



The Scottish Educational Journal



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October 2010
Vol. 94
Issue No. 05



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Facing the future with Scotland's new teachers

Welcome to the first SEJ of the new term, as we look forward to an important year for the future of Scottish education. Schools across the country are fully focused on the implementation of the *Curriculum for Excellence*, as this year's pupil intake settle in to their classrooms as the new learners of the CfE generation.

Also settling in to schools across the country are this year's new intake of probationer teachers, who arrive fresh from initial teacher education full of enthusiasm and excitement at the chance to play their part in a bright future for Scottish education. As the workload implications of the implementation of CfE become ever clearer, there is an obvious need for thousands of new teachers in our classrooms.

But will these new induction year teachers themselves face a bright or a bleak future? In recent years, local authority cutbacks have led to a decline in the number of teachers employed in our schools and a dearth of opportunity for thousands of teachers on the completion of their induction year.

There is clear evidence that local authorities are abusing the spirit of the induction scheme, by employing a continuing cycle of probationer teachers year on year without the offer of permanent jobs for more than a handful of these new teachers. The induction year was implemented to ensure a steady supply of fully qualified new teachers each year, not to provide local authorities with an easy method to cut costs by employing probationers at a lower rate rather than new teachers on the main-grade pay scale.

It is scandalous that local authorities are taking this approach, and that the Scottish Government are sitting by as teacher numbers decline and new teachers are left without employment. This is a bad deal for both the thousands of enthusiastic new teachers whose skills are going to waste, and also for the pupils in our schools who see no stability in their classrooms with frequent and unsettling changes to the teacher complement within their school.

The EIS will continue to fight for the rights of all our teachers and pupils, and to campaign against the damaging budget-cutting agenda that is causing so much damage to our education system. The Scottish Government and local authorities have made commitments to our teachers and pupils on class sizes, teacher numbers and to delivering the resources for the *Curriculum for Excellence*. The EIS, through our *Why Must our Children Pay?* campaign, will continue to hold them to account on their promises.

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Planning the Future

Cover Story

08



Protecting teaching jobs and pensions at TUC

The EIS delegation, which included President Kay Barnett and Vice-President Alan Munro, played a prominent part at this year's Trades Union Congress (TUC) in Manchester.

Ms Barnett proposed a motion on graduate unemployment (see feature on page 11) which won the overwhelming support of Congress.

And Mr Munro spoke on a major motion on public sector pensions, telling delegates: "Despite the recent insulting references to 'gold plated pensions' by the Deputy Prime Minister, and the ignorance he and others in power have displayed of the facts of public sector pension schemes, it is imperative that we engage with and



Alan Munro

Image: Alan Richardson

inform the Hutton Inquiry (on Public Sector Pensions) of the financial realities in retirement which are, and will be, experienced by our many members."

Mr Munro added, "The challenge for us is to move the focus of the debate, by engaging with Hutton, asserting that the solution lies in improving occupational pension provision in the private sector and not decimating current public sector provision, thus ensuring all workers have an entitlement to high quality pensions and comfort in retirement. We must reject the idea that we should take part in a 'race to the bottom' where the poorest provision exists." ●

See related article on p14 of this SEJ for more on protecting teachers' pensions.

Why Must our Children Pay?

The next stage of the EIS Why Must our Children Pay? campaign will commence with a March and Rally, organised in conjunction with the STUC, to be held in Edinburgh on Saturday 23 October in Edinburgh.

Following the success of the initial EIS event in Glasgow in March, a strong turnout at this March and Rally is essential to attract further publicity to the campaign to fight public sector cuts. ●

See the feature on p12 of this SEJ for more information on this important event.



Family leave and leave during sickness

The Scottish Negotiating Committee for Teachers (SNCT) has agreed changes on annual leave provision arising from sickness and maternity. These changes can be viewed on the SNCT website (www.snct.org.uk).

Family Leave

When teachers and associated professionals are on family leave and unable to take contractual annual leave such leave will continue to accrue. The EIS will assist members who have not been provided with appropriate leave. In each year covered by the family leave the member must receive statutory leave which is 28 days. The balance of leave can be taken as paid leave or paid in lieu of leave. Any untaken leave entitlement can be carried forward to the next leave year.

