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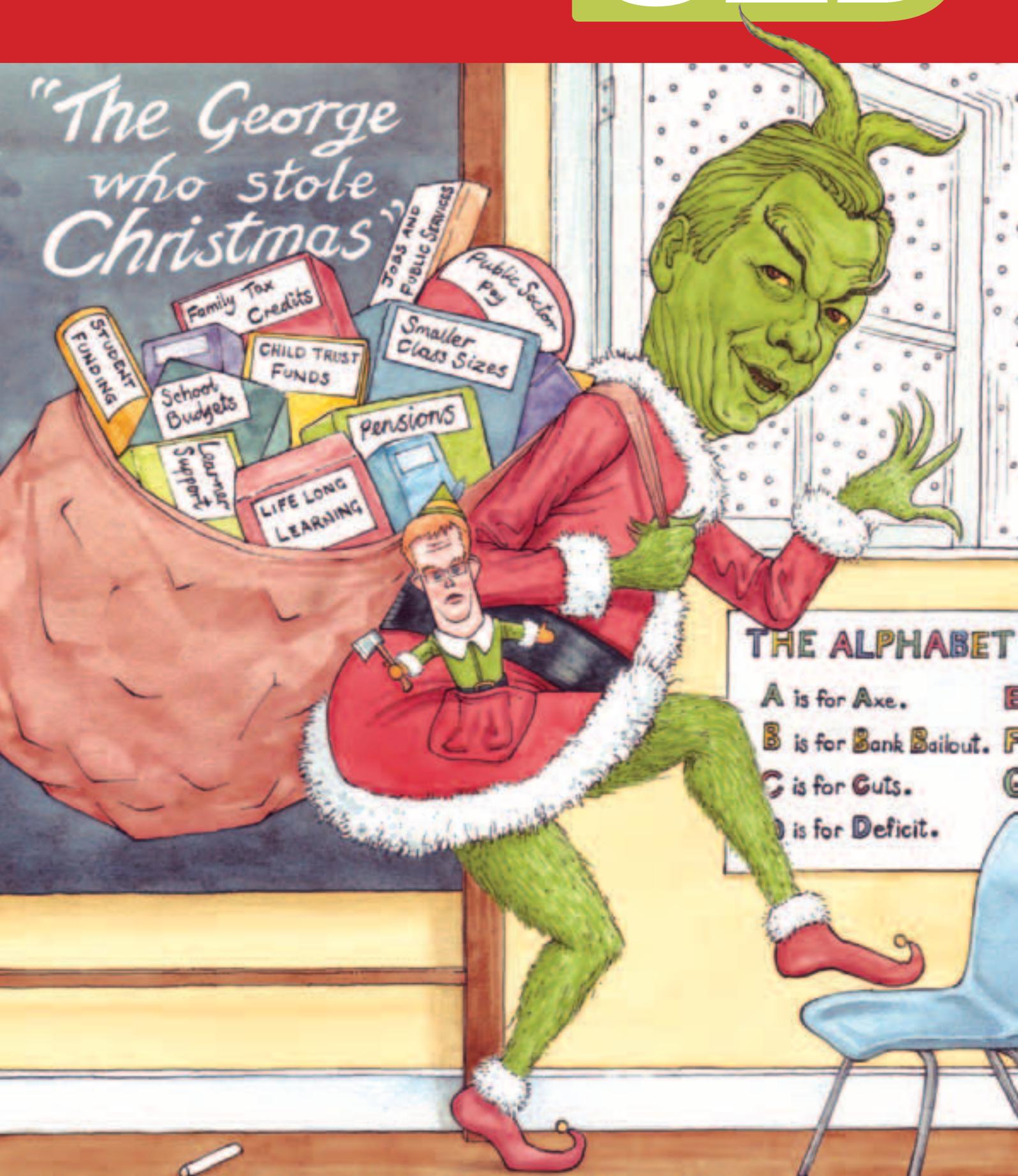
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SEJ



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Trade Unions in Action

Just before this SEJ went to press, EIS members took part in the largest united day of industrial action in living memory. Teachers and Lecturers across Scotland sent a clear message to Government that they were not prepared to accept damaging changes to pension provision. The overwhelming EIS ballot result and strong support for the strike action has forced a series of government responses, ranging from concessions on the offer, to the threat to attempt to impose change without agreement.

It is clear that the Government has been rattled by the strong and united trade union response to their planned pensions raid. As more and more unions announced their plans to strike, the Government adopted ever more desperate tactics in their attempts to weaken support for the campaign. From attempting to drive a wedge between different groups of workers, to suggesting workers engage in a token non-strike, and even so far as attempting to blame striking workers for the Coalition Government's mismanagement of the economy, the spin from government and their allies such as the taxpayers' alliance and the right-wing press became increasingly extreme.

EIS members should be both encouraged and proud that they have played a key part in the joint trade union campaign that has forced the Government to reconsider its position on pensions. While we will have many more challenges to face in the years ahead, it is clear that there is strong support from EIS and other trades unions members to fight the Government's cutting agenda.

For teachers, one of the largest looming threats is the McCormac Report. Negotiations on McCormac's recommendations are set to begin through the Scottish Negotiating Committee for Teachers (SNCT) in the New Year. The recent EIS Special General Meeting (see pull-out in the centre pages of this SEJ) established a solid negotiating base for the EIS ahead of these SNCT talks. The firm and unified message from the SGM was that teachers are united through the EIS and will fight any and all damaging proposals arising from the McCormac report.

In Further Education too, the continuing cuts to funding and attacks to the terms, conditions and jobs of lecturing staff led to a special EIS conference being convened to consider the best EIS response. Further details can be found in the special pull-out in the centre pages.

As our front cover this month references, these are difficult times for education and for many public services and we continue to face many threats as a result of the Government's cuts. It is by working together, united as teachers through the EIS and as public sector workers through the TUC and STUC, that we will defend both our own interests and those of Scottish education and Scottish public services.

Season's Greetings

The SEJ wishes all its readers all the best for the festive season and a very happy new year. Enjoy the break and we will see you in 2012.

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EIS MEMBERS LEAD ON PENSIONS STRIKE DAY

Teachers and lecturers across Scotland joined with public sector colleagues in workplaces right across the country in a day of industrial action on Wednesday 30 November. This was the first national strike action by teachers and lecturers for a quarter of a century – forced by continuing cuts to public services and sustained attacks on the living standards of public sector workers.

Commenting, EIS General Secretary Ronnie Smith said, “Parents, students and the wider community understand that we are taking this action as a last resort. Teachers and lecturers are continuing to do their best to provide a quality education for learners under very difficult conditions, but their goodwill is being eroded by continuing attacks on their employment terms and conditions. The latest government attack – on pension provision – would force all teachers and lecturers to pay more, work longer, and get less in the end for their pension. One effect for all teachers would be an average 3.2% cut in their pay due to

increased employee pension contributions. At a time of rampant inflation of more than 5%, this would equate to a real-terms pay cut of well over 8% for every teacher and lecturer in Scotland.”

He added, “We are taking this Day of Action in defence of public services and those who work in these services. We believe



that our schools, colleges and universities and our pupils and students deserve the best. But this cannot be delivered on the cheap; there must be proper investment in our public services and fair pay and conditions, including pensions, for the public sector workers who deliver them. We know that parents and the wider community in Scotland support us in our Day of Action and our campaign to protect public services across the country.”

See feature on pp 8-11 for more coverage of the EIS strike and the Day of Action.

Further info..... www.eis.org.uk/Pensions/Protect_Pensions.htm

EIS sends united message on McCormac

The EIS Special General Meeting, convened to consider the implications of the McCormac Review of Teacher Employment, was held on Saturday 12 November at the Church of Scotland Assembly Halls in Edinburgh.

The SGM debated a range of Motions relating to the McCormac Review, and sent a strong and united message that the EIS will not accept the imposition of the damaging recommendations outlined in the report.

Negotiations on the McCormac recommendations are set to be held in the Scottish Negotiating Committee for Teachers (SNCT) in the months ahead.

See the special pull-out in the centre pages of this SEJ for more details on the SGM.

Further info.....

www.eis.org.uk/Pay_and_Conditions_of_Service/McCormac_Report.htm



Ronnie Smith
EIS General Secretary

EIS General Secretary Announces Retirement

Ronnie Smith, the General Secretary of the EIS, has announced his intention to retire in the New Year. Mr Smith will stand down at the end of March 2012, after nearly two decades as the top official at Scotland's

largest teaching union. The EIS Emergency Committee met in early December to consider a timetable for the appointment of Mr Smith's successor.

Mr Smith was one of the key architects of the 2001 Agreement A Teaching Profession for the 21st Century, which followed the McCrone Review. This Agreement brought enhanced professional status for Scotland's teachers and helped to deliver a decade of stability in Scotland's schools. Mr Smith has also served for 5 years as President of Education International Europe (ETUCE), in which role he has made a major contribution to international teacher trade unionism. Since 1995, he has been a member of the General Council of the Scottish Trades Union Congress (STUC).

Paying tribute to Mr Smith, EIS President Alan Munro said, “Ronnie Smith has worked in senior positions within the EIS for 24 years and for 17 years as General

Secretary. During this time he has made an immense contribution to the EIS, national and international education. He is held in great respect within the world of education and the wider trade union movement.”

Mr Munro continued, “I and many other colleagues will miss his wise counsel which he has given generously and with great professionalism and humanity. His great experience and quiet personal style have been much appreciated by all who have worked closely with him over the years.”

Mr Munro added, “All at the EIS wish Ronnie a very long and happy retirement”.

A former teacher of Latin and Modern Studies, Ronnie Smith joined the EIS in 1973 and was an active member of West Lothian Local Association. He joined the full-time staff of the EIS as Assistant Secretary in 1988, and was appointed General Secretary in 1995.

