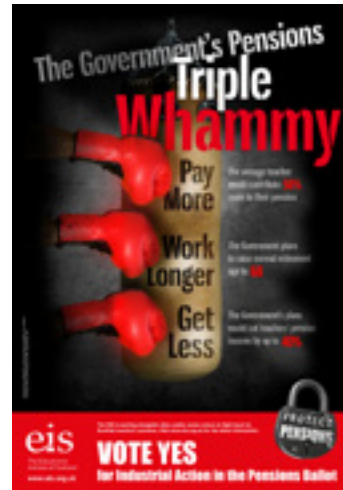
FELLOWS

One of the traditions that arose from the history of the EIS, and in particular its Royal Charter designation, is its unique conferral of Fellowship degrees. These fellowships were granted to those teachers deemed to have made outstanding contributions to education. Often this has recognised the service of EIS members. However, many public figures have also been awarded with honorary fellowships. Custodianship lies with an elected board of examiners who rigorously scrutinise nominees. For many recipients, being recognised by their peers and granted a fellowship is an experience to treasure.



Scottish poet and writer Liz Lochhead receiving her Honorary FEIS from Ronnie Smith and Kirsty Devanay, who was the first EIS President to come from a self governing association, FELA





PROTESTING ON PENSIONS

On 30 November 2011, schools across Scotland closed as EIS members took strike action alongside public sector workers the length and breadth of the UK.

That action came as part of a coordinated public sector day of action in protest at pension changes that were being imposed by the UK, Conservative-Liberal Democrat, government as part of its ideologically driven 'austerity' policy.

The continuing attacks on the pay and conditions of public sector workers by the UK government had contributed to a growing clamor for joint union action against the government's insistence that workers must 'work longer, pay more, and get less' for their pensions.

After years of enforced pay restraint, pay freezes and real-terms pay cuts, the attacks on pensions were the final straw for many public sector workers and unions began balloting for strike action.

The EIS balloted its members with a recommendation to support strike action, and the result was 82 per cent support for strike action on a turnout of 54 per cent. Although this was prior to the introduction of the 2016 anti-trade union law by the Conservative government, the EIS ballot result would have smashed through the highly restrictive double strike thresholds that are now applied to public sector unions.

So it was that on that day, EIS members from across Scotland took strike action alongside colleagues from across the public sector. Support from Scotland's teachers was amongst the highest anywhere in the UK, with the vast majority of the country's schools closed as a consequence of the day's action.

Whilst the broader joint union campaign to force the government to reverse its decision on pensions was ultimately unsuccessful, pensions remains a live issue and the massive support from EIS members sent a very strong message to government and employers, helping to lay the groundwork for future battles, such as the Value Education, Value Teachers campaign that eventually delivered a 13.5 per cent pay increase for the country's teaching professionals.





WEST DUNBARTONSHIRE SHOWS THE WAY

January 2016 saw the commencement of strike action in West Dunbartonshire Secondary schools as the EIS local association stepped up its campaign against the widespread introduction of faculty heads and a cut in pastoral care PT posts. It was the first of 5 strike days (following a ballot where 9 out of 10 members voting supported the strikes) which eventually led to a win for the branch but just as importantly the campaign set down a marker of the willingness of EIS members to take industrial action where and when required. The Union's organising agenda was to the fore with local reps including members in frequent dialogue, debate, and decision-making, thereby creating cohesion and solidarity across the campaign.



IMPROVING TEACHERS' PAY

HOUGHTON & CLEGG

The first landmark pay battle in recent times was in the early 1970s, when teachers, north and south of the border, agitated for significant pay rises. Finally, in 1974, the Labour government set up the Houghton committee to investigate teachers' pay across the UK.

1974 also saw the appointment of John Pollock as EIS general secretary designate and shortly after taking up post, he led the EIS into strike action to provoke early publication of the full report which offered teachers on both sides of the border a substantial uplift in pay – 31 per cent for Scottish teachers and 29 per cent for those south of the border, backdated for the best part of a year leading to “quite handsome cheques” for many teachers.

Pollock was a highly respected political figure and he is often credited with being the catalyst to the modernisation of the EIS. He served as STUC chair in 1981-82, cementing the role now played within the broader trade union movement by the EIS.

By the time of his retirement in 1988, EIS membership had grown from just over 50 per cent of the teaching profession in Scotland to 80 per cent.

The “high-point” of Houghton, which Pollock led

to a conclusion, became a reference point across the remainder of the 70s as inflation ate away at the real value of teachers' pay. Pollock also played a significant role in the next pay challenge.

In an effort to stem the public-service disputes of the “Winter of Discontent” in 1979, the Labour government established a commission on pay comparability, chaired by Hugh Clegg, an academic specialising in industrial relations.

The following year, April 1980, Clegg reported on this steady decline and recommended increases of between 17 and 25 per cent, which were welcomed, of course, by teachers.

The election in 1979 of Margaret Thatcher, however, who had committed to implementing the Clegg review and was required to deliver, marked a significant change to public sector pay and conditions and when, almost inevitably, teachers' pay again began to slip against inflation the scene was set for possibly the most significant pay campaign in the development of the EIS.



John Pollock's abilities were recognised in the worldwide teaching community and he held leading offices in several international bodies, including the World Confederation of Organisations of the Teaching Profession. That body later honoured him with the Russell Award for his service to education and international understanding.



SALARY SCALES FOR PRIMARY AND SECONDARY TEACHERS

Despite the abolition of differential pay scales for men and women in teaching in 1962, primary and secondary teachers were still on separate pay scales right up until 1987. This is because teacher pay was determined by the level of qualification, rather than by the role itself. The narrative of previous decades, which defined women as operating in different but equal spheres started to be challenged in the 1970s.

The same argument was used to justify different rates of pay for male and female teachers, which persisted until the 1960s. Between 1919 and 1962 differential pay in teaching, based on sex, was permitted. The justification of this was often cited as being that paid employment was seen as a passing phase for girls whose true career was as wife and mother.

This challenge to the assumption that women only worked as teachers as a diversion, before embarking on their proper role in life as a wife or mother, was an important step for the EIS. ['Divide and rule: the marriage ban 1918-1945' by Adams, K. (1990)]

In the 1920s, higher salaries for male graduate teachers were introduced to tackle the dearth of men in the teaching profession. The marriage bar and the introduction of

differential pay for men did not have the effect of preserving teaching as a male profession. The mid 20th century saw a growth of women entering into higher education. In 1960, 5575 women obtained university degrees, and by 1970 this number had almost trebled to 15,618. This growth saw a large number of female teachers enter the profession, many of whom were the first in their families to graduate from a university.

By 1970, it was not permissible to pay primary and secondary teachers different salaries based solely on the sector they worked in. However, during the 1970s and much of the 1980s many women in teaching were paid considerably less than their male counterparts. This was a result of the fact that during the 70s the salary scale that set out teacher pay was determined by the level of qualification needed to take up the role. In the 70s it was possible to be a primary-school teacher without having a university degree (although increasing numbers were obtaining this qualification) at the same time as almost all secondary-school teaching requiring a degree level of education. This led to a significant gender pay gap between predominantly female primary teachers, and secondary-school teachers, who were largely male.





THE 1980s CAMPAIGN

The blurb to David Ross's *An Unlikely Anger – Scottish Teachers in Action* states: “From 1984 to 1986 Scottish teachers were involved in the most sustained campaign of industrial action in the history of Scottish education – a dispute which had implications for the trade-union movement in Thatcher’s Britain. *An Unlikely Anger* tells the story of how Scotland’s teachers became the first public-sector group to make the government turn when it was not for turning.”

The recommencement, following Clegg, of a cycle of decline saw the EIS enter into a significant pay dispute that fundamentally changed the character of the union, defining it for a new era.

The teacher-strike campaign across 1984-1986 was critically important to the development of the EIS. There was a growing awareness of the fact that teachers had to fight to get things, and a strong commitment and belief that collective action would get them. Many argue that it was the sustained action of the 1980s that completed the EIS’s transition into a trade union.

Against the backdrop of Margaret Thatcher’s government and its bitter dispute with the miners, the mid-1980s teachers’ strikes were deliberately planned to ensure sustainable action with maximum impact. Firstly, it was a targeted action: strikes were specifically focused on the constituencies of Cabinet ministers, for example. Secondly, they were rolling strikes, so that individual teachers might be out of school for only one day of the week – losing only one day’s pay – but the overall effect was that the school was unable to operate.

EIS members also contributed to a national levy to subsidise members in those schools where repeated action was being taken.

Key among the EIS leaders was John Pollock, who had been EIS general secretary since 1975, and to whom the success of the 1980s strikes is widely attributed. Ronnie Smith, who served as general secretary from 1995 to 2012, refers to Pollock as “the architect of the modern EIS,” and “one of the few people whose eloquence actually made a difference to the outcome of the negotiations.”

For the first time, the EIS began to appeal to a vast range of teachers, activist and otherwise. Hundreds of people who had never previously been involved in

union politics began turning up to EIS meetings. And striking teachers from across Scotland – some from as far afield as Dumfries or the Orkneys – crowded into George Square in Glasgow for a massive rally.

There was a determination that the union had to succeed, for the greater good of the teaching profession.

The EIS was sensitive to making sure it kept parents and the broader public on side. But public support was never really in doubt: attempts to whip up any kind of crude anti-teacher sentiment never really took off. Scotland, never particularly fond of the Tories, understood that the action was a blow against Margaret Thatcher’s Conservative government, and it welcomed that.

The result of the teachers’ strike action was a government review by Sir Peter Main. This recommended a major pay award, as well as some adjustments to teachers’ working conditions. It was widely regarded as a significant win for the EIS and a defeat for the government.

The agreement also created a common pay scale for primary and secondary teachers, so that primary teachers could achieve the same top salary as secondary teachers – a major change.



Illustrations by Malky McCormick



A play on the popular Castlemaine XXXX adverts of the time



Perhaps as important as the immediate outcome was the changed nature of the Institute. Having successfully pursued industrial action against an intransigent UK government, there was little inhibition about the use of the same tactic in other areas – the 1980s, for example, also saw widespread action to secure three-day cover with members refusing to cover classes for absent colleagues for any longer than three days, insisting that supply staff were brought in for that purpose. During the action, such a refusal

led to teachers being “deemed” (i.e. deemed to have breached their contracts and therefore not entitled to payment). However, this just raised the level of disruption, as “deemed” teachers simply refused to teach any classes, and on union advice retired to the staffroom. Eventually council after council agreed a three-day cover policy, limiting the workload imposition on permanent staff and opening up employment opportunities for others.

Larry Flanagan, the current general secretary,

began teaching in 1979 and experienced the 1980s campaign as his first introduction to the EIS. “Looking back, it’s interesting to note how many young activists from that period went on to become EIS presidents, officers and officials, and even general secretary. The campaign certainly instilled in me a belief that teachers would take on a fight when required to do so and I think our subsequent campaigns, not least the Value Education Value Teachers pay campaign, is testimony to that.”

A TEACHERS' AGREEMENT FOR THE 21ST CENTURY

Inevitably, however, the cycle of pay increase and subsequent decline continued after the strikes of the mid-1980s. By the time Ronnie Smith became EIS General Secretary, in 1995, pay was once more an issue for teachers, as were their working conditions. This time, however, support from outside the profession was not quite as forthcoming. The Scottish media had little sympathy for the EIS – overall, the media viewed trade unions as unwilling to move with the times. In the run-up to the 1997 election, in particular, the EIS was viewed as a bit of a drag on the necessary drive to modernisation.