Sickness

A member who is ill during an entire leave year is entitled to take statutory leave, which is currently set at 5.6 weeks (28 days) if he/she has been unable to take holidays. This leave entitlement can be carried forward to the next leave year. Where a member has had annual leave in excess of 28 days but is ill during a holiday period the member will be entitled to compensatory leave of 2 days for each week of absence. ●

If you require additional advice please contact your local association Secretary or the Employment Relations Department at EIS HQ.

Online Community for Music Instructors launched

As part of the ongoing development of the EIS website, a new online community for Music Instructor members has been launched.

The new online community, which can be accessed via www.eis.org.uk, will allow Music Instructor members across the country to discuss important issues relating to their work and their employment in a safe and secure online environment.

The EIS hopes to roll-out online communities for other groups of members in the near future. Look out for further updates soon. ●

Curriculum for Excellence Concerns

The next edition of the dedicated Curriculum for Excellence Bulletin, published by the EIS for all members, will be in establishments soon. As schools across the country continue to work on implementing CfE, the EIS will continue to campaign for improved support and resources for schools and development time and CPD for teachers.

The EIS has also recently undertaken a survey of members' concerns on CfE issues, and the results will be published shortly. ●

Campaign to end prostitution in Scotland

In December last year a campaign to criminalise the buying of sex (not the selling) was launched by Glasgow City Council, Strathclyde Police and MSP Trish Godman. This was backed by support groups, unions, faith groups, councillors and other MSPs.

The aim of the campaign (which has a website End Prostitution Now) was to raise awareness of the harm done to women through prostitution and to change the focus from the women to the punters who have traditionally been left out of the public debate.

Traffickers move in when a country has a major sporting event as the demand for paid sex at these occasions always exceeds the supply. Ms Godman is particularly concerned that this legislation is passed before the 2014 Commonwealth Games, which will be a magnet for an influx of trafficking to these shores. ●

Members can support the campaign by logging on to the [End Prostitution Now website](#) and writing to MSPs from there.

An invitation to respond to GTC Scotland consultations 2010

In January 2008 the First Minister announced that the General Teaching Council for Scotland would be established as a 'self-regulatory, profession led body, along the lines of the General Medical Council.' Consultation followed focusing on some key functions of the Council and in January 2010 the response to that consultation was published.

To enact the resultant changes to the Council, regulation will be placed before Parliament in September 2010. The current 12th Council will continue to exist in the meantime with the 13th Council being the first to operate under the new legislative framework in late 2011 or early 2012.

The General Teaching Council for Scotland is now moving to a period of consultation with stakeholders.

Two consultations will shortly take place:

Consultation on the Election and Appointment of Council Members
29th September 2010 closing on 29th December 2010

The GTCS needs to decide on several key points relating to how to elect and appoint people to sit on the Council. Your views are important on these proposals relating to how registered teachers are elected and public interest members appointed to a future independent Council.

Consultation on Registration and Standards Rules
1st October 2010 closing on 3rd January 2011

This second consultation proposes new registration and standards rules and a revised statement of the principles governing exceptional admissions to the register. These rules will apply to those seeking registration (or re-registration) with the General Teaching Council for Scotland, as well as those already registered with the Council who are looking to gain professional standards awards.

Responses will be published around March 2011.

To read more details concerning both consultations and to take part please go to www.gtcs.org.uk ●

Festival Theatre to Provide Free Copies of The Secret Garden for all Edinburgh and Lothian Primary Schools

The Festival Theatre is delighted to announce an exciting new Education Project to coincide with the venue's spectacular in-house Christmas production, *The Secret Garden*.

Organised by the theatre's Education Department, the scheme will offer every Primary 7 class in Edinburgh and the Lothians free copies of Frances Hodgson Burnett's classic novel for each of their pupils along with detailed study resources. With many schools already signed up, the project is expected to engage with almost 10,000 young people.

Emma Robertson, Education and Audience Development Officer for the Festival Theatre, said: "We are delighted to be in a position to offer such a wonderful opportunity to local schools. *The Secret Garden* is a magical story, so we're very much looking forward to exploring it with schools and to staging our musical version in December."

The books, published by Penguin Popular Classics, will be accompanied by study materials and practical exercises linking



SPECIAL OFFER FOR SEJ READERS: see p25 for exclusive cut-price ticket offer on *Secret Garden* Tickets.

to the Second Level Curriculum for Excellence which will be available at www.secretgardenmusical.co.uk.