Gwen Mayor Trust Awards

The Gwen Mayor Trust recently announced its funded projects for this year. The Gwen Mayor Trust was established by the EIS in memory of Gwen Mayor, the primary 1 teacher at Dunblane Primary School who was killed alongside sixteen of her pupils in the 1996 tragedy.



The purpose of the Trust is to advance education by providing financial support for projects in connection with the arts, culture, music or sport. Gwen Mayor's daughter and a former colleague from Dunblane primary school are among the Trustees to the Fund. Originally, funds were raised from teachers in Scottish schools in the months following the tragedy and since then a number of organisations, including trade unions, and many individuals have contributed to the Fund. All primary schools in Scotland are eligible to apply for Gwen Mayor Trust funding.



One of the successful applications this year came from Carnbroe primary school who applied for support to establish a jewellery-making club in the school.

Teacher Joyce Gallagher explained, "The aim of the club is to introduce the children to costume jewellery making involving creative thinking, problem solving and social skills. They will work together to establish an enterprising culture and ensure that they learn to co-operate and collaborate to make jewellery to display and sell to the school community. The Gwen Mayor Funding will help to buy the tools needed to make necklaces, bracelets, rings, friendship bracelets and other items."



There were a total of 11 successful applications for funding this year, and a total of £2950 of funding was awarded by the Gwen Mayor Trustees.

Successful applications, and the funding support awarded to each.

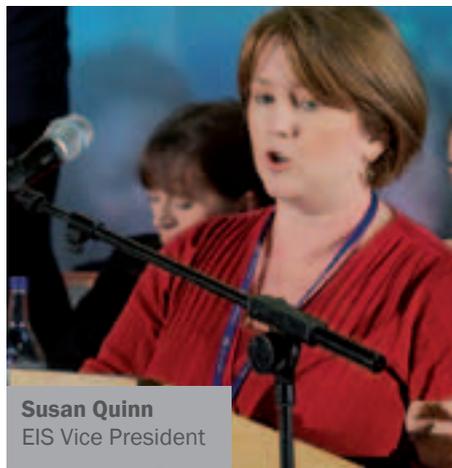
- **Rosehearty School**, Fraserburgh, Aberdeenshire - £500 towards cost of creating a mascot, book and dvd for the school.
- **Carnboe Primary School**, Carnboe, Coatbridge - £100 to purchase tools to make costume jewellery.
- **Stronsay School**, Isle of Stronsay, Orkney - £300 towards the cost of teaching traditional craftworking.
- **St Thomas RC Primary School**, Keith, Moray - £300 to purchase art materials and specialist teaching to create clay creatures for the stone wall.
- **Grange Primary School**, Bo'ness, West Lothian - £250 towards art exhibition.
- **Westmains School**, East Kilbride - £150 for dance and drumming lessons for pupils with additional support needs
- **Milnathort Primary School** - £200 to transform a piece of waste ground into an Outdoor Reading Room.
- **Colquhoun Park PS**, Bearsden - £250 Our Recycled Outdoor Classroom.
- **St Charles' PS**, Cambuslang - £350 Chess Initiative. To Teach all pupils chess and host an annual chess festival.
- **Pirnmill Primary School**, Isle of Arran - £250 towards cost of designing and weaving a tartan as part of the Centenary Year celebrations.
- **Callander PS and Nursery** - £300 To create a mosaic for the playground in conjunction with a Burns event.

Council agrees future strategy on Pensions

November's meeting of EIS Council, held a few days before the Day of Action was dominated by the pensions issue.

Vice-President Susan Quinn (picture) updated Council members on the preparations for the strike day, and commended all those involved in organising the EIS campaign to protect members' pensions.

"This has been a very high profile campaign that is achieving considerable support across the public sector and with the public at large," said Ms Quinn.



Updating Council on recent developments, including the Government's revised offer on pensions, Ms Quinn said, "These are a very complex set of proposals with many different elements involved. Negotiations are on-going, and any recommendations will be put to membership for final approval before any agreement is reached."

Council then moved on to debate the way forward in the pensions campaign. A move to continue with the current strategy of working with fellow teacher and other public sector unions in taking the campaign forward won the overwhelming support of

Council. This will include considering further days of action if no agreement is reached, and a lobbying campaign of all Scottish MPs and MSPs.

Outlining this strategy to Council, Helen Connor (North Lanarkshire) said, "The purpose of our campaign and the Day of Action on the 30th is to force the Government to change its mind. We will not shy away from further action if it is needed, but we must first ensure a successful Day of Action and then see what the Government does in response."

Speaking in support, Salaries Convener Dougie Mackie said, "We are in the middle of the most important industrial action we have seen for the last 25 years. Where we

We are in the middle of the most important phase of industrial action we have seen for the last 25 years

go after the 30th is a very important consideration – but we must work with other unions if we are to succeed." An alternative strategy was outlined by Andrew Fullwood (South Lanarkshire), calling for the EIS to name further strike dates in the New Year. "November the 30th remains the priority, but this needs to be seen as the beginning and not the end of the campaign. The Government are determined to make us pay and they will not back down unless we make them," he said

Speaking in support, John Inglis (East Lothian) said, "Our tactics have to be sound and they have to strike a chord with both our own members and the public. We have to make it very clear that we are in it to win it."

But David Drever (Orkney) argued that the proposal to name additional definite strike days for the New Year could leave the EIS isolated and exposed – "We will develop our strategy based upon the strike day on 30 November. This is a public sector alliance campaign, and it will succeed based upon united action – we cannot risk being isolated on this," he said.

Bob Fotheringham (Glasgow) praised the EIS pensions campaign and the quality of campaign materials that had been provided to members, but urged support for the naming of additional strike days – "We need



to keep the momentum going, and the best way to do this is by sending a clear message and naming further days of action."

Ex-President Kay Barnett (Aberdeenshire) countered that this approach was "too narrow" and urged Council to "think about the political implications very carefully, so that we can move the campaign forward in a considered and logical way."

Malcolm Maciver (Falkirk) agreed, saying "This campaign is very different from that we ran in the 1980s. There, we were standing alone – this is a public sector campaign, and the united front is the strength of the campaign."



Nicola Fisher (Glasgow) argued for setting strike dates – "We need to be firm and that means setting firm dates for further action," said Ms Fisher.

Jack Barnett (Aberdeenshire) disagreed, saying "The shifts in the government's position were prompted by the joint action of trade unions across the public sector. This would not have been achieved by one union standing alone – we have to continue to act within the broader public sector campaign."

Summing up, Helen Connor said "The amendment sets out a very clear strategy for the way forward with the campaign. We still have a lot of work to do, and we must do this alongside the TUC, STUC and other public sector unions".

Council members agreed, and overwhelmingly backed the proposal to continue the EIS campaign in partnership with fellow public sector unions.



EIS delegation at Women's STUC Conference

held on 14-15 November in Glasgow

On the party circuit

The EIS was active at the recent Scottish political party conferences, including staging fringe meetings on key education issues at the Scottish Green, Scottish Liberal Democrat and Scottish National Party Conferences.

EIS President Alan Munro, Vice-President Susan Quinn and Ex-President Kay Barnett represented the EIS at the well-attended fringe events, answering questions on the key issues facing Scottish education.



Motions Round-Up

John Dennis (Dumfries and Galloway) successfully called for the EIS to seek information on the annual cost of PPP (Public Private Partnerships) contracts to Scottish education authorities. This information will inform future EIS work and be shared with the STUC in support of the Better Way campaign.

Allan Crosbie (Edinburgh) successfully called for the EIS to highlight the impact of inequality on young people, including on educational attainment and health and wellbeing. The EIS will continue its on-going work on this and also work with the TUC and STUC on a campaign to highlight these issues to government and the public.



EIS Council Elections

2012/2013

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

Members interested in standing for election to Council for 2012/2013 should follow the procedures described below:

Members employed in the schools sector should contact their Local Association Secretary to obtain the required nomination form.

Members employed in the Further or Higher Education sector should contact their Branch Secretary to obtain the required nomination form.

Guidance on election procedures and nomination requirements will be issued to prospective candidates together with the nomination form.

further info.....

www.eis.org.uk/Education_and_Professional/GTCS_council_elections_2011_12.htm

EIS / GTCS

Education Convener Larry Flanagan reminded Council members that ballot papers for elections to the General Teaching Council for Scotland (GTCS) had been posted to all registered teachers.

Mr Flanagan highlighted the importance of the elections, and urged all Council members to give urgent attention to ensuring that EIS members voted in the elections.

Mr Flanagan also highlighted that future GTCS work – including proposals for Teachers' Professional Update and some of the recommendations from the McCormac Review – will make strong EIS representation on the GTCS more important than ever.

further info.....

www.eis.org.uk/Education_and_Professional/GTCS_council_elections_2011_12.htm



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The Educational Institute of Scotland

Completed nomination forms, irrespective of sector, must be sent directly to the General Secretary of the Institute at 46 Moray Place, Edinburgh EH3 6BH to be in his hands by the closing date of 1 February 2012.

Any members having difficulty in obtaining a nomination form are asked to contact the Membership Department on 0131 220 2268 or email lfraser@eis.org.uk before Thursday 12 January 2012.

On 30 November, EIS members took part in the largest day of trade union action in living memory.

EIS members joined public sector workers from across the UK on strike action in protest at government plans to force workers to pay more, work longer and get less for their pension. The day of action marked the first national strike in Scottish education for a quarter of a century.





Alan Munro, EIS President addresses rally in Edinburgh



Alan Munro, EIS President
Strike Rally
Edinburgh 30th November 2011

As this year's EIS President can I thank all members for being here today. We have a wonderful turnout and well done to all involved in making this massive show of protest possible.