After the election of Tony Blair's New Labour – but before the establishment of the Scottish Parliament – a committee was set up under Professor Gavin McCrone, a former chief economic adviser at the Scottish Office.

The subsequent agreement – A Teaching Profession for the 21st Century – negotiated after the re-constitution of the Scottish Parliament and the formation of a Labour – Lib Dem Scottish Executive, became the template for Scottish education under a devolved administration and in many respects represented the positive outcomes possible through a collaborative rather than a confrontational approach.

The agreement offered teachers a 23 per cent pay rise over three years. The pay scale was simplified: where previously it had taken between 10 and 12 years to climb from the bottom to the top, it would now take only six years.



Ronnie Smith, EIS General Secretary
with EIS President Ian McCalman

This unified pay scale also tackled non-contact time. Previously, secondary teachers had 22.5 hours maximum contact time, while primary teachers had 25 hours. The new agreement set a maximum of 22.5 hours' contact time across all sectors. It also saw the introduction of the Teacher Induction Scheme, which

guaranteed probationer teachers a one year initial contract in school, the creation of Chartered Teacher posts for those wishing to focus on professional advancement of their skills without going into management, an entitlement to professional learning opportunities, and the widespread introduction of principal teacher posts in primary schools.

Ronnie Smith considers A Teaching Profession for the 21st Century to be the high-water mark of his career. "In theory, we created a whole new atmosphere in schools – much more trusting and professional," he says. "Less high-handed, and much more collegiate working. Had it really been embraced and followed right through, I think it would have created the highest degree of professional autonomy, which personally I think is very important. Too often, the view of professionals is denigrated. McCrone strengthened the professional input."

He added, "That [the deal] was struck in 2001 and brought 10 years of stability and peace and a much more positive atmosphere in schools. In terms of outcomes, that's the big one. I was centrally involved in that negotiation – it went on right through the Christmas holidays and New Year and was a fairly fierce time. But it was a very important negotiation because in the run up to McCrone, the whole atmosphere in schools had become really very bad. Things had become very tense, and if we hadn't reached that agreement in 2001 then I think we'd have been into a period of hard industrial action, like we had in mid 1980s, so I think it was an agreement that was not only good in itself, but actually its impact was far greater than most appreciate."

VALUE EDUCATION VALUE TEACHERS

But, of course, that was not the end of the matter. Instead, the cycle of improvement and decline began all over again. As the cost of living increased – and teachers' pay didn't – the EIS found itself once more forced to take dramatic action.

The 2018 Value Education Value Teachers campaign was launched on the back of a decade's worth of austerity-driven pay erosion, leading to an AGM resolution that called for a 10 per cent pay award as the first part of restoring teacher pay to its previous value.

Significant barriers to successful industrial action had been created by the UK's government's anti-trade-unions laws. A strategy therefore had to be developed to engage a new generation of members – most of whom had little experience of trade-union activism – in the pay struggle.

By this stage Larry Flanagan was the EIS general secretary. Flanagan had begun teaching in 1979; he was one of a cohort of left-leaning activists engaged by the union through its campaign against Thatcher's intransigence in the pay dispute. A career-long union activist, Flanagan came to the general-secretary post straight from the classroom and constantly sought to base the union's approach in the daily experience of practitioners. Without abandoning its commitment to providing gold-standard services to members, the Institute also adopted an organising approach, which essentially predicated itself on member engagement and activism. A new team of organisers was



assembled and a huge focus thrown on to developing school-based reps and committees to take forward the campaign.

The strategic narrative that was developed was multi-pronged. First, the EIS needed to convince its new members of the merit of the 10 per cent pay claim. They then sought to nurture the grievance against COSLA and the Scottish government for failing to respond. Finally, they planned to move into industrial action to press home for success.

Anti-trade-union laws introduced by the Conservative government meant that, in order to take industrial action legally, the Institute had to ensure that at least 50 per cent of eligible members voted in a statutory ballot. In addition, because any action would involve schools, a second barrier applied: at least 40 per cent of those entitled to vote had to vote in favour. This effectively meant that a non-vote or abstention counted as a vote against striking.

Rather than being intimidated into inaction by such profoundly undemocratic measures, the Institute set about ensuring that when required, EIS members would be strike-ready and that no-one would be in any doubt about their willingness to take the action required.

A major highlight of the campaign – which vindicated this approach – was a huge demonstration in Glasgow, held in October 2018.

“We kind of took over the city,” says one activist. “It was a sunny day in October – quite chilly, but still sunny. Yellow was the colour of the campaign, so there were people with yellow T-shirts and yellow hats. On the underground as well: it was just a sea of yellow.”

Over 30,000 people gathered for the march; it took two hours for the people bringing up the rear to begin moving through the streets, by which time the front of the demo had already reached George Square for the rally. For most, it was the biggest EIS march they had ever been on; for many it was the first.

Of significant note was the number of young teachers who were there, particularly young women – a new and energetic demographic.

“That was the day I knew we would win the campaign,” says Larry Flanagan. “We had to go to the brink of strike action to conclude a deal, but that was the day the campaign turned. It also marked a massive renewal in member engagement, creating a new wave of activists.”

The result of the campaign was a 13.5 per cent pay increase for teachers.

The even bigger victory was the trade-union renewal brought about by the campaign activism, the bedrock for the post-Covid cost-of-living campaign now being built and fought in our 175th year.



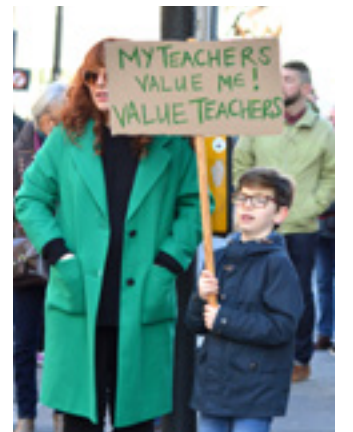
Penguin Christmas cards; one was gratefully received by the Deputy First Minister!















RESET
BUTTON
100

SOLDIERS
OF SPAIN
COVERING UP
THEir CRIMINAL
ACTS

FIND THE
FAULT IN OUR
TEACHERS

HOLY ROOD
HIGH SCHOOL
EIS

VALUE
EDUCATION
VALUE
TEACHERS



TEACHERS
WE LOVE
OUR JOB
TEACHERS
ROCK

PAY UP!
STRIKE TO WIN

VALU
10%
NOW

NATIONAL DEMO

NATIONAL DEMO

Low pay
High workload
Teacher shortage

10%

10%

10%

BACKBONE OF THE EIS

The key strength of the EIS is its network of reps, whether at school, college or university. The local rep is the link between members and the Institute. Despite the national campaigns and political agreements, it is often left to the school rep to sort out matters for members.

It wasn't always thus, however. Back in the late 1960s, when Scottish teachers were faced with unmanageable working conditions, it wasn't immediately obvious where they ought to turn.

Schools in those days were shockingly understaffed, and it was left to those few teachers on the staff to cope with the resulting chaos. It was not unusual, therefore, for a Glasgow primary teacher to have a class of more than 50 pupils; others taught 40 children in the morning and another 40 in the afternoon.

Alana Ross, who began teaching in the East End of Glasgow in 1969, considered herself lucky to have had only 44 pupils in her class.

"Pupils were being taught in gym halls, on the stage, in every available space," she says. "Every bit of the school was used for teaching. There were classes everywhere.

Obviously, at that stage, it was not a learning environment. It was absurd."

The absurdity was such that the EIS – still in its infancy as a campaigning trade union – decided that enough was enough. It began a campaign to limit the number of pupils in any given class.

The official line was that there shouldn't be more than 33 children in a class, with flexibility to go up to 39 children in certain circumstances. If there were more than 39 children in any class, then the school needed to send some home. This was obviously not an ideal situation – Ross refers to "an absolute shambles" – but it was a first step in the right direction.

This kind of activism – taking control of their own working conditions – was new to many teachers at this stage. A considerable number had come into the profession following a large-scale campaign to solve the class-size problem by recruiting more teachers. Many of them were either young people, straight from training college, or mature women, returning to the workforce now that their own children were old enough to go to school.

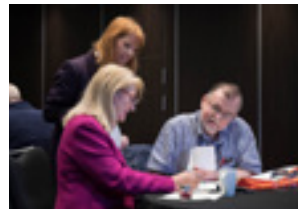
Gradually, the new cohort of young teachers learnt how to challenge their managers more effectively – a turning point for the EIS as a union.

Today, the EIS invests heavily in training and supporting its reps, not only as the local point of

reference but also across broader networks such as equality, health and safety, and professional learning. Without the dedicated – and altruistic – service of these activists, teachers across Scotland would be in a much poorer place.

General Secretary Larry Flanagan commented, "Without a shadow of doubt, the school or branch rep is the key point of contact for most members. It is the rep who is on the ground, dealing with the every day issues which bedevil members, providing advice or relevant contacts, keeping up the membership figures, organising meetings and comms. Their altruistic service to their colleagues is the bedrock of the Union and as well as providing as much training and support as we can, to make them as effective as possible, the Institute should herald and applaud their sterling efforts at every opportunity."

**Without a shadow of doubt,
the school or branch rep is
the key point of contact for
most members**



'YOU'RE NOT ALLOWED TO WEAR TROUSERS HERE': WORKING TOWARDS EQUALITY FOR WOMEN

In 1975, when the Sex Discrimination Act was passed, it was not unusual for male headteachers to prohibit female members of staff from wearing trousers to work. In one school, the headteacher mockingly turned up to work in a pinafore, in protest at his female staff members wearing trousers.

It was the women in these staffrooms who made the tea; if they were off work ill for any reason, male colleagues would assume – out loud, in the staffroom – that it must be the time of the month.

And much of this everyday sexism filtered down to pupils, too. Girls and boys were directed on to completely different career paths. In some cases, girls were advised to apply to university, but told, “You’re just going there to find a husband.”

Given that this was the overwhelming atmosphere in schools at the time, it was perhaps unsurprising that the EIS was in no way exempt from sexism. But things were changing as more and more women became active in the union.

By the mid-1980s, the tide had shifted sufficiently for the EIS to realise that broader-ranging change was needed. An AGM motion proposed that there should be a women’s committee, to address some of the relevant issues.

The first convener of the women’s committee was Kathy Finn, who later went on to become EIS national president. The influence of the committee was limited, however. It lacked the power of other EIS committees, and in many ways was seen as a token gesture.

Nonetheless, the committee published statistics every year, related to women in the workplace. It held members to account where necessary. And there was a regular women’s report in the AGM papers.

But making a material difference to the lives of teachers – whether in school or at EIS meetings – proved more challenging.

Then, in 1996, there was a structural reorganisation of the EIS, to bring it into line with a recent reorganisation of local government. A national equality

committee was formed, and campaigning across all areas of inequality – such as LGBT and race – became part of the EIS discourse.

Today, equality is centre stage for the EIS, with the union campaigning strongly to protect and promote the rights of women and girls. Recent highlights include the *Get it Right for Girls* publication, aimed at tackling sexism and misogyny in schools. And the union has been at the fore of the campaign for period dignity in all educational establishments and workplaces in Scotland. It is now working to challenge the gender pay gap, fighting for pay restoration for a majority-female workforce.

Today, in our 175th-anniversary year, all three national office bearers are women.



Pictures from International Women's Day events held at the Glasgow City Chambers



EIS WOMEN IN COUNCIL

As more women entered the teaching profession the proportion of women members within the union also increased. Despite this, there was still poor representation of women within EIS structures. Minutes from a council meeting held in June 1970 show that there were 19 women sitting and 103 men. This slowly started to improve throughout the 1970s, and records show that by 1985 women occupied 29 seats on council and men 84. Today, women make up the majority of council members.