The *Secret Garden* musical, created by Lucy Simon and Marsha Norman and directed by Anna Linstrum, will become the latest in a line of exciting new in-house musicals produced by the Festival Theatre. The show runs for five weeks from Thursday 9 December 2010 to Saturday 8 January 2011. Then, at the invitation of Canada's most prolific theatre producer and theatre manager David Mirvish, the production will transfer to the Princess of Wales Theatre in Toronto, Canada. ●

Biff, Chip and Kipper enter a new dimension...



P3 pupil Aidan reads *Time Chronicles* to baby brother Magnus.

Children and teachers alike will be delighted that the magic of their favourite book characters Biff, Chip and Kipper is set to continue with the launch of *Time Chronicles*, 12 brand new chapter book adventure stories for primary pupils (ages seven to nine).

Biff and Chip are now ten, Kipper is eight and Wilma has started secondary school. In these new *Time Chronicles* adventures, the children embark on a journey through significant historical periods, from Ancient Rome to Britain in World War Two, via Renaissance Italy and Tudor London.

Time Chronicles opens new doorways for readers to engage with different historical periods, and the books also introduce ideas from science and geography - making them perfect for the cross-curricular teaching that is central to the *Curriculum for Excellence*. With fact files and glossaries to help pupils build their knowledge and understanding, these exciting historical adventures will get primary pupils thinking, talking and exploring history.

Primary 3 pupil Aidan from Falkirk says, "We all liked the *Time Chronicles* book - even our teacher! It was good because we already knew all the people in the book, even though they were older now. It's a bit more difficult than the Magic Key books, but the story is really interesting and the time-travelling idea is good as well!"

Written and illustrated by Oxford Reading Tree's award-winning duo author Roderick Hunt and illustrator Alex Brychta, along with David Hunt. Each stage comprises of six individual titles to make an exciting chapter book series. Each story includes comprehensive inside cover notes to support teachers and parents. ●

For more information and free downloadable resources visit www.oxfordprimary.co.uk/timechronicles

October Council News

Move to immediate action on CfE work to rule rejected



Aileen Barrie: Legal advice needed on CfE.

The first national Council meeting of the new session was dominated by discussions around the campaign to fight budget cuts and the implications of the introduction of the *Curriculum for Excellence*.

In a lengthy debate, following an amendment proposed by John Inglis (East Lothian), Council overwhelmingly rejected a move towards an immediate timetable for a proposed work-to-rule on *Curriculum for Excellence*.

Mr Inglis argued, "This is intended to send a clear message on exactly what a work to contract will look like and how it will work."

The EIS AGM in June had resolved that Council should 'investigate and consider' the legal implications of a possible work to rule on CfE.

Opposing Mr Inglis' amendment, EIS Vice-President Alan Munro said, "We are well aware that there are a significant number of teachers out there struggling with the workload associated with CfE, and we are working to address those concerns. But we must be absolutely sure of our legal position before we make any move on potential industrial action in relation to this issue."

Andrew Fullwood (South Lanarkshire), supporting the amendment, said "The anti-trade union laws that we are concerned with are just that, anti trade union. Perhaps these laws may have to be broken in order to carry forward AGM decisions on a work to contract on CfE."

But Salaries convener Dougie Mackie argued, "We cannot just ignore the laws as they stand – this could place our members in breach of contract and cause them, and our proposed work to contract, very serious difficulties."

Aileen Barrie (North Lanarkshire) agreed, saying "The suggestion that we ignore these laws and press ahead with industrial action regardless would result in our members losing pay and

potentially open the EIS up to legal action for organising illegal industrial action."

In summing up, Vice President Alan Munro told Council, "the law is the law, and we have to work within it. It is simply irresponsible to suggest otherwise."

Council members agreed it was sensible to continue to explore the legal position before taking any action, and overwhelmingly rejected the proposed amendment. ●

Rumours on Pension lump-sums

Salaries convener Dougie Mackie updated Council on early developments in the Hutton enquiry into Public Sector Pensions and advised that the interim enquiry Report was set to be published shortly.