I am proud that we are able to join with our fellow trade union colleagues in marches taking place up and down the country to fight the totally unjustified and unacceptable attack that the Westminster Government is trying to make on our pensions.

At no time has the Government produced proof that our pension schemes are unsustainable.

At no time have they shown why we should be expected to suffer the triple whammy of paying a lot more, working for a lot longer and getting a lot less.

They simply want us to pay more tax – to fund the deficit.

Colleagues – we are not going to be singled out for this abuse. Teachers and lecturers have worked hard on the understanding that our pensions should be secure and guaranteed – what is being suggested is a betrayal of trust by a government which has decided to rob from our salaries now and our pensions in the future.

Scottish teachers have been tolerant long enough. We have accepted a two-year pay freeze. Inflation is running at 5%. We are saying enough is enough!

The stakes could not be higher – we are fighting for dignity and comfort in retirement. We deserve no less. We have earned our pensions – remember they are deferred salary.

Thank you for showing your resolve. Thanks too, to those of you who are parents – here supporting your children's teachers. We know you understand that although taking strike action closes schools – we have no choice.

Teachers and lecturers recognise a bully when they see one, and this bully, the Coalition Government, must be made to think again and negotiate in good faith and stop attacking the living standards of hard working people.

Thanks again for this great moving display of unity and solidarity.



The Battle to Protect Your Pension

EIS members in schools, colleges and universities across Scotland have made a strong and united stand with their public sector colleagues in defence of their pension rights and their standard of living.

Teachers and lecturers have drawn a line in the sand, and told the government that enough is enough. We are currently in the middle of a two year pay freeze on public sector pay, while rampant inflation of over 5% sends the cost of living through the roof. Teachers are already facing the implications the McCormac Review which recommends a further diminution of their terms and conditions, while wide-scale cutting in Further Education continues to threaten both the pay and jobs of lecturing staff. On top of all of this, the Government is now trying to force through pension changes which would mean an additional 8% real-

terms pay cut for all teaching staff. It is simply unacceptable for the Government to treat hard-working and dedicated public-sector workers in this way.

There was massive support for the pensions strike from EIS members the length and breadth of Scotland.

Councils have acknowledged that only 30 of Scotland's 2700 local authority controlled schools were open on 30 November - a clear sign that the 55,000 teacher and lecturer members who were balloted by the EIS supported the action in massive numbers. EIS pickets were active at establishments that were open.

Many thousands of EIS members joined public sector colleagues on marches and rallies across Scotland. In Edinburgh, over 10,000 marched including thousands of EIS members.

In Glasgow, many thousands more marched to defend pensions, including a huge contingent of EIS teacher and lecturer members.

Well attended demonstrations were also held in Aberdeen and Dundee, with further events held across Scotland.

EIS members and our public sector colleagues have sent a strong and clear message to government - we are not prepared to accept your damaging attack on our pensions and our standard of living.

Thank you

for your fantastic efforts on 30 November, and for your continuing support in our campaign to protect public sector pensions.

Alan Munro
President

Ronnie Smith
General Secretary



Drew Morrice
EIS Assistant Secretary



Pensions Proposals – Progress and Challenges

The Government has moved its negotiating position in the following respects:

(i) It has adjusted scheme specific cost ceilings to 21.7% from 20.1%, thereby allowing an improved accrual rate of 1/60. This is the same accrual rate that applies to those who have a Normal Pension Age of 65.

(ii) The Government has proposed a transitional arrangement for those who will reach their normal pension age within 10 years from 1 April 2012.

The Government's revised position is a significant move but it was not enough to bring a halt to the action on 30 November.

The Government is still refusing to budge on the following areas:

(i) The proposed increase in contribution rates over the next three-year period will move contributions from 6.4% to an average of 9.6%. Without a scheme valuation which would inform unions of the impact of reforms agreed in 2006/07 and of subsequent changes in assumptions on mortality it is difficult to see the contribution increases as anything other than a tax grab on public sector workers, and nothing to do with the affordability of schemes.

(ii) The transitional arrangements proposed require considerable detailed scrutiny. It is not clear, for example, if transitional arrangements will allow transitional pensions to continue on a final salary basis or what will happen should a teacher elect

to work beyond the transitional period. This is under discussion at the present but to date, there is no clear outcome.

(iii) The transitional arrangements do nothing for younger teachers, who face having to work until 66, 67 or even 68 and who are most likely to opt out of scheme membership.

(iv) The Government is not prepared to reconsider changing the indexation of pensions from Retail Price Index to Consumer Price Index.

(v) The promise of no future reform for a generation is a promise no government can give. No government can bind its successors. To make such an offer is simply disingenuous.

EIS Assistant Secretary Drew Morrice explains the current position on the Government's planned pension reform.

The 30 November strike action demonstrates to Government the degree of unanimity across public sector unions against the proposed contribution increases and scheme redesigns. Unions which have hitherto never taken industrial action joined in on 30 November. This includes the National Association of Head Teachers (NAHT), the primary heads' organisation in England, the Association of Head Teachers and Deputies in Scotland, and the First Division Association (FDA), the union for civil service managers. For the EIS, this was the first national action for a quarter of a century.

The scale of the action on 30 November obviously led ministers to rethink their approach to public sector pensions. Francis Maude, of course, embarked on a frolic, suggesting that unions take 15 minutes' strike action which would avoid pay being deducted but he also threatened that the revised offer might be withdrawn. Danny Alexander stated that the revised

offer is "as good as it will be", while the Prime Minister condemned action while negotiations are taking place. Headless chickens come to mind.

The position of the Scottish Government remains unclear. In the summer, the Scottish Government stated that it was opposed to increasing contributions but that it believed that the Hutton Report raised issues it wished to discuss. The Scottish Government has decided to implement the contribution increases and has consulted on the first stage of contribution increases in the Scottish Teachers' Superannuation Scheme (STSS) and National Health Service Scheme. However, to date, apart from leaks of correspondence between John Swinney and Danny Alexander, we are none the wiser regarding when, or if, there will be scheme specific discussions in Scotland.

The next few months will be crucial. The unions, through the TUC, have made it clear that they are not opposed to reforms which may include some increases in contributions. However, to date we believe that the scale of contribution increases proposed has more to do with deficit reduction and less to do with scheme viability. When Government seems intent on seeking to tax lump sums on pensions and on tearing up a whole raft of employment rights then it is clear that

there are fundamental ideological issues underpinning the Government's approach to the rights of trade unions and to negotiation.

Whether there is scope for a different approach in Scotland will not be clear unless the Scottish Government shows its hand. Previously, regulations in Scotland have merely "put a kilt" on scheme design established at UK level through the Teachers' Superannuation Working Party. While any regulations regarding the STSS requires Treasury approval, the opportunity for a different approach to scheme design in Scotland is being lost.

The Scottish Government is not facing up to its responsibility for the STSS, but is content to condemn the Westminster Government for driving the proposed changes, yet shows no commitment to a "Scottish Solution".

Strike Day Photography

www.mkjphotography.co.uk
Mark Jackson

www.gerrymccann.com
Gerry McCann

www.pix-ar.co.uk
Alan Richardson

www.donaldstewartphotography.com
Donald Stewart

Festive

quiz 2011

Well that was some year and one that passed so quickly here at Tantalus Towers. (Note to self: start the 2012 quiz earlier next year.) For some, it was a year to remember; for others, a year to forget. Either way, sit back, armed with pen and paper and something festive, and take on the challenge that is the 2011 EIS End of Year Quiz. Enjoy.

Enjoy.

Section 1

2011 - Were you paying attention?

1. On 1 January, which country officially adopted the Euro currency and became the seventeenth euro zone country?
2. Which film won seven awards at the 64th British Academy Film Awards including Best Film and Best Actor in February?
3. What was the name of the portable video games console released in Europe on 25 March 2011?
4. Which multi-national organisation had to go "offline" after a worldwide security breach obtained 77 million of users' personal information in April?
5. In May 2011, which Scottish drama was axed by ITV after 28 years, citing poor viewing figures in other parts of the UK?
6. On which date in June did public sector workers take part in a one-day strike in protest at government's planned changes to pension plans and retirement policies?
7. What was the name of the orbiter used in the last American Space Shuttle programme in July 2011?
8. In September, which British comedian completed a 140-mile charity swim along the River Thames, raising £1 million in aid of the BBC's Sport Relief?
9. Also in September, which band announced its break-up nearly 30 years after the release of its 1983 debut album, Murmur?
10. In October, Apple released the iPhone 5. However, it wasn't actually called the iPhone 5. Under what name did Apple release its latest Smartphone model on 14 October 2011?

Section 2

History and Politics

1. Boadicea was the Queen of which Celtic tribe?
2. Denis Healy famously described attacks by which politician as being "savaged by a dead sheep"?
3. Which French king built the Palace of Versailles?
4. Who is regarded as the first Prime Minister of the UK following his appointment in 1721?
5. In which country did Solidarity emerge as a Trade Union in the 1980s?
6. Which European Treaty changed the name of the European Economic Community to simply "the European Community" or the European Union (EU)?
 - (a) The Treaty of Lisbon (2007)
 - (b) The Treaty of Maastricht (1992)
 - (c) The Treaty of Amsterdam (1997)
 - (d) The Treaty of Nice (2001)
7. What was the name of the ship used by Captain James Cook on his first voyage of exploration between 1768 and 1771?
8. Which future President of the USA was defeated by John F Kennedy in the 1960 Presidential Election?
9. Who is the General Secretary of the Scottish Trades Union Congress?
10. Who was elected as the new presiding officer of the Scottish Parliament following the elections in May 2011?