WOMEN FIRST

In 1974 the first woman to be appointed headteacher of a mixed secondary school was appointed. Rena Watt took up her place in Kingside Secondary School in Drumchapel. In 1976, the first female assistant secretary in more than 20 years was appointed. Suzanne Marie-Claire Kreitman, an Edinburgh solicitor, took up her place to focus on law and tenure within the union.



A LITTLE PROGRESS

The Sex Discrimination Act, 1975, which prevented women being paid less than their male counterparts, brought a formal end to many discriminatory practices taking place within schools. The Act was introduced to coincide with the end of the International Women's Year. It outlawed sex discrimination by employers, unless they employ five or fewer people, as well as any form of bias by landlords, finance companies, schools and restaurants. Under the Act the Equal Opportunities Commission (EOC) was set up, with a duty to promote equality of the sexes.

This landmark legislation required job advertisements to be "sexless" and positions to no longer be advertised as being exclusively for men or women. This legislation brought in changes to everyday language such as "firemen" becoming "fire fighters." Although this legislation has been in place for more than 40 years, it is still common for roles and professions to be informally referred to using gendered language, such as "waitress", "airhostess" or "postman."

The Act came as a culture shock to many in a society where some venues still barred women. Some employers attempted to evade the Equal Pay Act by changing women's job descriptions or by employing women for roles in which there was no male equivalent position. However, there was strong enforcement of this Act, which led to many commentators declaring that the combined Acts were too radical to introduce at once and that public attitudes would need time to change.

While the new legislation took some time to bed in, it proved effective in closing the gender pay gap. Twenty-five years after its implementation a survey showed the Acts had helped close the pay difference in the gender gap from 40 per cent less than male counterparts, to 20 per cent.

The same year 1975, also saw the introduction of the first maternity protections for women at work, under the Employment Protections Act, 1975. This Act prohibited women from being dismissed on the ground of their pregnancy, and set out their maternity pay rights. It also provided women with the legal right to return to work after pregnancy. Before 1975 women who left their roles when pregnant did not have the entitlement to return to work.

EIS members fought hard for maternity rights at work, and successfully argued that these issues were not only the preserve of women.

Some employers attempted to evade the Equal Pay Act by changing women's job descriptions or by employing women for roles in which there was no male equivalent position

A PROACTIVE ANTIRACIST APPROACH

Back in the early 1990s, the support available for teachers of colour was very limited. The EIS did not yet have a network for black or minority ethnic members. However, it recognised its own shortcomings, and was keen to provide a voice to teachers of colour.

For teachers such as Rowena Arshad, at the time a lecturer at a college of higher education, this was extremely welcome. “I realised, as a young woman of colour, that I wasn’t getting very much recognition at my college of education,” says Arshad. “There weren’t any networks or allies.”

Arshad joined the EIS’s embryonic race-equality committee, known at the time as the multicultural subcommittee. Though the members of this committee were predominantly white, they were nonetheless aware of the importance of delivering proactive antiracist education across Scotland.

The word “antiracism” tended to alarm people at the time; “multicultural” was often preferred. The EIS, though, was not so easily alarmed: instead, it was at the vanguard of the shift to a more direct, honest language. A year or two after Arshad joined, its multicultural committee added the word “antiracist” to its name.

“The EIS dared to use terminology that was unpalatable at the time,” says Arshad. “It named issues, rather than using fluffy terms like ‘inclusion’ and ‘diversity’. It wasn’t afraid to name and shame.”

Though Arshad – and another occasional member – were the only people of colour on the committee, the EIS recognised the importance of lived experience in naming and combatting racism. And the existence of its multicultural subcommittee legitimised racism in education as a topic of conversation. It provided teachers with a place where they could develop their antiracist politics, and with a network of people to encourage them in this.

The EIS also allowed members access to experienced trade unionists who could advise them on the correct course of action to take, should they witness any racial discrimination in the workplace.

For example, if black or minority-ethnic student teachers experienced discrimination during their work placements, they tended to be told by their college simply to put up with it: finding a placement was difficult, so they were better off just sticking with the one they had.

In those early days, the STUC didn’t offer any meetings for black workers. So, in 1993, the EIS

agreed to finance an annual trip by antiracist committee members to attend the TUC’s conference for black workers in England.

EIS members subsequently went to the STUC executive and asked why it was necessary to travel to England in order to discuss their needs and rights. The STUC had no answer for this, and so, in 1995, its first conference for black and minority ethnic members was held. In 1996, it was established as an annual event, and it still continues today.

“The EIS was at the cutting edge,” says Arshad. “It was one of only a few unions at that point that was prepared to champion its minority members, that didn’t shy away from its obligation to do so, and that was prepared to invest in black members.

“We helped shape the landscape in Scotland on race: breaking glass ceilings and moving up from sticky floors. And we’re still pushing boundaries now: getting the union to think about whiteness and decolonising the curriculum.”

In fact, the EIS antiracist subcommittee – the “multicultural” part of its name having fallen by the wayside as times and terminology changed – is still helping to set the agenda of the debate in Scotland.

Glasgow Girls at the 2015 EIS AGM equality fringe meeting



CELEBRATING THE 10th ANNIVERSARY OF THE GLASGOW GIRLS CAMPAIGN

The 2015 AGM Equality Fringe marked the 10th anniversary of the successful campaign by a group of Drumchapel High School pupils, and their teacher- an EIS member- against harsh UK Government

anti-asylum policies, to bring an end to child detention in Scotland.

Glasgow Girls, Amal Azzudin, Roza Salih, Agensa Murselaj, Jennifer McCarron and Emma Clifford, and their Bilingual Support Teacher, Euan Girvan, told the story of their campaign to a captive Equality Fringe audience.

The EIS has kept links with the group and recently worked with Euan Girvan to create 'The Glasgow Girls' teaching resource to help educate young people about asylum, racism and campaigning against injustice.



Professor Rowena Arshad OBE

Rowena joined the EIS in 1991. At a national level, she was a member of the EIS ad hoc committee on multicultural and antiracist policy monitoring and vice-convener of the EIS antiracist committee. She has been a prominent EIS delegate to the STUC conference of black workers in Scotland and was the EIS nominated member on the STUC race equality committee. Rowena was also the first women's black workers' member of the STUC general council.

Her career saw her become head of school of education at the University of Edinburgh in 2013, from where she retired.

On receiving her FEIS Rowena remarked on how satisfying it was for her to be recognised by her union, where so much of her lifelong commitment to social justice and racial equality had found an echo.

“There was a feeling in schools, and in education more widely, that antiracism shouldn’t be addressed explicitly, but should be subsumed into the broader curriculum,” says Asif Chishti, current chair of the antiracist subcommittee. “So, a lot of our work at the time was campaigning for discrete antiracism education.”

Even in the 21st century there’s an inclination among liberal teachers to deny the difference of race: to insist on a version of, “We’re the same race – we’re all Scottish.” But race exists, and it is denying someone’s lived reality to say that it doesn’t.

In the mid-2010s, with anti-immigration rhetoric and Islamophobia both spreading, there remained nonetheless a lingering fear of tackling racism directly in schools. So, the EIS published a book entitled *Myths of Immigration*. The aim was to tackle myths arising around deliberately constructed, hostile stereotypes and slogans, which were increasingly becoming part of common parlance.

A number of teachers had reported to the EIS that they wanted to tackle these stereotypes. But, in many cases, they lacked the knowledge, tools and support to be able to challenge anti-immigration attitudes.

“We could sit back and think, that’s not our job to do that as a union,” says Chishti. “But we’re talking about the furtherance of education. I just think it’s a really important part of who we are, of our identity as an institute. We have expertise in our union. Let’s channel that expertise into something that’s right.”



Nonetheless, the situation remains far from ideal. An EIS survey of black and minority ethnic teachers, conducted in 2018, found that 71 per cent of all respondents had experienced racism in their capacity as a teacher. Nearly a third – 30 per cent – of respondents from Asian backgrounds had heard colleagues use racist or Islamophobic language.

And so, since 2020, the antiracist subcommittee has focused on setting up a national black and

minority ethnic (BAME) network for members across Scotland. And it has worked to provide professional training and support to teachers who want to model antiracism in the classroom, regardless of their own ethnic background.

“I’m very much of the opinion that it shouldn’t have to be BAME teachers taking forward antiracism in Scottish education,” says Chishti. There are not enough BAME teachers in Scotland for that. What are we meant to do, wait for the cavalry to arrive?

“But I think our colleagues are totally willing to get involved. It’s just about giving them the right tools to do that.”

To counteract hostility towards refugees, immigrants and asylum seekers, the renowned Refugee Welcome Packs are distributed annually to newly arrived children and families across Scotland. The EIS has also created a colourful teaching resource on the Glasgow Girls activists of the early 2000s, who campaigned to end the detention of asylum-seeker children.

Over the past couple of years, the Institute has extended its antiracism strategy further, to co-designing and delivering a series of learning activities on challenging racism in educational establishments, creating an online resource to give some extra support in this area.

Many challenges remain on the road to race equality. But EIS members know that a growing cadre of equality reps is here to help them face these challenges – and overcome them.

ROSE GALT, FIRST WOMAN CHAIR OF GTCS

Mrs Rose Galt earlier this month became the first woman to chair the General Teaching Council for Scotland. As predicted in the last issue of the Journal, Mrs Galt was elected unopposed at the new council's first meeting: on February 4 to a post which must rate as one of the most important in Scottish education.

Mrs Galt, principal teacher of English at Greenfaulds High, Cumbernauld, is a former President of the Institute, and currently serves on council and executive. She first became an elected member of the GTC in 1984.

Elected to the vice-chairmanship at the February 4 meeting - with the support of EIS members - was Dr Tom Bone, Principal of Jordanhill College of Education. Dr Bone has served on the GTC since 1975. Ex officio, Mrs Galt becomes convener of the disciplinary committee and the probation appeals board, and Dr Bone of the investigating committee.

Convener of the finance and general purposes committee is former EIS Executive member Mr Stanley Forrest, assistant principal teacher of guidance at Clydebank High. Mr Forrest, who is a JP, was awarded an FEIS in 1978. (Three holders of the FEIS were elected to the GTC, the others being Mrs Galt and Mrs Margaret Bruce.)



At a meeting on January 30, EIS members of the GTC agreed it would not be in the council's interests were they to use their voting power to exclude members of other organisations from convenerships. Accordingly, the supply visitation and exceptional admission committees will be convened by SSTA members - respectively Mr Thomas Wallace principal teacher of physics, Albert Secondary, Glasgow; Miss Jean Donaldson principal teacher of guidance, Auchendarvie Academy, Saltcoats; and Mr Alistair Fulton principal teacher of classics, Hillhead Head Glasgow.

Two important convenerships go to EIS members from the primary sector.

Mrs Aileen Beck, head of Inverkeithing Primary, Fife, will convene the education committee. Mrs Beck, a member of the EIS Executive, also serves on the council for National Academic Awards.



KHADIJA MOHAMMED

The first woman of colour to be elected as Convener of the GTCS, EIS-ULA member, Khadija Mohammed, has been at the forefront of EIS anti-racism campaigning over the past decade.

Since joining EIS council, Khadija has generously shared with EIS members her rich academic research of teachers' experiences of racism in the Scottish education system, concluding the need to understand the impact of white privilege on pupils, students and teachers alike; the barriers preventing Black, Asian and Minority Ethnic teachers using their social and cultural capital in the classroom, and inhibiting their career progression; and the importance of diversity in the teaching profession.