Mr Mackie also addressed recent persistent rumours that the Report would recommend making pension lump-sums taxable in the future. Mr Mackie told Council – "The issue of possible taxation of lump-sums is not part of the remit of the Hutton review. Any move to tax lump-sums would have to take place through a Treasury decision, not as part of the Hutton review process." ●

HE Lecturers reject Pay Offer

Mr Munro informed Council that EIS-ULA members had rejected the latest pay offer from their employers. The offer – a 0.4% pay increase without any adequate assurances on job security – had been deemed wholly unsatisfactory, and the dispute was now going forward to ACAS, said Mr Munro. ●

STUC St Andrews' Day March & Rally against Racism and Fascism

Council members were informed that this annual important event will this year take place on Saturday 27 November, 2010. Further information will be available shortly via the EIS or direct from the STUC website – www.stuc.org.uk ●

Unite Against Fascism appeal

The EIS will donate £1000 to a UAF appeal to support a range of events, including a national demonstration on Saturday 6 November, as the result of a successful move by Hugh Donnelly (Glasgow). ●

Image: Brian Cooper



Debating Free Schools - EIS President Kay Barnett, Vice President Alan Munro and Salaries Convener Dougie Mackie welcome Fredrik Mandelin from Swedish Education Union Läraförbundet to EIS HQ. Mr Mandelin gave a presentation on the Swedish Free Schools model to EIS elected members.

Image: Mark Jackson



United for Education: EIS National Officer David Belsey (right) presents signatures on the petition to fight Further & Higher Education cuts to Cabinet Secretary Mike Russell.

The Future is Bright?

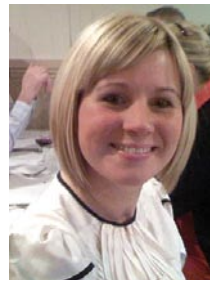
This month's SEJ cover feature focuses on the future for Scotland's new teachers as this year's probation year teachers settle into schools across the country. The guaranteed induction year for newly qualified teachers has been one of the great successes arising from the 21st Century Teaching Agreement and offers a properly supported first year in teaching for all graduates from Scottish Teacher Education Institutions. While concerns remain over the decline in teaching posts available to new teachers across Scotland, the enthusiasm of new graduates remains a bright light for the future of Scottish education. Here, a new teacher shares her own personal experiences of the early weeks of her induction year.

Week Five of my probation year and I find myself caught up in 'to-do' lists that frankly never seem to end. My husband is sick of laminating and I have consumed more coffee and chocolate than I dare think about. I continually complain that there are not enough hours in the day and, if my children would permit me, I am positive that I could sleep for a week!

'So why did I leave a job that allowed me to jet set around the world for this...?'

Well the simple answer is that I became a parent. I was inspired to teach after being struck by an immense satisfaction each time my son understood and developed a new skill that I had taught him. Above all, I was motivated by how enjoyable teaching and learning could be for both of us. I have always believed that teaching, like parenting, is one of the most special and important jobs you can do and for the most part, on the days when you don't feel like screaming, it is fun and very rewarding.

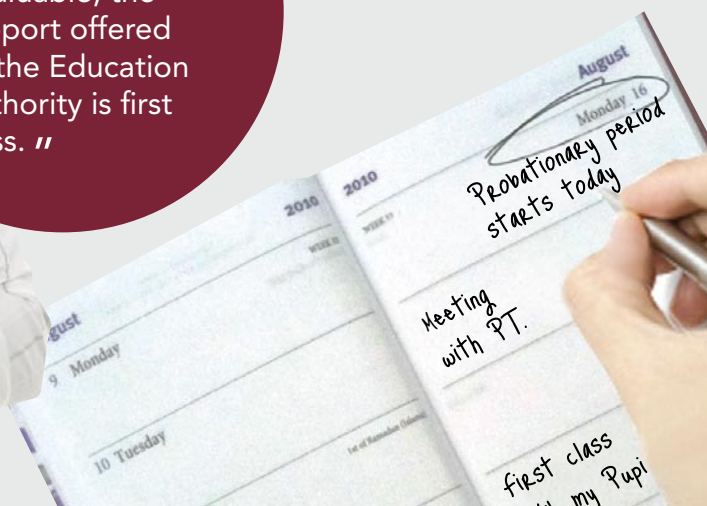
" I find that the CPD probationer courses are invaluable; the support offered by the Education Authority is first class. "



It is safe to say that university does not prepare you for the live performance in front of your own class, ITE gave you the lines - prepare a lesson plan, but not how to deliver or deal with the characters within the classroom - this you have to work out for yourself.