Section 3

Geography

1. In which country would you find Mount Kilimanjaro, the highest mountain in Africa?
2. Which two countries in South America are landlocked countries?
3. What type of feature is represented by the following symbol on a UK Ordnance Survey Map?
4. Which island group includes Ibiza, Menorca and Majorca?
5. Which two countries lie on the island of Hispaniola?
6. In which US City would you find Dulles International Airport?
7. Which island is separated from the British mainland by the Menai Straits?
8. The Spanish Steps are found in which city?
9. Which English city has the following railway stations: St Davids, St Thomas and St James Park?
10. In which US state would you find Kansas City?

Section 4

The Lyrics Round

This round is a timeless classic and a family favourite. Simply identify the artist and the song containing the following lyrics. Where "cover versions" have been identified marks will be awarded for either the original artist or the cover artist. Let the game commence.

1. "They try to tell us we don't belong, that's alright, we're a million strong."
2. "Ripped my favourite party dress, warrants out for my arrest. Think I need a ginger ale, that was such an epic fail."
3. "When the night falls down, I wait for you as you come around. And the world's alive, to the sound of kids on the street outside."
4. "I need a man who'll take a chance On a love that burns hot enough to last."
5. "I heard you on the wireless back in Fifty Two. Lying awake intent on tuning in on you."
6. "Please Mister Boss Man I need this job more than you know. But he gave me my last pay check and he sent me out the door."

7. "Born down in a dead man's town. The first kick I took was when I hit the ground."
8. "Rising up back on the street, took my time took my chances. Went the distance now I'm back on my feet."
9. "I have climbed highest mountains. I have run through the fields. Only to be with you."
10. "When I had you to myself I didn't want you around. Those pretty faces always made you stand out in a crowd."

Section 5

And finally

1. Which tournament's current main sponsors are Ford, Heineken, Playstation and MasterCard?
2. Which English football team plays at the Keepmoat Stadium?
3. If 3 students can eat 3 deep pan pizzas in 3 hours, how many deep pan pizzas can 6 students eat in 6 hours?
(a) 9 (b) 3 (c) 12 (d) 6
4. Which actor provided the voice for Danger Mouse which ran on TV from 1981 to 1992?
5. What was the name of the UK TV game show hosted by a former Butlins' Redcoat which featured a 1980s technological marvel on roller skates powered by four Duracell AA batteries?
6. What is the name of Scotland's oldest university?
7. What is three quarters (3/4) of two thirds (2/3)?
8. By the Twelfth Day of Christmas, what is the cumulative total number of birds received from "my true love"?
9. Which film contains the following quote?
"I'll find him for three, but I'll catch him, and kill him, for ten. But you've gotta make up your minds. If you want to stay alive, then ante up."
10. In a standard 52-card deck of playing cards, which King has no moustache?

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10	10	10	10	10

Name: _____ Phone: _____ Email: _____

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Send your completed entry to SEJ, 46 Moray Place, Edinburgh EH3 6BH by 10 January 2012
The first all correct entry picked at random will win the prize.

Quiz compiled by Tantalus.

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THE FULL REPORT

Over the next 4 pages in this special pull-out supplement, the SEJ reports on both the EIS Special General Meeting and the EIS-FELA Special Conference.

The EIS convened this year's SGM to address the many issues arising from the McCormac Review, while the EIS-FELA Conference was arranged to consider the many threats facing Scottish Further Education.

This special report highlights the key debates from each event.

eis
The Educational Institute of Scotland

SGM

EDINBURGH / SATURDAY 12 NOVEMBER / 2011

SGM Sends Clear Message on McCormac

For the first time in over a decade, the EIS convened a Special General Meeting to address a specific issue facing Scottish education.

Teachers and lecturers from across Scotland gathered in Edinburgh on Saturday 12 November to discuss the McCormac Review of Teacher Employment and to formulate an EIS position on its recommendations.

The resolutions from the SGM will provide the basis for EIS representatives to enter negotiations on the McCormac recommendations at the Scottish Negotiating Committee for Teachers (SNCT).

The EIS SGM has sent a clear message to the employers' side of the SNCT ahead of formal negotiations on the McCormac Review – Scotland's teachers will not accept the imposition of damaging changes to their working arrangements and will resist any attempt to force such changes upon Scottish education. It was a strong and united EIS that was on show at the Church of Scotland Assembly Hall, as speaker after speaker emphasised the united profession who would face the McCormac threat head-on.

Vice-President Susan Quinn set the tone for the entire day in introducing the opening Motion to the SGM. The Motion, which set out the overall negotiating position that the EIS will adopt at the SNCT, made clear that many of McCormac's recommendations are incompatible with the needs of Scottish education. The Motion also made clear that any attempt to impose change outwith the SNCT would be met with fierce resistance and ballots for industrial action.

"This Motion seeks to impress that the EIS does not accept that these recommendations are based on sound evidence, and that they are not in the best interests of Scottish education", said Ms Quinn.

John Dennis (Dumfries & Galloway), who seconded the Motion, urged delegates to "reject the managerialist recommendations of McCormac and its belief that everything in schools should be under the control of headteachers."

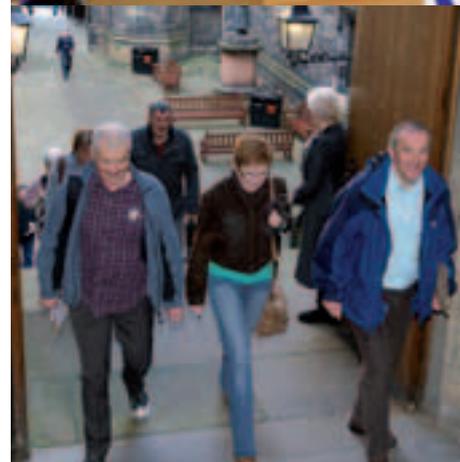
An alternative strategy was mooted by Michael Dunn (South Lanarkshire), who outlined a proposed amendment to this key Motion which would have called upon the EIS to reject the McCormac Report in its entirety. "Why reject the whole report?" he asked. "Its remit was to save money and the Review Group was loaded. There is clear evidence that the report and its focus is anti-teacher."

However, this wholesale rejection of the McCormac Report did not win broad favour, and the amendment was then withdrawn leaving the way clear for original Motion to win the backing of the SGM.

This was welcomed by Education Convener Larry Flanagan (Glasgow), who said "We cannot portray ourselves as negative and rejecting absolutely everything that has been proposed. There are a few tidbits in the report that are positive, although most of the report is flawed and driven by a budget-cutting agenda."

And Helen Connor (North Lanarkshire) summed up the mood of delegates while issuing a rallying cry to members, saying "The EIS is the only union in Scotland that truly represents all Scottish teachers. We will go into this united and we will come out of it united, because we are going in to the SNCT with a strong remit to negotiate based on the best interests of Scottish teachers."

With this key early Motion approved overwhelmingly by delegates, the SGM went on to debate further specific aspects of the McCormac Review Report.



Non-teachers in the classroom

The McCormac notion that non-teachers could be employed to lead part of the pupil day was the subject of a Motion proposed by David Drever (Orkney). Mr Drever, who is also the current Convener of the GTCS, said “We have already seen a cynical attempt in Renfrewshire to reduce the number of teachers in schools, supposedly under the umbrella of CfE ‘enrichment’, by introducing so-called external experts to deliver aspects of the curriculum. This cost-saving move was defeated by combined action from the EIS and parent groups. We must reject this Trojan Horse of creeping dilution of teacher-led delivery of the curriculum.”



Time & Place

Speaking to a Motion relating to the time and place arrangements for teachers’ work, Steven Caniffi (East Renfrewshire), said “The majority of our members are working more than 50 hours per week. This is about defending our professionalism and our autonomy – it is not about where we mark our jotters.”

Andrea Bradley (South Lanarkshire) agreed – “To remove the right to work at home would be counter-productive”, she argued. “This lack of trust is both insulting and demeaning”.



Teacher Pay – at an ‘acceptable’ level?

Salaries Convener Dougie Mackie (Argyll & Bute) introduced a Motion addressing the McCormac Report’s statement that teacher pay ‘remains at an acceptable level’ and was therefore not in need of review in the short-term.

“McCormac’s statement comes at a time of a pay freeze and rampant inflation of over 5%”, said Mr Mackie. “While we signed up to a pay deal that we will stick to – as the EIS believes in honouring its agreements – when we come to the end of that pay agreement, we will be back to the negotiating table and we will be looking for a fair pay settlement.”

Aileen Barrie (North Lanarkshire), seconding the Motion, added “It is time to bust some of the myths on the level of teacher pay – the McCrone settlement was over ten years ago and we were trailing badly in salary terms at that point.”

Charlie McKinnon (Glasgow) agreed, saying “When teachers are forced to moonlight as taxi-drivers or bar staff at the weekend – as some in my area do – then their pay is certainly not at a professional or ‘acceptable’ level.”

Chartered Teacher

Jack Barnett (Aberdeenshire) proposed a Motion calling for the retention of the Chartered Teacher scheme in Scotland’s schools. “This Motion is a damning indictment of the McCormac Review and its recommendations”, said Mr Barnett. “The McCormac Report’s position shows a clear lack of understanding of the role of Chartered Teachers. Have the Review Group even read the document that outlines the roles and responsibilities of Chartered Teachers?”

Speaking in support, Jayne Rowe (Glasgow) pointed out, “While other countries are looking to establish Chartered Teacher schemes based on ours, the McCormac group are seeking to get rid of ours.”



EIS-FELA Special Conference



“The high profile Pensions campaign has shown that we can foster stronger, more united branches. We can use this unity within our branches to defend FE”
– Paula Dixon, Anniesland



“The Scottish Government wants to cut the heart from Further Education. It is crucial that we defend against this threat by standing united” – Eileen Imlah, Motherwell College



It is not only school education that is currently threatened by the budget-cutting agenda. Scotland’s FE sector has seen some of the deepest cuts of any public service over the past few years, with the prospect of further and deeper cuts still to come.