Former Convener of the EIS Anti Racist Sub Committee, deserving recipient of the STUC Equality Award, provider of union learning for EIS representatives and activists, and now Convener of the GTCS, Khadija has been and continues to be, a leading voice in shaping the anti-racism agenda in 21st century Scottish education.

CAMPAIGNING FOR LGBT RIGHTS

In April 1980, a handyman called John Saunders was sacked from his job with the Scottish National Camp Association, at Dounans School in Stirlingshire. There had been no complaints about his performance at work or his interactions with the children at the camp. He had not broken the law in any way.

It had, however, come out that John Saunders was gay. Though gay sex had been decriminalised in England in 1967, it remained illegal in Scotland until 1981.

The EIS immediately saw the implications of the Saunders dismissal: it meant that every gay man and woman whose job involved contact with young people was at greater risk of dismissal than they had been previously.

Such dismissals were not just a remote possibility for teachers, the EIS argued, but a real threat. In 1978, a teacher was fined £50 for “an offence against the law on homosexuality”. The teacher was subsequently deregistered by the General Teaching Council – purely for the crime of being gay.

Meanwhile, gay teachers lived in fear of being accidentally outed. As a male gay EIS member working in a secondary school put it, “It’s like living on a

perpetual knife edge. You’re just waiting for the day when a colleague or pupil confronts you with a direct question about your sexuality.”

Though gay sex was eventually decriminalised, it was followed shortly by the introduction of Section 28 (known as Section 2A in Scotland), which banned the “promotion of homosexuality” by any local authority, and “the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship.”

The EIS campaigned vigorously against Section 28 through the 1990s, and it was ultimately repealed by the Scottish Parliament in 2000.

Things have been slowly improving for gay teachers in Scotland. The STUC has been running its LGBT conference since 2012, and the EIS has consistently sent delegates there.

In 2014, the EIS established an informal network for LGBT+ teachers; an official LGBT subcommittee was introduced in 2018.

In 2014, an independent charity set up its TIE campaign: Time for Inclusive Education. This campaign began as a petition to the Scottish Parliament for LGBT-inclusive teaching in every school.

Although it did not see eye to eye with TIE on every

aim, the EIS supported the campaign and has worked closely with TIE over the years to achieve shared objectives.

The TIE campaign was successful: starting in 2021, LGBT-inclusive education will be implemented in every Scottish school.

In June 2020, as a result of the Covid pandemic, the EIS held its first online Pride event. It focused on 20 years since the repeal of Section 28, and looked at what strides had been made – and what challenges remain – for LGBT equality in Scottish education.



TAKING PRIDE IN TEACHING LGBT+ YOUNG PEOPLE

On Saturday 25 January, EIS members from all over Scotland gathered at EIS HQ in Edinburgh for a professional learning event on implementing LGBT+ inclusive education, under the title Taking pride in teaching LGBT+ young people.

Members from across primary, secondary, early-years and FE settings were joined by expert partners from the education sector and beyond, taking part in workshops on the topic of making Scottish education inclusive for LGBT+ learners, ensuring that all young people feel represented and valued in their schools and colleges.

An EIS AGM 2019 motion resolved that the Institute welcome Scottish government guidance on LGBT+ inclusion and work with key partners to ensure that it is implemented in every school in Scotland, building on the EIS's established role advocating for inclusive education in Scotland over many years.



Edinburgh Pride, 2017

ALL LEVELS, ALL GRADES

A distinctive feature of the EIS is that it organises all teachers at all grades, from early years through to higher education. As well as its internal fora, such as the headteacher and deputy-headteacher network, and networks for instrumental music teachers and educational psychologists, it has two self-governing associations covering higher education and further education.

EIS-ULA (the University Lecturers Association) organises mainly in the new universities: the polytechnics or central institutions given university status by the 1992 Further and Higher Education Act. Although it is small in relation to the UK's UCU, its link to the EIS – and its uniquely Scottish perspective – make it a vital voice in higher education. And it benefits from the high overall profile of the EIS when it comes to fighting and lobbying for the interests of lecturers in Scotland.

The Further Education Lecturers' Association (FELA) is the only recognised trade union for college lecturers. Its character, like its story, is a distinctive one.

FELA's character was, in a large part, formed by what has happened to FE colleges over the last three decades.

It began in 1992, when the Conservative government decided that colleges would be taken out of local authority control. Previously, they'd been run similarly to schools: under the aegis of the local authority, and with a former lecturer promoted to principal.

From 1992, however, colleges became semi-privatised bodies, run by boards of management. These boards – and the principal – now tended to come from the business sector, rather than from within FE.

Under the new system, colleges were in direct competition with one another. This meant the end of national bargaining.

As a result, college principals felt they could operate with impunity. Some sacked large numbers of lecturers, then re-employed them on less-favourable terms. Lecturers found their holidays cut, or their sick-pay options curtailed. Other colleges offered only paltry pay increases over the years. The outcome was a situation where lecturers in some colleges were paid thousands of pounds less than those in the college down the road – despite doing exactly the same job. By 2016, the gap between lecturers in the lowest-paid and highest-paid colleges was £14,000: the lowest pay was £26,000, and the highest £40,000.

The onus for negotiating better pay and conditions rested entirely with individual colleges' EIS branches. Where colleges were well-organised, staff were able to press for better terms. This, however, came at a cost: often EIS reps were persistently victimised.

FURTHER EDUCATION

It was a challenging time to be a FELA official. "It was ridiculously frustrating," says Kirsty Devaney, who would later become the first national EIS president to come from a college background. "It didn't seem to matter how often we made the case – at the STUC, the TUC, in any meeting with anybody in government, whatever. But we kept on going. You just think: eventually, something will happen."

It had made a manifesto commitment to reintroduce a system of national bargaining, and it delivered on this promise. This allowed the EIS to negotiate collectively, on behalf of all Scottish FE colleges.

The first national strike took place in 2016, with FELA members from across the country – both in the big cities and in rural areas with no history of union activism – responding to the call to action. Management in colleges hadn't expected such



widespread and coherent action, and moved quickly to reach agreement.

The strike was held on a Thursday. On the Friday, management agreed to meet FELA representatives. By 3am on Saturday, an agreement had been reached.

The upshot was that management agreed to phase in equal pay for lecturers between April 2017 and April 2019, bringing all lecturers' pay up to £40,000 by the end of this period.

Even some EIS members were stunned by the rapid success, with a Saturday demonstration in George Square quickly turning into a party.

That, however, was not the end of it. At the start of 2017, management told FELA that they were

not prepared to introduce equal pay without equal conditions. Specifically, they wanted to tie lecturers' pay to significantly worse conditions, such as reduced holidays.

And so, in April and May 2017, FELA launched its Honour the Deal campaign. What was notable during this campaign was that the union's previous success had an enormous impact on staff. Lecturers from industries that weren't traditionally unionised – such as hair and beauty – had joined en masse in 2016. Students, too, came out in support of their lecturers' strike action.

Once again, management conceded almost immediately. The pay deal was implemented, and everyone in the sector was brought on to a common pay scale, with universal conditions.

Again, however, implementing the deal was not straightforward. In 2019, there was further strike action over pay, and in 2021 over the lecturers' role. Both were won by FELA. Unusually among Scottish trade unions, FELA has won every single one of its ballots since collective bargaining was reintroduced. And, for the first time in history, every college has an EIS branch.





HIGHER EDUCATION

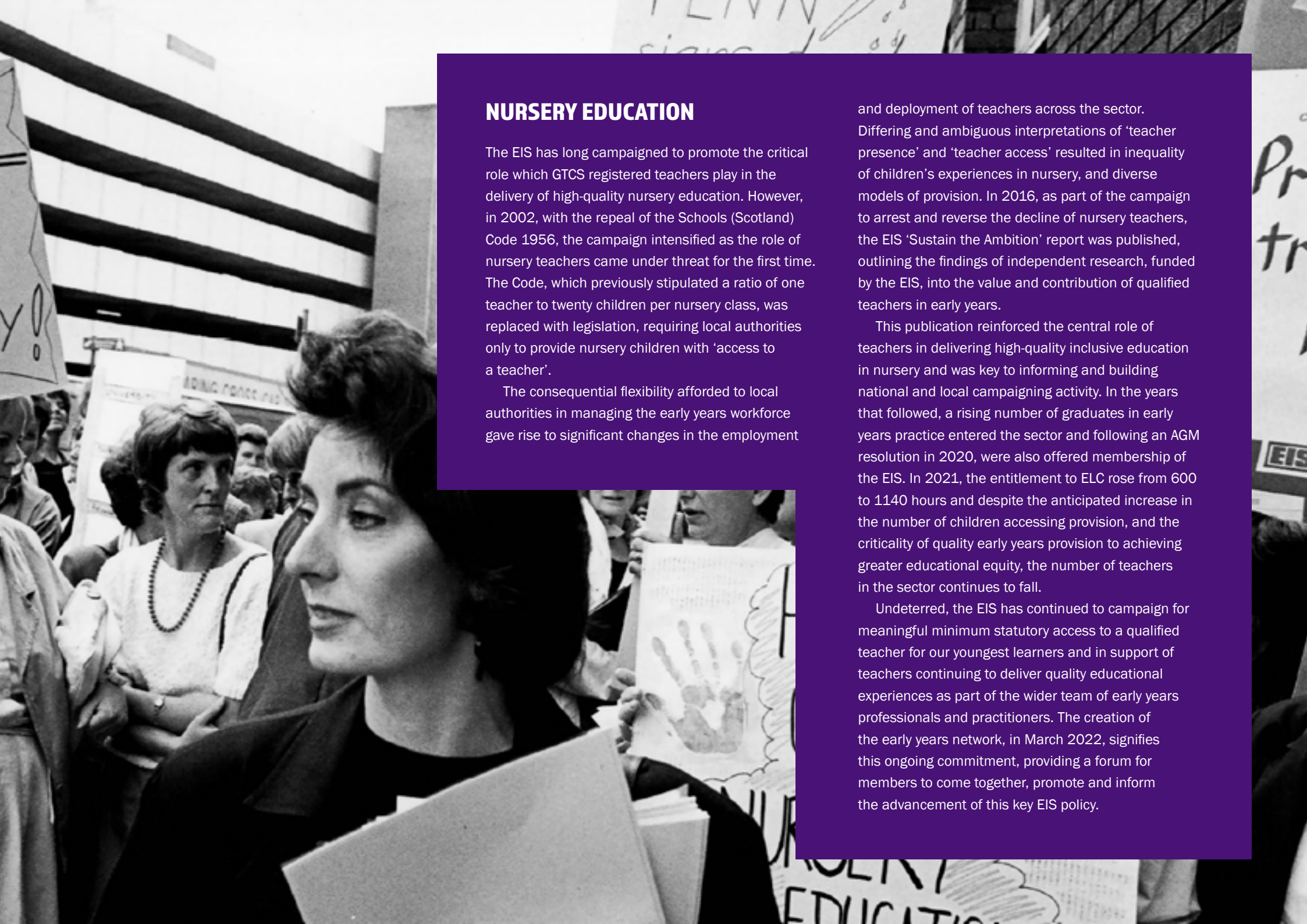
The University Lecturers' Association (ULA) was formed in 1992, following the merger of the Association of Lecturers in Scottish Central Institutions (ALSCI) and the Association of Lecturers in Colleges of Education in Scotland (ALCES) with the EIS in 1985 and 1988 respectively. With the expansion of the university sector in 1992, the ULA soon became the lead trade union for lecturing staff in the post-1992 universities in Scotland and extended its membership into the pre-1992 sector, as Teacher Education Institutions merged with a number of these universities.

The creation of a new national Joint Negotiating Committee for Higher Education Staff (JNCHES) in August 2001 saw a major shift in the mechanism for national collective bargaining in the sector and the ULA took its place in this forum, as the only Scottish trade union, negotiating pay on a UK-wide basis.

For over a decade, the ULA has fought to address the real-terms pay cuts to lecturers' salaries. With other terms and conditions being reserved for local negotiation, ULA branches have been instrumental in campaigning to address the increasing workloads which lecturers have encountered over the same period. The ULA recently carried out successful strike action at the SRUC to protect members' pay.

As dissatisfaction with lecturer pay levels and the lack of any national collective bargaining in higher education in Scotland grows, the ULA is now seeking to bring national collective bargaining on both pay and wider terms and conditions into the Scottish landscape.





NURSERY EDUCATION

The EIS has long campaigned to promote the critical role which GTCS registered teachers play in the delivery of high-quality nursery education. However, in 2002, with the repeal of the Schools (Scotland) Code 1956, the campaign intensified as the role of nursery teachers came under threat for the first time. The Code, which previously stipulated a ratio of one teacher to twenty children per nursery class, was replaced with legislation, requiring local authorities only to provide nursery children with 'access to a teacher'.

The consequential flexibility afforded to local authorities in managing the early years workforce gave rise to significant changes in the employment

and deployment of teachers across the sector.

Differing and ambiguous interpretations of 'teacher presence' and 'teacher access' resulted in inequality of children's experiences in nursery, and diverse models of provision. In 2016, as part of the campaign to arrest and reverse the decline of nursery teachers, the EIS 'Sustain the Ambition' report was published, outlining the findings of independent research, funded by the EIS, into the value and contribution of qualified teachers in early years.

This publication reinforced the central role of teachers in delivering high-quality inclusive education in nursery and was key to informing and building national and local campaigning activity. In the years that followed, a rising number of graduates in early years practice entered the sector and following an AGM resolution in 2020, were also offered membership of the EIS. In 2021, the entitlement to ELC rose from 600 to 1140 hours and despite the anticipated increase in the number of children accessing provision, and the criticality of quality early years provision to achieving greater educational equity, the number of teachers in the sector continues to fall.

Undeterred, the EIS has continued to campaign for meaningful minimum statutory access to a qualified teacher for our youngest learners and in support of teachers continuing to deliver quality educational experiences as part of the wider team of early years professionals and practitioners. The creation of the early years network, in March 2022, signifies this ongoing commitment, providing a forum for members to come together, promote and inform the advancement of this key EIS policy.

JOINT MEETING OF THE EXECUTIVES OF THE NATIONAL LINE
HELD IN LONDON ON SATURDAY



O. YATHEAD P. HISH W. GRIFFITHS H. BOOTHBY G. BIRGERSON W. LEMERE J. VERRILL W. BARKU W. H. SPYKER T. H. UNTERMYN A.
 MISS GILL MISS STAFF MISS A. BAILEY MISS STAFF A. E. HENSHALL A. TASHNER K. HALL W. WALLACE D. C. MURPHY A. C. CHURCH E. W. JONES A. GRANVILLE THOMAS
 MISS W. JULIAN W. AMPERSON MISS B. GARDNER MISS F. FINE MISS ARMOUR SYDNEY STANE W. DENTON P. M. QUINN R. HANCOCK H. MUMFORD M. MACKINNON THOMAS
 President, President,
 N.Y. U.S.

COMMISSION OF TEACHERS & THE EDUCATIONAL INSTITUTE OF SCOTLAND.
 THURSDAY, 25TH MARCH, 1935.



EDWARDS G. CHIFFERFIELD T.H. MCANATH K. TATTON H. BLACKWOOD ER. BASSIST WULSHAFF WULSHAFF MUIRSHAFF MUIRSHAFF MUIRSHAFF WULSHAFF MUIRSHAFF
 A. EDYMAN-HUBBARD A. BAKER T. BALL E. BOONMAN R. MCANWRIGHT J. THORPE E. MORSON H. ADAMS J. WATSON A. HENDERSON W. MERRICK TH. FREWELL E. KING
 HENDERSON J. M. BROWN J. DEWEE M. GLENMORAN C. THOMSON JOHN WYBART M. J. M. MASON T. MARRISON I. M. A. MALLIN M. J. J. MALLIN M. G. G. MALLIN M. G. G. MALLIN M. G. G. MALLIN
The President, Sir Philip Goss, 219.

INTERNATIONAL OUTLOOK

From its earliest days, the EIS has sought to collaborate with teacher unions beyond Scotland's borders.

A plaque in HQ acknowledges the work of George Cossar Pringle, for example, an early general secretary whose work contributed to the foundation of the World Federation of Teacher Associations in the early part of the 20th century.

A particularly important partnership for the EIS was with the National Union of Teachers, which organised elsewhere in the UK but not in Scotland. This partnership continues today, following the merger in 2017 of the NUT with the Association of Teachers and Lecturers, to create the National Education Union.

The Institute was also a founding member of the British Irish Group of Teacher Unions (BIGTU), which was formed in 1977 and continues to this day, involving all of the major Irish and UK teacher unions.

Larry Flanagan, current general secretary of the EIS, is also president of the European Trade Union Committee for Education (ETUCE), which represents more than 11 million members across 127 trade unions and 51 countries. ETUCE constitutes the European arm of Educational International, the global federation that continues the tradition initiated by



Cossar Pringle and his colleagues in the earliest days of the Institute. Flanagan follows on from his predecessor, Ronnie Smith, who served two terms in the same post.



EIS delegation to World Confederation of Organisations of The Teaching Profession, one of the forerunners to Education International, which united various bodies on its formation in 1992, and now represents 32.5 million members in 348 organisations in 178 countries and territories.

The EIS is central to Scotland's educational life and future. This is in no small part due to its profound belief that Scotland's destiny will be defined by the quality of its education. All its actions over these past 175 years express that belief via its work to promote and protect education as a right and teaching as a profession. As a teacher organisation it is tremendously effective in protecting, promoting, and providing for its members' interests because it is respected throughout the country. EIS is also respected and valued beyond the borders of Scotland. It is fundamentally internationalist both in its relationship with other teacher organisations and in its willingness to learn from educational developments across the world. I'm proud of the EIS' engagement with Education International. Despite being the oldest national body I'm aware of, it continues to vigorously and consistently punch above its weight fighting for education and the world's teachers.

David Edwards, Ph.D
General Secretary, Education International



2019 EIS AGM

'Challenging Xenophobia and the Rise of the Right'

Teaching unions are in the cross-hairs of this fight. More than anything we must make sure that none of our members feel alone



Susan Quinn attending a Justice for Colombia solidarity trip



EIS President, Bill Ramsay, attending the ceremony to mark the 75th Anniversary of the Liberation of Auschwitz



Larry Flanagan, in his capacity as President of ETUCE, meeting the Polish Education Minister to hear about support for Ukrainian refugees



Nicola Fisher in Palestine with NUT colleagues



EIS international delegations and meetings

DEALING WITH THE DESPAIR OF DUNBLANE

On 13 March 1996, a lone assailant walked into Dunblane Primary School with a gun, shooting dead 16 pupils and a teacher, Gwen Mayor, and injuring many others.

The EIS official who covered the Dunblane area was away at a conference, so Norman Bissell, former activist and latterly national officer, immediately volunteered to go to the school.

He arrived there around two o'clock that afternoon. A crowd was gathered around the school gates, mostly comprised of terrified parents, trying to find out what had happened to their children. The entrance to the school, meanwhile, was being guarded by the police.

Bissell approached the police and explained who he was and why he was there; he'd brought with him a list showing that the majority of teachers at the school were EIS members. The police let him through, and he was directed into the staffroom.

"People were absolutely in shock at the time," he says. "They weren't saying a lot – just looking very pale and drawn.

There wasn't much I could say, other than that I was there to offer them the support of the EIS and tell them we would do whatever we could to assist them."

Bissell stayed at Dunblane Primary the whole afternoon

and into the evening. CID officers arrived to interview staff about what had happened, and Bissell accompanied some of his members into these meetings.

"Teachers had to make sure their classes were safe," says Bissell. "They told the children to get down on the floor and hide under their desks."

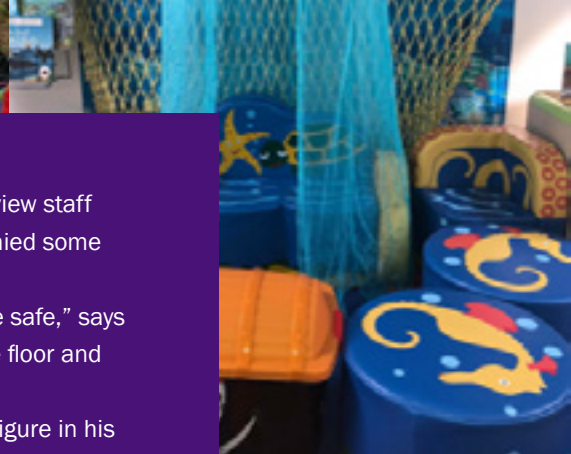
In between meetings, Bissell glimpsed a lone figure in his thirties sitting in the foyer, slightly apart from the teaching staff. This was the school janitor; Bissell sat down with him.

As the two men spoke, the janitor revealed that he had been asked to accompany the Dunblane headteacher into the gym where the shootings had taken place. He'd found some children sheltering for safety behind the vaulting horse; they were still alive. "But there was the terrible sight of all the children lying scattered around the room," says Bissell.

The assailant had already shot himself, but the gun was still in his hand. The headteacher had asked the janitor to kick the gun away from him, so he couldn't shoot anyone else.

The EIS collaborated with the family of Gwen Mayor, the Dunblane Primary 1 teacher who was murdered that day, to establish a charity in her honour. Each year, primary schools can apply for funding from the Gwen Mayor Trust for any arts, culture, music or sport activities they want to run for their pupils.

To date, more than 275 schools have received support from the fund.



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Images of projects supported by the Gwen Mayor fund

COVID...AND BEYOND

In late 2019, representatives from the EIS had a meeting with the Scottish government to discuss what measures they would take in the event of a pandemic. It was just a routine planning meeting, among many other routine planning meetings, to make sure that guidance was in place to cover a range of hypothetical eventualities.

“The general view was that we had the basics there from previous scenarios,” says Larry Flanagan, EIS general secretary. “We didn’t anticipate a pandemic like Covid arriving on our shores.”

When Covid did arrive, however, it was bigger and more all-consuming than might have been envisaged – and quickly exceeded the plans that had been put in place. In those early days, fear of Covid was a genuine fear of death: a lethal disease was running rampant.

The introduction of the first national lockdown forced Scottish education into unprecedented challenges. For the EIS, a union formed in the 19th century, it necessitated a rapid and radical response, as the union sought to support both education provision and the wellbeing of its members.

It was impressive to see the relentless commitment of EIS activists and staff to their members, no matter where – or in what room of their houses – they were



working. The strength of that commitment is an asset, the EIS is acutely conscious of.

In those early days, teachers were also working out their own roles as key workers. They were very aware of the detrimental effect on children of an extended period of absence from school: many had lost not only academic and peer support, but also access to a community that fed them, provided for them and looked out for them.