A Special Conference of the EIS Further Education Lecturers’ Association (EIS-FELA) was convened in November to consider the current crisis and to discuss the best strategy for defending Scottish Further Education.

EIS President Alan Munro addressed the meeting and explained to delegates how Further Education had played a key part in his own life and career path: “In my own experience, FE played a short, but determining role in my life and career. I left school after fifth year and uncertain what I was going to do with the SCE Highers that I had managed to achieve.”

“I attended Langside College during the next year where I was introduced by a Mr Smith, the lecturer, to the world of Higher Biology, a subject that I had not been

able to do at school. I’m pleased to say I achieved an ‘A’ pass due in large part to the excellent teaching I received.”

“This introduction to Biology, which utterly fascinated me, eventually led me to take an Honours Degree in Biology and to become a Biology teacher. In short colleagues, I have a great deal to thank FE for.”

Mr Munro went on to say, “FE contributes in so many diverse ways to the benefit of our society, and to the lives of our fellow citizens. You would think therefore that it should be beyond question that the FE sector must be defended, nurtured, developed and resourced for the good of our people and, but by no means exclusively, for the good of our economy.”

He continued, “I believe we have an honourable record in supporting our FE members when faced with threats to pay and conditions or indeed to employment itself.”

“The issues of poor Governance in the FE sector are well understood in the EIS as we’ve seen so much evidence of undemocratic decision making.”

“There are several ways of expressing the nature and extent of the cuts that FE faces. To sum up the dire proposals in cash terms, what we are facing from 2010 to 2015 is that the Scottish Government’s Resource

Budget, will have increased by 2.4%, however the FE Programme Budget will have reduced by a staggering 19.4%.”

“In real terms, taking likely inflation into account, we have calculated reductions of an almost unbelievable 36% to the FE sector,” said Mr Munro.

EIS-FELA President Penny Gower also addressed the Special Conference, and also warned of the unprecedented challenges facing the entire sector.

“We will only win if we stand together – wherever our voice is heard, we need to make clear that we are against all public sector cuts”
– Maureen Watson, Stevenson College

“We are seeing proposals to totally re-organise the structure of Scottish Further Education into regional groups, and instructions to the Funding Council to completely change the funding mechanisms for FE,” warned Ms Gower.

She continued, “In the face of continuing deep cuts to FE budgets year on year, the Scottish Government’s defence is that a big boy down South did it and ran away.”

Ms Gower went on to say that such deep cuts to public sector budgets and public sector pay packages come a time when big bonuses for bankers have returned, while the average FTSE Director has seen their pay rise by 49% over the past year.

“Unity is Strength and we need to stand together and take firm collective action to defend Further Education and each and every one of our lecturers,” added Ms Gower.

The Battle For Further Education

David Belsey: National Officer for Higher and Further Education gives his views on the struggle for FE

A French First World War General once reported to his superior, "My centre is giving way, my right is retreating, situation excellent, I am attacking."

A similar position seems to be facing the FE Sector, in that last year's 10% cut in FE funding is being compounded by another three years of cuts – and yet the Scottish Government is planning to move ahead rapidly to restructure and realign the FE sector in these difficult times.

Two huge challenges face the FE sector in Scotland; the Scottish Government's FE budget with its proposed cuts and secondly their plans for FE outlined in the Post-16 Paper. The EIS considers both challenges as interlinked rather than separate.

The Scottish Government's Spending Plans were issued in September 2011, and the Cabinet Secretary for Education and Lifelong Learning explained the context of the proposed FE budget to the Parliamentary Committee on Education and Culture in the following terms:

"The context is that next year's budget is subject to very savage—let us not be light about it—reductions in expenditure that are being forced on the Scottish Government from a Government south of the border"

It is clear that the resource budget which funds FE (and other non-capital spending by the Scottish Government) continues to increase over the period of the Scottish Government's Spending Review.

The "savage cuts" to the Scottish Block Grant are not cash terms cuts, but real terms cuts i.e. when inflation is taken into account.

Compare this with the Scottish Government's proposed FE budgets:

Therefore, in cash terms (between 2010-11 and 2014-15) the Scottish Government's Resource Budget will have increased by 2.4%, whilst the FE Programme budget will have reduced by 19.4%.

The Scottish Government states in its Spending Plans "Under the plans that the UK Government announced in its October 2010 Spending Review, between 2010-11 and 2014-15, we face real term resource budget reductions of 9.2 per cent..." The EIS has calculated real terms FE Programme budget reductions of 36% between 2010-11 and 2014-15.

The Scottish Government figures show that the FE Sector is facing disproportionately large cuts in public spending – far in excess of the reductions in expenditure that are being forced on the Scottish Government from a Government south of the border.

The EIS is concerned that the Scottish Government does not seem to give the FE sector a high priority in public spending.

>>>

The budget for the Scottish Government from the UK Government is set out in the 2010 Spending Review by HM Treasury:

£ billion					
Scotland	2010-11	2011-12	2012-13	2013-14	2014-15
Resource DEL	24.8	24.8	25.1	25.3	25.4
Capital DEL	3.4	2.5	2.5	2.2	2.3

Scottish Government's proposed FE budgets:

£ million					
FE Colleges	2010-11	2011-12	2012-13	2013-14	2014-15
FE Programme Budget (aka recurrent)	583.7	544.7	506.9	494.7	470.7
HE and FE Combined Capital	192.2	91.0	60.7	45.9	56.4



This is surprising since Scottish youth unemployment is at record high levels, Scottish access to HE is lower than the UK average and the FE sector plays a key part in training and reskilling people of all ages for work.

The Scottish Government's 'Putting Learners at the Centre: Delivering our Ambitions for Post-16 Education' praises the HE sector, stating that "higher education in Scotland is a civilising force which has had a major influence on creating the country and society we are today". No such praise for the FE sector; instead the Post-16 Paper proposes far reaching changes for the FE sector.

Whilst there have been no FE Consultations issued by the Government in recent times, the Roe Review reported earlier this year on Post-16 Education and Vocation Training in Scotland. The Roe Review called for the formation of a Commission "to drive forward the transition to an integrated (Post-16) system" and that the Post-16 system should have "the individual learner at its heart" and "supporting the unemployed people into work." Roe's Review seeks the creation of a coherent and universal Post-16 education service supporting all learners – be they school leavers, in work or out of work.

The two big ideas that come out of the Post-16 Paper for FE are regionalisation of the FE sector and secondly to use colleges to train students for work – with the focus on 16-19 year olds. The EIS believes that rapid changes and re-focussing the work of the

FE Sector on preparing school leavers for work goes against recommendations of the Roe Review.

Whilst the rather modest proposals for HE are well consulted on, the far reaching FE proposals contained in the Post-16 Paper seem to only have one consultation period. The Cabinet Secretary has already instructed the Scottish Funding Council (SFC) to begin planning to implement regional funding from 2012-13. An article in the TESS stated that the Cabinet Secretary has told college principals that if there is no progress on college reform and regionalisation by February 2012, then the Government will step in.

The EIS could support a number of the proposals, including a move to regional FE provision - if it was driven by an educational rationale and involved no compulsory redundancies of academic staff. However the current rush to regionalisation and many other proposals seem to be driven by the need to save money – presumably in light of the Scottish Government's spending cuts for FE.

The EIS believes that training and educating people for work is a key role of the FE sector, but not the key role. The EIS believes in providing education for all people (hence lifelong learning) which will inspire and enable individuals to develop their intellectual capabilities to the highest potential levels throughout life, so that they grow intellectually, are well equipped for work, can contribute effectively to society and achieve personal fulfilment.

FE Colleges are best placed to provide this service to large numbers of people – and that FE Colleges also have a major influence on creating the country and society we are today.

The proposals to focus FE provision on 16-19 year olds will rationalise FE provision. These proposals, together with moves to reduce the number of modules studied by full time FE students, will lead to a smaller, more focussed FE sector.

The Scottish Government has already published figures showing that 1100 fewer staff work in the FE sector since last year – a year with a 10% cut in funding. The Government's spending plans linked with its Post-16 FE Plans make more cuts in staffing inevitable.

The EIS believes the spending plans will fundamentally damage the FE sector in Scotland and reduce the volume and quality of FE provision to FE students. This view is supported by Scotland's Colleges in its supplementary evidence to the Scottish Parliament. The EIS believes that FE Colleges and their services are needed now more than ever. The introduction to the Post-16 paper laudably quotes JFK who stated "our progress as a nation can be no swifter than our progress in education...", the link is clear and reducing progress in FE may have far reaching consequences.

As for the First World War General, he survived the attack – many of his soldiers did not – and he went on to order many more attacks during the war.

CPD

Upcoming CPD Events

Two events are being held in East Ayrshire - Wednesday 25 January 2012 and Wednesday 20 February 2012. The first event relates to Digital Resources and the theme of the second event is Professional Update. For further information please contact Jane Keir EIS East Ayrshire Learning Rep: jkeir@eis-learnrep.org.uk

A CPD event focussing on the benefits of contributing to Teacher Learning Communities will be held in Renfrewshire on Tuesday 6 March 2012. The keynote

presentations will be provided by Tony Finn, Chief Executive of the General Teaching Council for Scotland (GTCS) and Ken Muir, Chief Inspector with Education Scotland (HMIE). For further information please contact David Thomson, EIS Renfrewshire LR: dthomson@eis-learnrep.org.uk

A Health and Well-Being event is being held in Glasgow on Saturday 24 March 2012. This is a joint event between the EIS, Glasgow City Council and Unison. For further details please contact Lyn McClintock, EIS CPD/LR Co-ordinator: lmccclintock@eis-learnrep.org.uk

A joint CPD event is being held in West Dunbartonshire on Thursday 26 April 2012. The theme of the event will be "Future for CPD". This will be a dialogue event which will allow participants to pose questions to national figures. For further information please contact Ann Fisher, West Dunbartonshire LR: afisher@eis-learnrep.org.uk

Paul O'Connor reports on.....