Many teachers therefore began delivering food to pupils’ houses, so as to ensure that children on free school meals didn’t go hungry. Provision for remote education was patchy, and non-existent in some

households. In poorer areas, school staff went from house to house themselves, delivering pencils, pens and exercise books.

For many children, the only way to access remote teaching was on a parent’s phone. Even in more affluent households, where parents were already working from home, children did not have the necessary equipment – or broadband width – to access teaching online. Adjustments needed to be made.

“Online teaching was a whole new ball game for a lot of teachers,” says Flanagan. “It took a monumental effort on the part of schools and teachers to keep that continuity going through home schooling.”

And, parallel to all of this, there was on-going in-school provision for the children of essential workers. The Scottish government considered making it mandatory for teachers to go into school where necessary to provide for these children. The EIS, however, argued that schools should instead simply ask for volunteers. Larry Flanagan sent an email to EIS members, urging them – if they could – to support NHS workers (and thus save lives) by enabling their children to come into school. EIS members responded positively, despite the risk to their own health.

“The death count was increasing; we didn’t have a vaccine. Other than self-isolation, we didn’t have mitigations that worked,” says Flanagan. “So it’s to the credit of the teaching profession that they responded as positively as they did.”

Eventually, schools reopened after the first lockdown. The EIS had worked hard within the STUC, and with government agencies, to ensure priority was given to health and safety concerns. The union contributed to school guidance to maximise Covid mitigations in schools, colleges and universities.

And so began an extended process of dealing with new waves and new variants of the virus.

Face coverings became compulsory in schools (though not without a battle with the Scottish government). Teachers, unions, local authorities and government agencies joined together to form the Covid Education Recovery Group, which developed pandemic guidance for schools in Scotland – almost always consensually.

When the second lockdown was announced, in January 2021, the EIS – and teachers – were much readier for it. The EIS had produced a significant amount of guidance on how best to use remote-learning platforms in order to maximise quality.

And an EIS webinar on health and safety was viewed more than 10,000 times. This allowed the union to communicate with members, and to ensure that local authorities took the safety of school staff seriously.

In fact, EIS membership rose during the pandemic, as teachers looked to trade unions to keep them safe. “I suppose in one sense that is testimony to the fact

that the work we’ve done has been understood and appreciated by members.” says Flanagan

One particular area where teachers have been critical throughout the pandemic was in the awarding of qualifications to senior pupils. When Covid caused the cancellation of the national exam diet for the first time since its introduction in 1888, the Scottish government had only one recourse left to it: to trust the professional judgement of teachers. The EIS was very comfortable with this approach; it had in the past been critical of school qualifications based solely on high-stakes exams.

However, when public exams were cancelled in 2020, teachers went into lockdown without first having been properly prepared for the shift to teacher assessment. This resulted in a massive workload.

In addition, the Scottish Qualifications Authority sought to apply an algorithm to the teacher grades that built unfairness into the system. The EIS had to campaign to overturn the algorithm in favour of teachers’ professional judgement and greater fairness to pupils. This campaign, combined with an outcry from parents and pupils, forced the Scottish government to back down. It ultimately honoured teachers’ professional judgement unreservedly.

Although high-stakes exams returned this year, steps are underway to review this approach, the Scottish government having been persuaded, in part by the pandemic experience highlighting shortcomings in the existing exams system, that reform is needed.

With the roll-out of the Covid vaccine, new challenges developed. The EIS wanted to see teachers

given priority status for the vaccine, in recognition of the risk they were taking daily in the classroom. But the Joint Committee on Vaccine and Immunisation was unmoved, deeming teachers collectively at low clinical risk.

“There’s been some tension around the failure to treat school staff as frontline workers,” says Flanagan. “They were treated as frontline workers in terms of the need to maintain service through the pandemic, but not in terms of prioritisation when it came to Covid-mitigation measures.”

Next, the EIS argued that pupils should be vaccinated, to mitigate Covid spread in schools: an argument that met with similar official resistance – until it became official policy.

Nonetheless, the EIS felt more fortunate than their counterparts in England: in Scotland, at least, there was open dialogue with government. While the union may not always have won the argument, at least it felt that its concerns were listened to along the way.

Flanagan said, “It was undoubtedly a singularly intense period for everyone involved in education. Absolutely exhausting for teachers and lecturers struggling to maintain provision, support children and young people with their own traumas, and maintain their own family lives. I think the response was heroic and I hope that the work we did as an Institute helped, both collectively and individually.”

A NEW GENERAL SECRETARY

In what may be viewed as a fitting conclusion to the 175th anniversary year, and indeed to this book, the Institute has appointed its first woman general secretary. Given the changing demographic of the teaching profession, reflected in the membership of the EIS, this historic first is an important milestone in the Institute's history.

Andrea Bradley, the new general secretary, joined the EIS staff in May 2014 as national officer, before becoming assistant secretary in August 2015, with departmental responsibility for both Education and Equality.

Formerly an English teacher, in Inverclyde, South Lanarkshire, and then a Principal Teacher in South Lanarkshire, Andrea's EIS pathway is not untypical of many activists. Within a large, active EIS branch she first became a Health and Safety officer, then school representative, and later a member of the local association committee of management as well as being a regular AGM delegate.

Through the EIS, she became a long-standing member of STUC Women's Committee. She is active in the European Trade Union Committee for Education's Standing Committee for Equality, is involved in the work of Education International; and is a member



of the Jimmy Reid Foundation Project Board.

Commenting on her appointment, Andrea said, "It is an honour to have been appointed as the next general secretary of our union. I come to the role as the first woman to have held it but have been surrounded by strong, inspirational women since I joined the union – women reps and local activists, national office bearers and committee members, and EIS staff upon whom a great deal of our activity

depends. Much of our proud past as a trade union and professional association has been built by women and we celebrate this in our 175th year.

175 years strong, all of us – women, men and non-binary colleagues – look ahead, resolute and determined, to take on the challenges that remain.

The profession is steadfastly committed to ensuring good quality, equitable educational experiences and outcomes for our young people but is constantly hampered in its mission by insufficient resources. Excessive workload, large class sizes and lack of specialist additional support needs provision are firmly in the EIS's sights. It is way past time for politicians to realise the real value of education as a social good and to invest properly in it.

Better resourcing, greater diversity in the profession, a strengthened focus on equality within the curriculum, and enhanced agency and voice in all decision making that shapes the experiences of learners and the professional lives of teachers and lecturers, are goals that the EIS will continue to strive for and that as general secretary I will do my utmost to help achieve."

"For the promotion of sound learning and the benefit of teachers."

PAST GENERAL SECRETARIES

In 1876, a motion was passed calling for consideration to be given to the appointment of a general secretary. The matter was discussed for a number of years but it was not until 1886 that a full-time official was appointed (Alexander Mackay, headmaster of Torryburn School) and, in 1910, Samuel Murray was appointed as the first general secretary.

1910 - 1915	Samual Murray
1915 - 1922	Hugh Cameron
1922 - 1926	George Cossar Pringle
1926 - 1941	Thomas Henderson
1941 - 1945	John Wishart
1945 - 1952	Alexander Belford
1952 - 1960	William Campbell
1961 - 1974	Gilbert Bryden
1974 - 1988	John Pollock
1988 - 1995	James Martin
1995 - 2012	Ronald Smith
2012 - 2022	Larry Flanagan



Thomas Henderson



John Wishart



Alexander Belford



William Campbell



Gilbert Bryden



John Pollock



James Martin



Ronald Smith



Larry Flanagan

CHRONICLING THE EIS

The Institute's magazine, *the Scottish Educational Journal* (SEJ), is the oldest and longest-running regular publication for Scotland's teachers. Since it was established nearly 150 years ago, the SEJ has sought to keep EIS members informed on the work of the Institute and the key issues in Scottish education.

On its inception in 1876, the EIS magazine looked very different from the way it looks today. It wasn't even called the Scottish Educational Journal in its early years, as it was initially created as *The Educational News* – a weekly record and review.

With a cover price of one old penny (1d), this very first edition was a newspaper-style publication, printed in extremely small – and extremely dense – type. There were no real illustrations or photographs of any kind, and the style of its reportage was very formal and extremely detailed – what appeared to be near-verbatim reports of union meetings, for example, were a prominent feature.

Issues covered in this first edition included the growth and function of the schools inspectorate, and the teaching of secondary subjects in primary schools – issues that would not look out of place in the SEJ today.

Another article – on punishment and moral training in schools – shows just how much other things have changed. In this article, reference was made to the restrictions being placed on corporal punishment: “It was unfortunate that there were some revengeful teachers who went to excess, but that was no reason why corporal punishment should be condemned.” The author went on to add, “Cases occurred where the faculties of children were so blunted that there was no way of reaching their feelings but by corporal punishment... It should be administered with a judicious calmness, so as to have its proper effect.”

The Educational News continued to be published on a weekly basis until 1918, when it was replaced by the Institute's new publication, the Scottish Educational Journal. In its early days, the SEJ remained in newspaper format and on a weekly basis. The cover price remained 1d – untouched by inflation for more than 30 years.

By this point, illustrations had begun to appear in the SEJ, and advertisements were a regular occurrence, but articles remained extremely text heavy. In the latter part of the 20th century, the SEJ shifted from a weekly to a fortnightly and, eventually, a monthly publication.

Then, in 1998, the SEJ was re-launched in its current magazine format, published six times a year. This move away from newsprint and into glossy magazine format brought with it the first edition of the SEJ to be printed in full colour.

Issues covered in that first SEJ magazine included: the Millennium Review and its implications for Scottish education, an interview with the new Scottish education secretary, Helen Liddell, and a feature on another major change for the EIS: the launch of the Institute's website.

The editorial in this first edition of the new SEJ said: “We hope that the new SEJ will be more accessible, interesting and informative for EIS members in all sectors of education. For the first time we will print one SEJ for every EIS member and will mail directly to members' homes.”

This still continues today, with each member receiving their own copy of the SEJ. The current print run of the SEJ is more than 60,000.

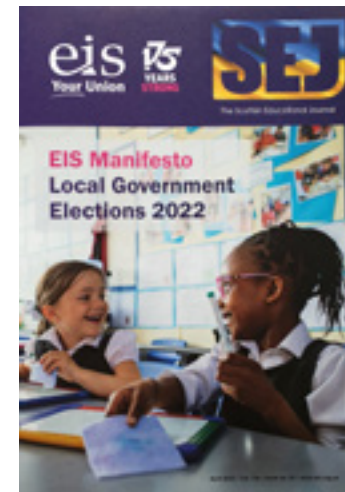
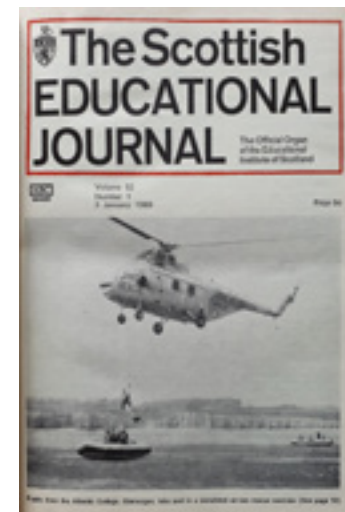
As the 1998 editorial adds, “The Scottish Educational Journal, with a changing format and a changing name, has been around for most of the 150 [now 175] years of the EIS. We hope that a new format and style will help better inform our teacher

and lecturer members in the late 1990s and beyond.”

This aspiration continues in the current iteration of the SEJ which, in addition to maintaining its printed magazine format, now also offers a digital online version. Since 2006, the SEJ has been available as a download from the EIS website and, in 2020, a more accessible and mobile-device friendly version was also launched.