A very successful CPD event was held between the EIS and Reid Kerr College on the theme of "Curriculum for Excellence: Bringing Learning to Life".

Around 60 lecturers from Reid Kerr, Cardonald, City of Glasgow, Cumbernauld and John Wheatley colleges attended the event.

The event consisted of two key note speakers. The first was Ollie Bray, currently seconded to work as National Adviser for Learning and Technology Futures at Education Scotland. The second speaker was Hugh Paton, Former Senior Lecturer - Flexible Learning and Learning Resources at Anniesland College.

"Since my inception into the Learning Representative role within the College, the management have been really supportive and have embraced the partnership between both parties. The idea of a CPD event was, from the initial dialogue with the College, encouraged and supported throughout all developments.

Predominately I liaised with Gary McIntyre, Training and Development Manager, with any college related developments and also ensured that the College had input into the organisation of the event. This relationship worked well as both parties had an understanding of the desired outcomes."

Gary McIntyre commented "It was a real pleasure collaborating with Paul in arranging this joint CPD Event. The turnout from Reid Kerr staff and neighbouring colleges was fantastic and the feedback from those attending has been extremely positive. The college has always been supportive of the Learning Representative

role and I am sure we will be able to build on the success of this event by working with Paul and the EIS in the future."

Hugh Paton commented: "This was a very well organised, participative and really enjoyable event and it must be said that the current and emerging technologies we were shown are very exciting. From an FE perspective, I know lecturers are embracing technologies to support learning and teaching (TSLT). However, we must exercise some caution - not only that TSLT does what it says on the tin, but crucially that what's in the tin is appropriate to and accessible by the learners. A remit for the professional lecturers!"

The effort to organise and implement the event was well worth it and has established a good ethos between the EIS and the college, for future events.

Paul O'Connor

Reid Kerr College Learning Representative

EIS Learning Reps and Scottish Borders Council Joint CPD Event

Eildon Mill, Tweedbank, Galashiels was the venue for the first EIS Learning Reps and Scottish Borders Council CPD partnership event on 27 October 2011. It was pleasing to see so many colleagues, over 60, from such a wide geographical spread attend a twilight event on a Thursday evening when the enthusiasm batteries are getting low. Both primary and secondary schools throughout the Authority were represented as well as lecturers from Borders College.

Our speaker was Ollie Bray who challenged us to think about "Curriculum for Excellence: Taking Risks with Pedagogy, Education and Leadership". Ollie provided us with an entertaining and thought-provoking talk which blew away the end of day cobwebs. His theme centred around having the confidence to take risks in the way that we do things - from the greater use of technology to the use of different teaching methods - if we are to provide a stimulating educational experience for learners. He also emphasised the place of collaboration in sharing ideas and supporting such risk taking.



As everyone left at the end of a very quick 2 hours, we agreed that our first joint CPD event had been a success. Thanks are, therefore, due to Ollie Bray for an inspiring talk, Jacqueline Morley, Scottish Borders Council CPD Manager, for the organisation of the venue and Lyn McClintock, EIS, for all the other arrangements.

Angela Cumming
Scottish Borders Learning Rep

"It is great to see events like this which help promote partnership working and develop a richness to the CPD we are able to offer." - Jacqueline Morley, CPD Manager, Scottish Borders Council.

New EIS Learning Representative Course

Do you want to become involved in the CPD work of the EIS? Why not undertake the training to become an EIS Learning Representative (LR) and give information, guidance and support to colleagues wishing to access quality CPD opportunities?

A new LR course is starting in February 2012. The new course will feature an introductory section which lasts six weeks and the main section of the course will last for three months (starting in September 2012). Both parts of the course are conducted on-line and the course fees are met by the EIS.

The course is open to teachers who wish to become multi-establishment LRs (working across schools within a local authority) and to lecturers who wish to become the LR for their college or higher education institution.

If you are interested in finding out more contact Lyn McClintock, CPD/LR Co-ordinator by email: lmccintock@eis.org.uk telephone 0131 225 6244.

Page Scholarship Research Trip to the States

**The EIS Page Scholar for
2010-11, Helen Lawson,
reports from her study
visit to the USA. The Walter
Hines Page Scholarship is
administered by the English
Speaking Union in Scotland.**

This annual Scholarship award enables one EIS member to visit the USA to study an aspect of education that is relevant to their own educational work. Funding support is provided to the Page Scholar, and accommodation and hospitality is organised by the English Speaking Union, often in the homes of some of its members. To find out more about the Walter Hines Page Scholarship, visit www.esu.org/programmes/scholarships

It is a bright, cold Sunday morning, 3rd April 2011 and I am in Oberlin, Ohio, on the penultimate leg of my Page Scholarship trip. I am walking through Oberlin Cemetery searching for the grave of Richard Miller to pay my respects to the great American voice teacher who died in 2010. It was through Miller's writing that I first became aware of the tradition of American voice teaching. Miller taught for many years at Oberlin College and I attended his Institute of Voice Performance Pedagogy there. He was not only a great voice teacher but also a man of integrity, humour and humanity. Professor Thomas Goodheart, whom I visited at Long Island University, told me that the last thing Miller said publicly on the subject of singing was: "In the end it comes down to two basic things - air and space".

Our breath is our energy, our 'motor' for singing, and the flow of breath between the vocal folds excites vibrations which in turn resonate within the space we create in the pharynx and the mouth. In this seemingly simple action lies the basis for the great art of singing. All of the excellent voice teachers I observed during my Page Scholarship trip addressed these two basic aspects of vocal technique: breath and resonance.

On hearing that I had been awarded the Walter Hines Page Scholarship, I was both delighted and excited at the prospect of visiting top American music institutions and meeting many experienced colleagues – that would be once-in-a-lifetime opportunity. I also relished the prospect of escaping my role of teacher for a few weeks and being nurtured rather than nurturing, finding new impulses and inspiration. I looked forward to observing the lessons of my American colleagues and to the conversations which might ensue.

appreciate the distance that journey has already covered. Most of the teachers did give me some background information about their students, which was extremely helpful.

Teaching is a two-way process: "You can show a student the right doorway, but they have to walk through it themselves" is an adage often cited by voice teachers. Yet one-to-one teaching entails the responsibility of looking after students' vocal health, development and future



There were several specific areas into which I hoped to gain insight and it would be interesting to see on my return whether my trip would open up new areas for me to research. In addition to some technical research, I wanted to learn about some more general aspects of teaching practice.

**Our breath
is our energy,
our 'motor'
for singing**

My records reflect my own subjective view of the lessons I observed. As much as possible, I tried to take a 'fly on the wall'

approach, aware that the presence of a third party in a one-to-one lesson inevitably changes the dynamics of the lesson.

Any observation of the teacher/student relationship can only be one snapshot of a particular part of the student's journey, which is a shared one between the student and their teacher. An observer may not

career pathway. Often the teacher has to make decisions which have far-reaching consequences. It can be a lonely occupation with little chance to meet colleagues on a regular basis to discuss concerns or ask advice, other than in an informal and sometimes coincidental way. I would be interested to know whether, in the course of their busy teaching schedules, American teachers were able to meet colleagues, and whether their institution played a part in facilitating such meetings.

All of the Schools I visited were part of larger universities. In some of the vocal departments (e.g. CCM Cincinnati) there were numerous full-time teachers of singing and departmental meetings were a weekly event. I gathered that these meetings were to discuss departmental issues rather than specifically vocal ones and it seemed that most discussions between colleagues on vocal technique took place in an informal way, much as they do at my own institution.

Professor Ruth Golden
and her student Alice



students that it is my responsibility to help them prepare technically and musically - but the rest they have to do themselves. Giving them responsibility in this way prepares them for the profession”.

Has the older declarative style of teaching been replaced by a more procedural approach, giving the student the opportunity to work out their own way towards their goals, whilst being encouraged and guided by the teacher? Most of the lessons I observed incorporated a mixture of a declarative and procedural approaches. Particularly at the beginning of the lessons, the teachers gave their students clear directions and information, but as the lessons progressed, the students were given more free rein. One aspect which made a big impact upon me was the way in which American colleagues were extremely positive in their feedback to students, telling them: “Well done, that was great!” even when the improvement may have only been slight. This positive feedback not only made for an energised atmosphere but also gave the student the courage to trust what they were doing. The power of the mind is very much at the centre of American voice teaching and positive reinforcement of a student’s achievements is seen as an important building block to their confidence and their abilities. This is a very powerful tool and one which I will use.

Teachers attended conferences as well as teaching at their institution’s summer schools in Europe (in particular, Italy).

Should the teacher set the student definite homework tasks (memorisation, for example) or should the student have more autonomy and responsibility for their own learning?

None of the teachers seemed concerned with making sure that students learnt their music by heart. One of the teachers said that she encouraged her students to learn their music off copy as soon as they could as this freed them from the barrier of the

You can show a student the right doorway, but they have to walk through it themselves

music stand as well as the visual image of “all those black dots”. Another preferred her students to use their music until they had learnt the repertoire in depth and detail and only then

should memorisation begin. Notating corrections in pencil on the music was a vital part of the lesson. Professor Jane Eaglen (Baldwin Wallace College, Berea) told me that her music scores still had her pencil markings from her old teacher, Joseph Ward. She put it this way: “I tell my

Shortly after I returned from the States I heard an interview on Radio 4 with a professional jockey. When asked about the key to his success he said: “If you hesitate before a jump, you’ve lost it. You have to go for it; it is all about confidence”. Much of the great teaching I observed during my research trip dealt with this aspect of performance: having courage as well as enthusiasm. A heightened kinaesthetic awareness is an important asset for a singer in order to process the technical information given by the teacher, but generosity and the intention to express and share music through the voice – that is something fundamental to the making of a singer.

I would like to express thanks to my American colleagues for their generosity in allowing me to observe their lessons and to all of the young singers who agreed to me observing a part of their learning journey.

My thanks also go to the Walter Hines Page Scholarship Trust, the English Speaking Union, the Educational Institute of Scotland and the Royal Conservatoire of Scotland for their generous support of my visit, the fruits of which will hopefully benefit many young singers in years to come.



Helen Lawson was born in Northumberland and studied singing at the Royal College of Music and the National Opera Studio in London. She has appeared as a soloist in opera houses and concert halls at home and abroad.

Helen is a Lecturer in Vocal Studies at the Royal Conservatoire of Scotland.



**Royal Conservatoire
of Scotland**

Before my recital for the
English Speaking Union

McCormac - signing a death-warrant for the Chartered Teacher scheme?

Julie Adams and Antony

Luby of the Association

of Chartered Teachers

Scotland look back over the

history of Scotland's world-

leading Chartered Teacher

programme, and ask why it

has been targeted for

termination.

One of the most controversial recommendations of the McCormac Review is the suggestion that the Chartered Teacher scheme should be discontinued. Here, the authors argue that such a move is not based on any sound rationale and would be damaging to the notion of enhanced professionalism in Scottish education.

A decade on from the publication of 'A Teaching Profession for the 21st Century', one of its fundamental elements is in danger of extinction.

The McCrone Report helped to raise the profile of the teaching profession and one of its key recommendations was the introduction of a new concept - the Chartered Teacher (CT). Following upon '...a very extensive consultation and development exercise... The Standard for Chartered Teacher was grounded in a major research study that included an analysis of the international evidence on accomplishment as a teacher' (Gordon Kirk in TESS, 30.09.11).

For the first time, here was an opportunity for classroom teachers to read and engage with research and contribute to changes in education in a meaningful way. Initially classroom teachers at the top of the main scale who had maintained a reflective journal could apply for a certificate of eligibility and apply to a university to study the first module. Upon passing Self Evaluation of Professional Development the candidate had the option of studying with the GTCS accreditation route; or continuing with university studies to complete a Masters level degree in Advanced Professional Studies.

Those who took up CT studies did so as a personal decision and bore the cost of paying for the degree modules. CT study is far from easy: each of the 12 modules carries many hours of study - all of which must be directly linked to the teacher's own classroom practice. Far from being an ivory tower exercise, this allows current theory and innovation to impact on practice, and so enhances teacher autonomy.

It should be noted that the areas of study for CT mirror those at the heart of the development of Curriculum for Excellence- and CTs are ideally placed to lead such change. This was a factor when the Donaldson Report recommended that CTs' expertise should be harnessed and earlier when the Standard for Chartered Teacher was revised.

CTs are the research and development wing of education. Indeed, Gordon Kirk makes this very point in the aforementioned TESS article. They are required by the revised standard to be au fait with developments in educational research. Many are actively involved in driving change, leading CPD, and conducting

research. While CT is a qualification rather than a post, it is an opportunity for leadership. Indeed, respected academics including Jenny Reeves (Director of CPD university of Stirling) have celebrated its diversity - and the fact that the CT is free from the restrictions of a management job specification.

An example of such leadership was the setting up of the Association of Chartered Teachers Scotland (ACTS) in December 2008, followed by an inaugural reception at Holyrood in March 2009. The vision of ACTS is to facilitate and encourage communication and collaboration within a community of CTs. The association has five main aims:

- to support the community of CTs in all its forms;
- to encourage communication and collaboration between CTs;
- to encourage the provision of appropriate level CPD opportunities for CTs;
- to develop awareness of the professional identity of CTs; and
- to make representation on issues affecting those in ACTS.

During its existence ACTS has engaged in a variety of activities such as our recent Teachers-as-Researchers seminars and our highly regarded national conferences. But all of this activity is threatened by the wrong-headed recommendation 19 of the McCormac report. As an eminent professor recently remarked, 'this recommendation represents a highly selective and most curious interpretation of the evidence that is included in the Analysis of the Call for





Evidence Responses (to the McCormac Review team).’ Indeed, this analysis clearly states that no less than 75% of the respondents from the education community are against a discontinuation of the CT Scheme. Split almost equally, a small majority wish to retain the scheme as it is unchanged, whilst the remainder wants to retain the CT scheme subject to it being reviewed and revised.

From an educational perspective it is ‘the will of the people’ that the CT Scheme should continue, albeit subject to revision. ACTS would welcome such a move and is happy to work with interested others in overcoming some of the difficulties within the current scheme. Although as Professor Brian Hudson points out, ‘these problems have more to do with failure in terms of policy and decision making at a local level... rather than with the CT Scheme itself’ (<http://acts.edublogs.org/2011/10/10/ct-futures-message-of-support-from-professor-brian-hudson/>).

It is in the interests of both our pupils and the teaching profession, especially our younger colleagues, that the Chartered Teacher Scheme be enabled to thrive and prosper.

Julie Adams and **Antony Luby**, on behalf of the ACTS Committee

INTRODUCING MUSIC

Lincoln Abbotts, Chief

Executive of the charity

Music for Youth explains the work that the organisation

FOR

At the age of thirteen I had my first experience with Music for Youth as a flautist with the Staffordshire Youth Wind Band at the Schools Prom at the Royal Albert Hall. The opportunity to perform in a major venue was a significant early influence on me.

YOUTH

As an organisation, we are committed to illuminating the artistic, educational and career possibilities that exist for any young musician. Over the years we have developed the typical “offer” for a young musician that takes part in our Season beyond that of performer within their

has been doing with young people across the UK for the past 40 years, and highlights some of the key events planned in Scotland over the next 12 months.

Music for Youth (MFY), a music education charity that works annually with 100,000 young people across England and Wales is launching its Festival Series in Scotland.

Music for Youth offers high quality performance, workshop and collaborative opportunities to young people. Over the next three years, in partnership with Creative Scotland, we will be expanding our existing season of events to provide inspirational performance opportunities for groups from across Scotland, alongside our existing festivals in England and Wales.

For MFY, this is an incredibly significant and exciting development and we are looking forward to all the educational and artistic learning that will take place as we get to know young musicians, teachers and parents.

Founded in 1970, 2.4 million young people ranging in age from four to twenty-one, have taken part in MFY’s Season of events. Over the years, artists including Julian Lloyd Webber, Evelyn Glennie, Nigel Kennedy, Michael Collins, Jason Yarde, Thomas Adès, Simone Rebello, John Harle, Gary Barlow, Ian Belton and Matthew Barley have all taken part in MFY’s events.

group by providing broader experiences such as taking part in a new arrangement, masterclass, collaboration or commission.

We launched our work in Scotland at Perth Concert Hall at the end of October with the Perth Prom, a free concert for 1,000 children and young people from across Scotland. In addition to the Perth Prom, a unique ensemble Ceòlraidh, consisting of forty young musicians from the Highlands, Orkney, Edinburgh, Glasgow, Moray, Ayrshire and the Western Isles was put together to perform at the MFY Schools Prom at London’s Royal Albert Hall in November.





A central driver to our work is in encouraging participation from all sectors of the community and all our events are free to participate in. The Regional Festivals are the gateway to the MFY Season and is one of our most significant strands as it has the greatest reach, currently involving around 50,000 young musicians.

With the support of Creative Scotland we will be hosting Regional Festivals in Spring 2012 in Glasgow, Perth and Inverness, showcasing local young musicians and promoting cross border collaboration.

These festivals are a great opportunity for groups of all experience, background and genre to perform to new audiences, listen to other groups and get valuable feedback from the MFY Music Mentors. MFY has a team of over forty mentors including musicians such as Adey Grummet, Andrew Skeet, Sarah Watts and Andy Grappy. Our music mentors play a central role within the work that MFY does. Providing inspirational feedback and encouragement to the groups that take part in both the Regional and National Festivals, the mentors are key to helping our participants grow musically.

Moving into the summer, the 2012 National Festivals will take place in Perth on 8 June at Perth Concert Hall and in Birmingham from 2-7 July, presenting a programme that will be both ambitious in scale and inspirational in content for students, their teachers, supporters and families.

All groups from the Regional Festivals are invited to come and be part of the National Festivals. We can only accommodate a relatively small number of groups on the

main stages of the festivals but there are lots of workshops and outdoor stages for other groups to get involved in and we will continue to encourage all groups that take part in the Regional Festivals to come and experience the National Festivals.

"Performing with Music for Youth was an exhilarating and inspiring experience. It was my first taste of professional music making."
Lucy Shaw, Freelance musician.

The culmination of the MFY Season is the Schools Prom concerts - the ultimate celebration of the UK's diverse young music-makers. The 2012 concerts will take place on 12, 13 & 14 November. More and more high quality and original music will be performed, with more groups collaborating, more unexpected moments and of course more groups from Scotland taking to the stage of the world's most famous concert hall.

To enter your group to take part in a Regional Festival log onto the Music for Youth website www.mfy.org.uk

Get in touch. Get involved!

"The festival was such a positive experience for all our pupils. They were buzzing with excitement and extremely proud of their achievement." 2011 Group leader.