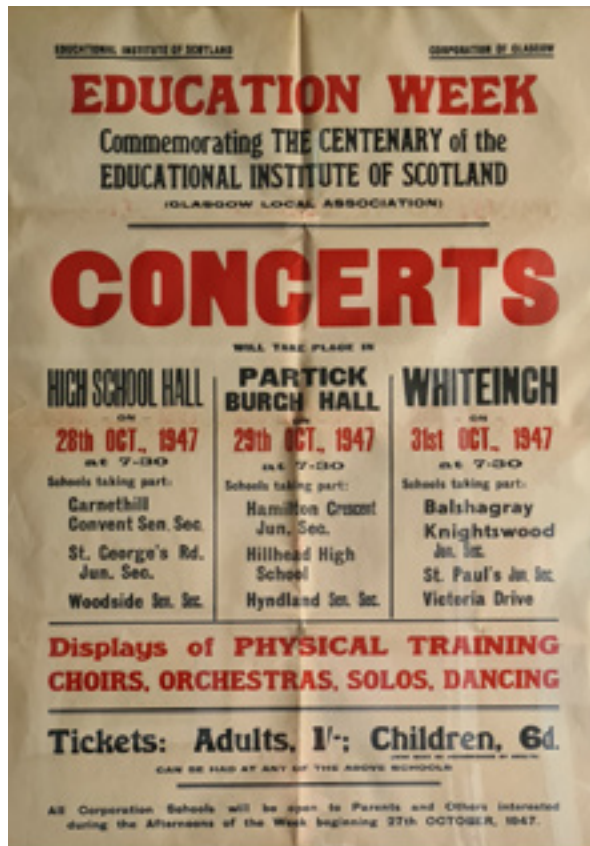
The SEJ has, in the past, employed full-time editorial staff, with design and print outsourced to external companies. In the recent past, both editorial and design were brought fully in-house, with the majority of editorial work on the SEJ carried out by the EIS communications department and design by the Institute’s print room. Articles are primarily written by EIS employees and members, but with the regular inclusion of contributions from other key people in Scottish education.

In addition to being sent to all members and to every school, college and university in Scotland, the SEJ is also circulated more widely and internationally to government bodies, educational organisations, deposit libraries and universities – providing the EIS, and its members, with a powerful and influential voice across the world.

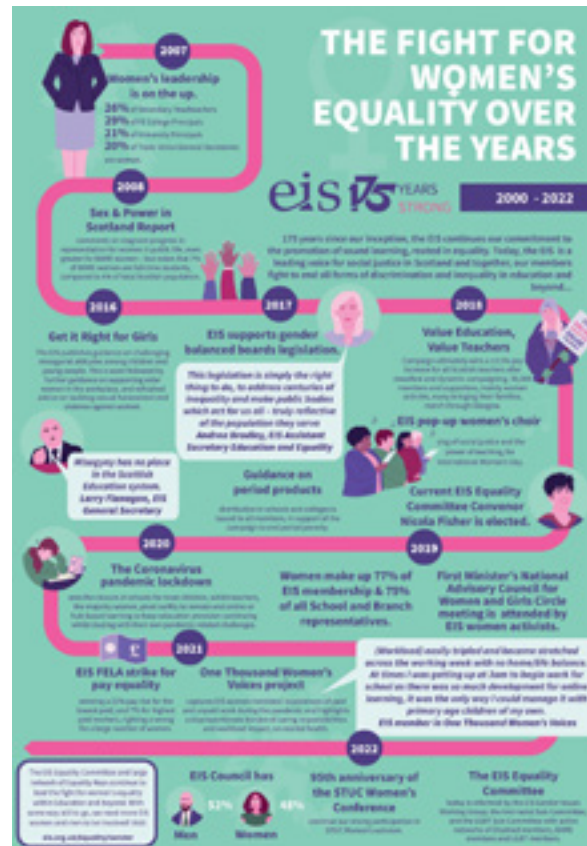


Much of the information for this book came from the SEJ archives

PUBLICATIONS AND CAMPAIGNS



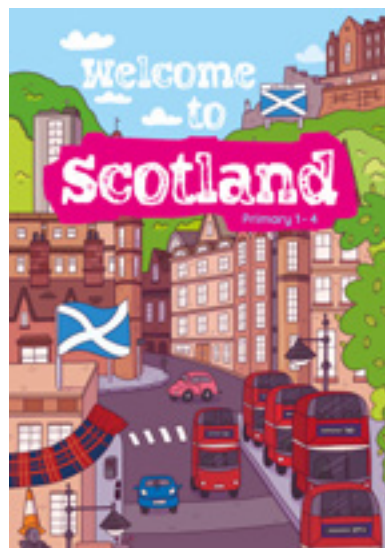
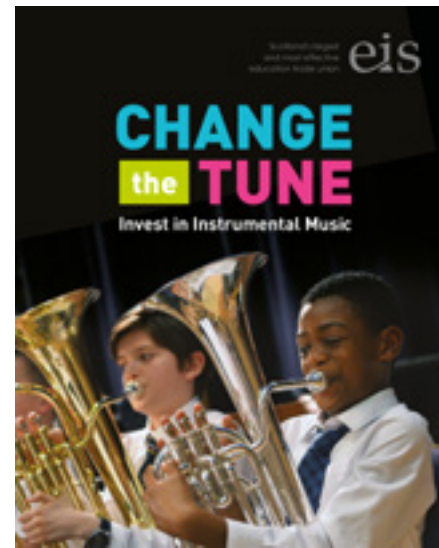
1947 concert poster currently on display at Glasgow area office



The fight for women's equality timeline poster



LGBT+ STUC conference advert



Refugee welcome to Scotland booklets

EIS HEADQUARTERS

In 1886, the year the first full-time official of the Institute was appointed, a joint office with the Scottish Educational News was opened in South St Andrews Street, Edinburgh. Larger premises were later rented at 40 Princes Street and then 34 North Bridge. In 1920 number 47 Moray Place was purchased. Moray Place was designed by Gillespie Graham and built in the early part of the nineteenth century. The Institute now own numbers 46, 47 and 48 Moray Place.



Council Chamber



The air-raid shelter, situated beneath the back garden of Moray Place, was regularly used by visiting school classes for research trips



**Strangers in this barren place
Pause and wonder what I trace
Be you high or be you low
BILLS you'll pay before you go**

During the period when Moray Place served as a hospital, one patient scratched this warning onto the lead-glass windows

APPENDIX

EDUCATION TIMELINE

1833 – Factory Act

In 1833 the Government passed a Factory Act to improve conditions for children working in factories. Young children were working very long hours in workplaces where conditions were often terrible. The provisions of the Act included:

- no child workers under nine years of age
- employers must have an age certificate for their child workers
- children between the ages of nine and 13 to work no more than nine hours a day
- children of 13-18 years to work no more than 12 hours a day
- children are not to work at night
- two hours' schooling each day for children
- four factory inspectors appointed to enforce the law

However, the passing of this Act did not mean that the mistreatment of children stopped overnight.

1840 – The first HM Inspector of Schools was appointed (HMIE)

1847 – The EIS is founded – making it the oldest teaching union in the world.

1867 – Factory Extension Act

No factory or workshop could employ any child under the age of eight, and employees aged between eight and 13 were to receive at least 10 hours of education per week.

1872 – Education (Scotland) Act

Schooling now compulsory for children between the ages of five and 13. Although education is compulsory it is not free. Secondary education is available only in a few urban schools.

1878 – Education (Scotland) Act, Labour Certificate

Provision for a systematic and uniform inspection of higher-class public schools (that is, schools managed by local authorities) by the education department, but other priorities prevented its implementation. Labour Certificate ran from 1878-1901 and permitted children aged between 10-13 to leave school after passing certain tests set by His Majesty's Inspectors of Schools (HMI).

1883 – School leaving age raised to 14

1885 – The appointment of Henry Craik as the first permanent secretary of the Scotch education department

1886 – Secondary-school inspections by HM Inspectors introduced

1888 – Leaving Certificate Introduced (first formal examinations)

First Leaving Certificate has 972 entrants from 29 schools. Examinations in six subjects - English (which includes history and geography) Latin, Greek, French, German and mathematics (including arithmetic)

Leaving Certificate results were divided into three grades, as follows:

Honours grade corresponding to that required for entrance to the Indian Civil Service (discontinued in 1908 when group certificates were introduced).

Higher grade corresponding to the standard maintained in the examinations preparatory to the degree courses at the Scottish universities - satisfactory completion of at least three years' post-primary education.

Lower grade corresponding to the standard of the Medical Faculty Preliminary Examinations. Lower Certificate given at age 14 on completion of two years post-primary. The need for such a certificate disappeared when in 1939 the leaving age was raised to 15.

1889-1890 – Education (Scotland) Acts

These Acts make funds available, which allow the Board of Education to abolish fees. Although it was not until the 1960s that secondary education became free in all public-sector schools, the expansion of secondary education at the beginning of the 20th century made free secondary education available to all who were judged likely to benefit from it.

1893 – Universities accept women on to courses.

1901 – Education (Scotland) Act raises the age of compulsory attendance to 14

Qualifying examination at age 12 is replaced by the Merit Certificate as the hurdle that pupils had to cross to enter post-primary courses.

1908 – Medical supervision is now compulsory. School boards to serve schools meals where they think fit.

1910 – The Times Educational Supplement begins publication on 6 September as a free monthly with The Times.

1911 – Consultative committee on examinations in secondary schools report recommends that children take public exams at 16. More than 80 per cent of children aged 14 to 18 receive no education at all.

1915 – The Lewis committee examining plans for post-war education of adolescents recommends leaving age of 14.

1919 – Battle of George Square - UK government fearing that a union-led strike and mass demonstration would result in revolution, sent police, troops and tanks in response

1920 – State scholarships to universities introduced: 200 initially; 360 by 1936.

1921 – Free milk provided for all children in need.

Geddes report on national expenditure leads to 6.5 million cuts in education.

1922 – Crisis hits economy. Teachers forced to accept five per cent pay cut and to contribute five per cent of salary towards superannuation.

1923 – Death of John Maclean, teacher, Red Clydesider and political prisoner.

1925 – Educational broadcasting begins on the radio (John Logie Baird does not begin demonstrating television until the following year).

1926 – General strike: 1.5 million workers went on strike in support of coal miners

1930 – Undergraduate population (UK) reaches 30,000 as more state university scholarships provided.

1931 – House of Lords defeats bill raising leaving age to 15.

Teacher pay slashed by 10 per cent.

1933 – Children and Young Persons Act

Britain adopted legislation restricting the use of children under 14 in employment. The Children and Young Persons Act 1933, defined the term “child” as anyone of compulsory school age (age 16). In general no child may be employed under the age of 15 years, or 14 years for light work.

1934 – Cyril Burt’s interpretation of intelligence tests refuted by research at the London School of Economics.

1936 – Education Act calls for raising of leaving age to 15 in September 1939 (postponed by the outbreak of war).

1937 – *Handbook of Suggestions for Teachers* emphasises the need for child-centred primary education.

1938 – The Spens Report on secondary education recommends: expansion of technical and vocational courses; a leaving age of 16; a tripartite system of grammar, technical and secondary-modern schools.

1939 – Evacuation after the outbreak of the Second World War in September means that, by the end of the year, a million children have had no schooling for four months.

1941 – Gas-mask practice is held for children every week or fortnight. Around 425,000 London children now evacuated.