2012 KEY DATES

17 FEBRUARY
GLASGOW FESTIVAL,
LOURDES SECONDARY SCHOOL

17 MARCH
INVERNESS FESTIVAL,
CULLODEN ACADEMY

25 MARCH
PERTH FESTIVAL,
PERTH CONCERT HALL

8 JUNE
NATIONAL FESTIVAL SCOTLAND,
PERTH CONCERT HALL

2-7 JULY
NATIONAL FESTIVAL,
BIRMINGHAM

12-14 NOVEMBER
SCHOOLS PROM,
ROYAL ALBERT HALL, LONDON



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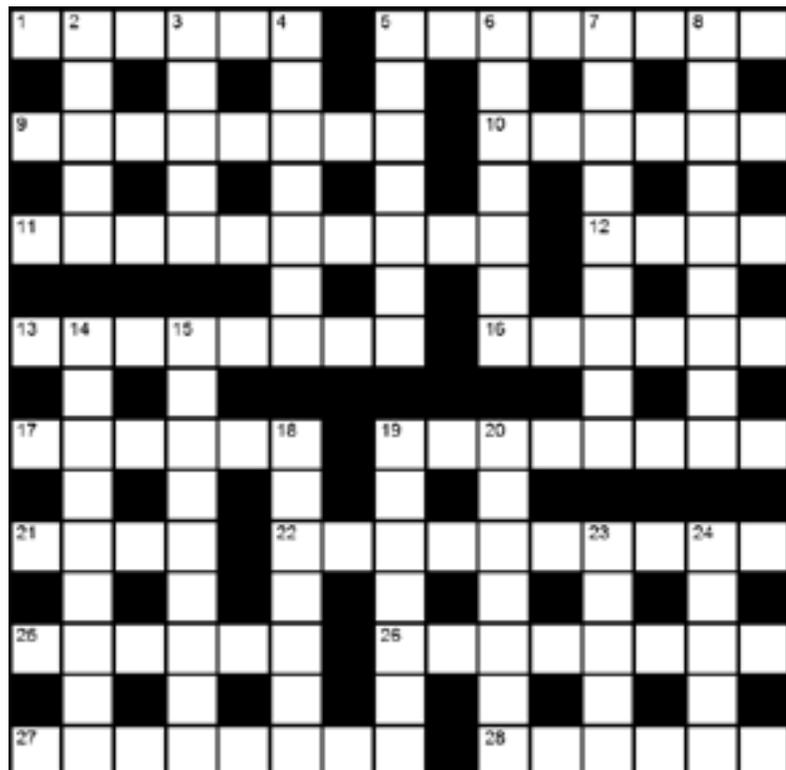


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EIS Crossword 68

in conjunction with **HILTON WORLDWIDE**

Work out and win a midweek break for two people, staying at the Hilton Dunkeld House Hotel enjoy bed and breakfast for two nights with dinner on the first evening*



Name _____

Address _____

return to SEJ, 46 Moray Place, Edinburgh EH3 6BH

- Across**
- 1 Religious leader from US state with hip replacement (6)
 - 5 Minor annoyance from a small hole (3-5)
 - 9 Eva Blair became unreliable (8)
 - 10 In a gentle manner I let drop loose yearning at the beginning (6)
 - 11 Teacher of a particular year group might have travelled west on this! (10)
 - 12 Relatively feminine (4)
 - 13 Turn the key to start the fire! (8)
 - 16 Tootsie cover! (6)
 - 17 Settle down, the boat will not move (6)
 - 19 See gross, awkward Princess Fionas perhaps (8)
 - 21 Vigorous British Rail decimal number (4)
 - 22 Sounds like Christopher was angry when he drew lines in a pattern (10)
 - 25 Fabric from scalp, a cassock perhaps (6)
 - 26 Fine soil, everyone you soundly bottle (8)
 - 27 Pasta dish put together by former Beatle and EIS General Secretary reportedly (8)
 - 28 Listen carelessly but join up anyway (6)

- Down**
- 2 Towards the rear where television award was renegotiated (5)
 - 3 Cold layer on top of cake? (5)
 - 4 Grill a football team and a Greek letter (7)
 - 5 Wrap end around the start of the morning (7)
 - 6 Immature insect and French young woman (7)
 - 7 To do with landlords who can set us free (9)
 - 8 Architectural feature involving large intestine and e-travel (9)
 - 14 Sounds like a primate soldier (9)
 - 15 Main aorta bursts for lover (9)
 - 18 Have you been to Mecca? No, but I have a construction set! (7)
 - 19 Alternatively I and poor wise men folded (7)
 - 20 Decide to answer the determination (7)
 - 23 Take delight in the reverse force (5)
 - 24 Counter-intuitively they get worse if you don't picket (5)

Send your completed entry to SEJ, 46 Moray Place, Edinburgh EH3 6BH by Tuesday 10 January 2012. The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



*Competition terms & Conditions:

Prize includes a two-night midweek stay (Sun-Thu) for two people at the Hilton Dunkeld House Hotel. Dinner included on the first evening. Prize is based on two adults sharing a twin or double room. The Prize must be taken before 30th April 2012. Stay dates subject to availability and blackout dates. Cash alternative not available.



The Hilton Dunkeld House is offering a special EIS rate available via www.hiltonpublicsector.co.uk/eis **£105.75** per room, per night inclusive of Dinner, Bed & Breakfast for 2 people.

Crossword 67 answers

Across: 1 Representative, 10 Degum, 11 Authorise, 12 Pharaoh, 13 Drought, 14 Skirt, 16 Talking-to, 19 Dignified, 20 Exact, 22 Anosmia, 25 Side arm, 27 Magnifico, 28 Chime, 29 Sinking feeling.
Down: 2 Engraving, 3 Rumba, 4 Spaghetti, 5 Noted, 6 Apologise, 7 Icing, 8 Electro, 9 Adopts, 15 Triumviri, 17 Lodestone, 18 Gradation, 19 Dharmas, 21 Timber, 23 Organ, 24 Aping, 26 Ducal.



Classifieds

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

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

The Editor welcomes your letters but reserves the right to edit them. Please write to: The SEJ Editor, 46 Moray Place, Edinburgh, EH3 6BH F: 0131 220 3151 E:sej@eis.org.uk Please note that to be considered for publication, letters sent must include a full postal address. All opinions expressed in letters and articles are those of the individual authors and do not necessarily reflect EIS policy.



Learning never to forget the Holocaust

Dear Editor,

On August 5th, 2011, I was lucky enough to be a part of a group of 22 teachers, from the United Kingdom, who boarded a plane for Israel. We were about to embark on a ten day course, organised by the Holocaust Educational Trust, at Yad Vashem – The International School for Holocaust studies. This was to be an intensive course focusing on how to teach the Holocaust more effectively.

Yad Vashem's motto is 'Remembering the Past, Shaping the Future' and that is exactly what I intend to work on achieving going forward. The course not only gave me a multitude of stories to help both me and my students remember the past, but also, lots of inspiring ideas to help overcome what is, for me, the biggest challenge – the ability to teach the Holocaust correctly. The Holocaust was a terrible chapter in history and getting the teaching of it right will, I hope, help to raise awareness in our young people and help them to develop into responsible citizens who are more tolerant of others.

During my time in Israel, I discovered a plethora of resources which will provide pupils with interactive learning experiences. Amongst the resources available included survivor testimonies such as those available on the Trust's Bafta-award winning resource 'Recollections; Eyewitnesses Remember the Holocaust', as well as websites, textbooks and films. This will allow me to select a variety of media to engage my pupils in the subject as fully as possible.

I have learned about the boundaries which should be respected when teaching this topic. Although they can be powerful, images and movies which deal with piles of bodies are not effective. Yes, they show the horror of the Holocaust and what human beings can do to one another but they do not allow pupils to see the victims of the Holocaust as real people. Pupils need to be able to relate to the victims of the Holocaust in order for them to be able to make sense of what they are learning. To help our pupils reach this level of understanding, we must show them who these people were; that they were not born victims but in fact they were normal people, just like our pupils.

In addition to understanding where the boundaries lie, my eyes have been opened to a multitude of stories which can be used to help pupils learn about the Holocaust. I have learnt that pupils must be shown what life was like before the war to be able to understand what was lost, that they see the horrific ordeals, in the ghettos and in the

camps, what millions of Jews went through. During this time of darkness, there was, for some, a glimmer of light. There were Jews who risked their lives to resist the Nazis and there were also non-Jews (known by Yad Vashem as Righteous Among the Nations) who risked everything to help those being persecuted.

I am hopeful that, with the implementation of a Curriculum for Excellence, there will be much opportunity for the development of cross-curricular links to enable effective teaching of the Holocaust. For me, it is important that, as pupils make their way through school, they have a chance to study the Holocaust from different angles and in greater detail as they mature.

I have learned that we cannot and must not forget the stories of the individuals who suffered through the Holocaust. We must remember those who lost their lives, those who survived and those who took action to try and rescue the Jews of Europe from extermination. As a teacher who has attended this outstanding course I feel I have a responsibility to help educate pupils about the plight of European Jewry in the Second World War. I hope that I will do them justice by helping my pupils to remember the past to shape their own futures.

Hazel McNair
Aberdeen

Editor's note

Look out for a special feature on the Holocaust Educational Trust in the next edition of the SEJ, as we follow a group of Scottish pupils and teachers on a visit to Poland as part of the "Lessons from Auschwitz" programme.

Photo by Yakir Zur





life assurance



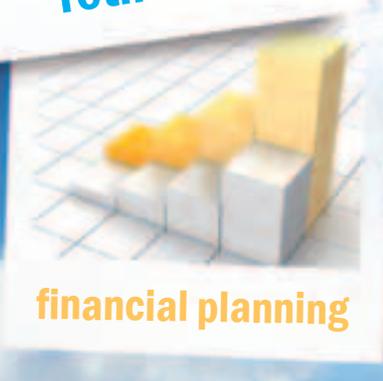
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