1942 – A call to schools to keep rabbits for food. Plus Labour proposes leaving age of 15, multilateral schools, free lunches, and nurseries for under-fives. Paper shortages force The TES to discontinue publication of School Certificate results.

1944 – The Butler Education Act creates a Ministry of Education; ends fee-paying in maintained schools; organises public education into primary, secondary and further; and introduces the tripartite system.

1945 – Education (Scotland)

The Act states that all forms of education, within education-authority schools, should be free unless the authority judges that charging fees would not restrict the number of free places available.

Transfer of pupils from primary to secondary school now compulsory at about the age of 12. School-leaving age should be raised to 15 on 1 April 1947 and to 16 as soon practicable (although this does not come about until 1972).

Practical subjects come into prominence.

1945 – VE Day (8 May)

1945 – The Minister of Agriculture calls for 100,000 older schoolboys and girls to help in the fields.

1945 – SNP wins its first parliamentary seat.

1946 – Free school milk is introduced, and free school dinners postponed. Ninety per cent of university places reserved for men of HM Forces.

1947 – Leaving age raised to 15; Advisory Council on Education in Scotland report on secondary education.

The Advisory Council Report on Secondary Education (Cmd 7005) was, for a time, the most famous official report on Scottish education of the 20th century, anticipating by two or three decades the move to comprehensive secondary schools and proposing the end of external examination as interfering with true education (a point that remains controversial to this day). The council was chaired by William Hamilton Fyfe, principal of the University of Aberdeen.

1948 – A five-year plan is launched to train 96,000 teachers, 60,000 of them women, to reduce secondary classes to 30 and primary to 40 by 1951.

1949 – The Conservative Teachers' Association asks the government to act on teachers alleged to be spreading communist propaganda.

1950 – A Schools Code (for Scotland) reduces maximum primary class to 45 from 50.

1952 – The BBC launches pilot schools television scheme.

1953 – The Labour manifesto, *Challenges to Britain*, proposes abolition of selection at age 11. Middlesex education committee bans known communists and fascists from headship.

1954 – The 11-plus is said to be wrongly allocating one in three pupils.

1956 – Duke of Edinburgh Award scheme for boys launched (girls begin in 1958).

1957 – Britain's first schools' TV programmes are broadcast by Associated Rediffusion in May, with the BBC following in September.

1961 – 'O' grade introduced - which becomes the basic entry qualifications for university study.

Highers continue essentially unchanged (as they had done since 1888).

1962 – Education (Scotland) Act.

Lower grade disappears and Ordinary grade was established as a certificate to be taken in fourth year of the secondary course.

1964 – TES Scotland launches.

1965 – Circular 10/65 requires LEAs to propose schemes for comprehensive reorganisation on lines laid down by the DES. The General Teaching Council for Scotland is established.

1967 – The Plowden Report advocates expansion of nursery schooling and introduction of educational priority areas.

1968 – The Newsom Report on public schools calls for integration with state schools and an assisted-places system.

1969 – The first of the "black papers" published, which criticises what the authors believed was excessive progressivism in education.

1970 – Margaret Thatcher is appointed education secretary.

The Conservative government replaces Circular 10/65 with Circular 10/70, leaving LEAs to decide future of secondary education in their areas.

1972 – The school-leaving age is raised to 16. Pupil governors are appointed in Hounslow, Brighton and Wolverhampton. UK schools have 570 video recorders.

1974 – The Houghton Report increases teachers' pay by 30 per cent.

1976 – Prime minister James Callaghan's Ruskin College speech launches the "Great Debate" on education.

1978 – The Warnock Report on special education gives rise to the 1981 Education Act requiring local authorities to assess pupils and identify the provision they require.

The TES and other Times newspapers suspend publication during strike action.

1970 – Devolution referendum fails.

1975 – Inflation hits 25 per cent in the UK.

1979 – Strikes during the Winter of Discontent cause some school closures and 280 million is cut from education.

The Clegg Commission is set up to look at pay and avoid more industrial disputes.

1980 – Assisted places at independent schools are introduced.

Anti-corporal punishment group STOPP criticises The Beano for its preoccupation with caning. Rupert Murdoch buys Times newspapers, including The TES.

1981 – The Government launches a programme to put a computer in every school. The Rampton Report blames teachers for ethnic underachievement and calls for more black teachers.

1982 – Sir Keith Joseph, education secretary under Margaret Thatcher, demands that “ineffective” teachers are sacked.

1983 – The Schools Council is replaced by the Secondary Examinations Council and School Curriculum Development Committee.

1984-1985 – The miners strike.

1985 – Schools are disrupted by a teachers’ pay dispute.

1986 – Sir Peter Main publishes his report on teacher pay and conditions.

Debate with Donald Dewar in UK Parliament on the Main Committee Report.

1994 – Tony Blair is elected leader of the Labour Party and faces controversy over he and his wife, Cherie’s decision to send their son Euan to the London Oratory School, a high-performing faith school a long way from Downing Street.

1996 – The Dunblane massacre: an assailant shoots dead 16 pupils and their teacher at a Scottish primary school before turning the gun on himself.

1997 – Consultative referendum in Scotland recorded a decisive ‘Yes’ vote in favour of the proposals set out in the “Scotland’s Parliament” White Paper.

1997 – CPI introduced as a measure of consumer inflation.

1998 – Scotland Act.

1999 – The first Scottish Parliament elections are held.

2001 – SNCT created. The 2001 teachers’ agreement, A Teaching Profession for the 21st Century, introduced a new negotiating framework for teachers’ pay and conditions of service.

2004 – The new Scottish Parliament building is opened in Holyrood.

2009 – The Charity Commission issues first reports on independent schools, examining how well they meet tests for public benefit. City workers who have lost their jobs as result of the global financial downturn are targeted to become teachers.

2010 – The Equality Act.

The Equality Act ensures that all pupils are held with the same regard no matter the race, gender, disabilities and sexual orientation.

2010 – Curriculum for Excellence introduced as the new curriculum in Scotland .

2012 – The Scotland Act.

2016 – The Scotland Act.

2016 – The Education (Scotland) Act.

The Act introduces measures to improve Scottish education including: improving the attainment of pupils from poorer backgrounds; widening access to Gaelic-medium education; giving children a voice in matters that affect them; and extending the rights of children with additional support needs. It will also streamline the process of making a complaint to Scottish ministers.

2020 – Exams in Scotland cancelled for the first time ever.

2020-2022 – Covid education recovery group (CERG) oversees Scottish education response to global pandemic.

Source material adapted from: Tes Magazine (www.tes.com)
Timeline: A history of education

The logo for The Educational Institute of Scotland (eis) features the lowercase letters 'eis' in a stylized, purple, serif font. The 'e' and 'i' are connected, and the 's' is a simple, bold stroke.

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Institute of Scotland

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PRESIDENTS OF THE INSTITUTE

1847	Leonhard Schmitz	1885	David Ross	1947	William Barry	1985	Lilian M de P Macdonald
1848	William Knox	1886	Robert Marshall	1948	George S Robertson	1986	Kathleen Finn
1849	James Cumming	1887	John McLaren DD	1949	Pearl Kettles	1987	Peter Andrews
1850	William Hunter	1888	Alexander Thomson	1950	James Thomson	1988	Mary Rose W Caden
1851	William Graham	1889	George F Duthie	1951	James Crooks	1989	George E Cornforth
1852	J Bryce	1890	Hugh Dickie	1952	A R Murison	1990	Angus McCormack
1853	A D Robertson	1891	Thomas Fairley	1953	James T Allardice	1991	Thomas Devaney
1854	John Smith	1892	John Young	1954	Charles C Robertson	1992	Wolseley G Brown
1855	James Gloag	1893	W U Martin	1955	James W Scholes	1993	William J Hart
1856	William Young	1894	John G Kerr	1956	Alexander Scott	1994	Norma Anne Watson
1857	William Brunton	1895	John Dunlop	1957	Allan C Young	1995	Malcolm M Maciver
1858	Robert Burton	1896	John Adams	1958	Robert Britton	1996	May Ferries
1859	Robert Burns Crowe	1897	Hugh Campbell	1959	James Craigie	1997	Ian McCalman
1860	Alex S Thomson	1898	John M Gray Thomson	1960	Robert J Walker	1998	Moira McCrossan
1861	James Pryde	1899	William S Blackstock	1961	William Campbell	1999	John Patton
1862	Maxwell McMaster	1900	Alex Menzies	1962	Katharine M Young	2000	Margaret Nicol
1863	James Purves	1901	George Rae	1963	Kenneth Macdonald	2001	Sandy Fowler
1864	James Dickson	1902	A T Watson	1964	William B Monaghan	2002	Alana Ross
1865	William Kennedy	1903	Thomas Wallace	1965	James T Cree	2003	Dougie Mackie
1866	James Smith	1904	James Young	1966	George N Rennie	2004	Sheena Wardhaugh
1867	William Duncan Bruce	1905	William Service	1967	Helen Hyndman Dewar	2005	Jack Barnett
1868	James Donaldson	1906	John Mudie	1968	James Carmichael	2006	Peter Quigley
1869	John Macturk	1907	John McWhan	1969	Charles Blacklaw	2007	Kirsty Devaney
1870	Alex Smith	1908	George Lowson	1970	James T Baxter	2008	David Drever
1871	Alexander Whamond	1909	George Fenton	1971	Thomas Jardine	2009	Helen Connor
1872	Andrew Ross	1910	James Beattie	1972	John M Weir	2010	Kay Barnett
1873	William Macdonald	1911	Alex Morgan	1973	Alex Russell	2011	Alan Munro
1874	William B Hodgson	1912	Hugh McCallum	1974	Iain MacPhail	2012	Susan Quinn
1875	Thomas Morrison	1913	Elizabeth Fish	1975	George McFadzean	2013	Phil Jackson
1876	William Rattray	1914	Robert Dickson	1976	Archibald Armour	2014	Tommy Castles
1877	John C Shairp	1915	Robert Dickson	1977	Francis D Welsh	2015	Pat Flanagan
1878	William Duncan	1916	Neil S Snodgrass	1978	David L Fulton	2016	Margaret Smith
1879	William Sewell	1917	J Strong	1979	Rose A Galt	2017	Nicola Fisher
1880	Andrew F Hutchison	1918	Dr D MacGillivray	1980	Allan W Millar	2018	Alison Thornton
1881	Alex MacKay	1919	Thomas S Glover	1981	James Thomson	2019	Bill Ramsay
1882	Alexander Ramage	1920	William Boyd	1982	Richard A McGregor	2020	Carole Thorpe
1883	Edmund Boyd	1921	Andrew Blackwood	1983	Arthur H Lennox	2021	Heather Hughes
1884	John Macarthur	1922	J W Critchley	1984	Kenneth McLachlan	2022	Andrene Bamford
		1923	Benjamin Skinner				
		1924	Mary Tweedie				
		1925	James H Steel				
		1926	George McLay				
		1927	Annie Maclarty				
		1928	Peter Comrie				
		1929	H B Guthrie				
		1930	George A Morrison				
		1931	R Bennett Miller				
		1932	W F Anderson				
		1933	Charles W Thomson				
		1934	Janet M Lawson				
		1935	Malcolm MacKinnon				
		1936	Agnes B Muir				
		1937	Henry Blackwood				
		1938	George P Insh				
		1939	W Crampton Smith				
		1940	W Crampton Smith				
		1941	Ronald M Munro				
		1942	Agnes M Allison				
		1943	William Wallace				
		1944	Margaret J Pringle				
		1945	George Cowe				
		1946	John Wishart				



175 YEARS
STRONG