Last week I joked with one daydreaming pupil, who rarely completes work, that if she finished all her work; I would be so thrilled I would run around the class singing. Now I am fully aware that this is not one of the motivational strategies advocated by my lecturers at Glasgow University. However, I can assure you that there was smoke coming from that pencil! So after the jotter was placed under my nose accompanied by a wide grin I kept my promise! Yes, it was a moment of pure madness but not wanting to lose a teaching moment I asked her what did this show and she replied "That I can finish my work when I try". My sheer humiliation was worth it.

I am extremely fortunate to be back at the primary school where I had my second placement during ITE. As I already knew the staff I have been able to settle into the school very quickly. My point three partner Margaret is fantastic and I really could not have come this far without her. I feel that I am able to ask her, or any other member of staff, any questions without feeling silly and believe me I have asked some crackers.



COVER STORY



I find that the CPD probationer courses are invaluable; the support offered by the Education Authority is first class. However, meeting and networking with my peer group is as important. There is solace in knowing that I am not alone and that many of my probationer friends feel the same way. We share our worries and woes along with the things that have gone well.

So 'Week Five' of my probation year, how do I feel? I love teaching and I know I have made the right choice.

Lynn McColl is a probation year teacher in West Dunbartonshire

" I was motivated by how enjoyable teaching and learning could be. "

ADVERTISEMENT

Education (Additional Support for Learning) Education Act 2009 and Support for All - Information Events

PURPOSE

The purpose of these events is to disseminate information about the commencement of the Education (Additional Support for all Learning) Education Act 2009; placing the legislation within the context of the Support for All Framework and Curriculum for Excellence.

The 2009 Act is due to commence on 14 November. We plan to hold three information events prior to commencement and four events post commencement (February 2011). In addition we will be looking to hold one information session for parents to ensure that they are aware of the new provisions and to hear their experience of the legislation.

These events will be part of the wider communication and dissemination strategy for Support for All. Ensuring that we build awareness across a wide audience of how the different support networks work together to support all children and young people.

TIMINGS

All three events will be a half day session, starting with coffee on arrival at 9am for a 9.30am start, allowing time for a mid morning coffee break and closing for lunch at 12.30 p.m.

DATES AND VENUE

The following dates and venues have been booked for each event.

- | | |
|-------------------------------|------------|
| • Glasgow Hilton | 1 November |
| • Edinburgh Caledonian Hilton | 4 November |
| • Inverness Ramada Jarvis | 9 November |

Places can be booked from

Jane Clifford,
Support for Children and Young People, Learning and Teaching Scotland
Email: j.clifford@LTScotland.org.uk

Lack of opportunity for new teachers is damaging education

While Scotland's induction scheme for new teaching graduates has been one of the great successes brought about by the 21st Century Teaching Agreement, the prospects for teachers following their probation year are growing less bright. As local authorities continue to cut teacher numbers and fail to replace retiring teachers, many new teachers are struggling to find secure employment in Scottish schools. Here, EIS General Secretary **Ronnie Smith** explores the damaging impact of teaching cutbacks for post-probation teachers.

The figures of the number of new teachers gaining permanent employment paint an alarming picture of the prospects for thousands of newly qualified teachers and for Scottish education.

With only one post-probation year teacher in ten being offered a permanent teaching post for the new term, thousands of enthusiastic young teachers are now facing a very uncertain future.

Based on recent GTCs survey figures, the number of new teachers gaining a permanent post has been falling dramatically in recent years, from 39.5% two years ago to 30% last year and now the prospects for this year look even worse.

Thousands of our brightest young teachers are being forced into accepting short-term, temporary contracts which provide scant security for them and no stability for the pupils in our schools. We are witnessing significant falls in teacher numbers nationally, with almost 3,000 fewer teachers working in our classrooms than two years ago.

The fact that so many of our newly qualified teachers are unemployed or under-employed on very patchy, short-term, contracts is a tragedy not only for these individual teachers but also for Scottish education and its pupils.

These enthusiastic new teachers, many of whom will have invested five years of their lives studying and training to become teachers, have made considerable sacrifices, both personal and financial, with the aim of making a positive contribution to our schools and young people. Many will have families to support, and may have given up other jobs or passed on other opportunities in order to enter teacher education.

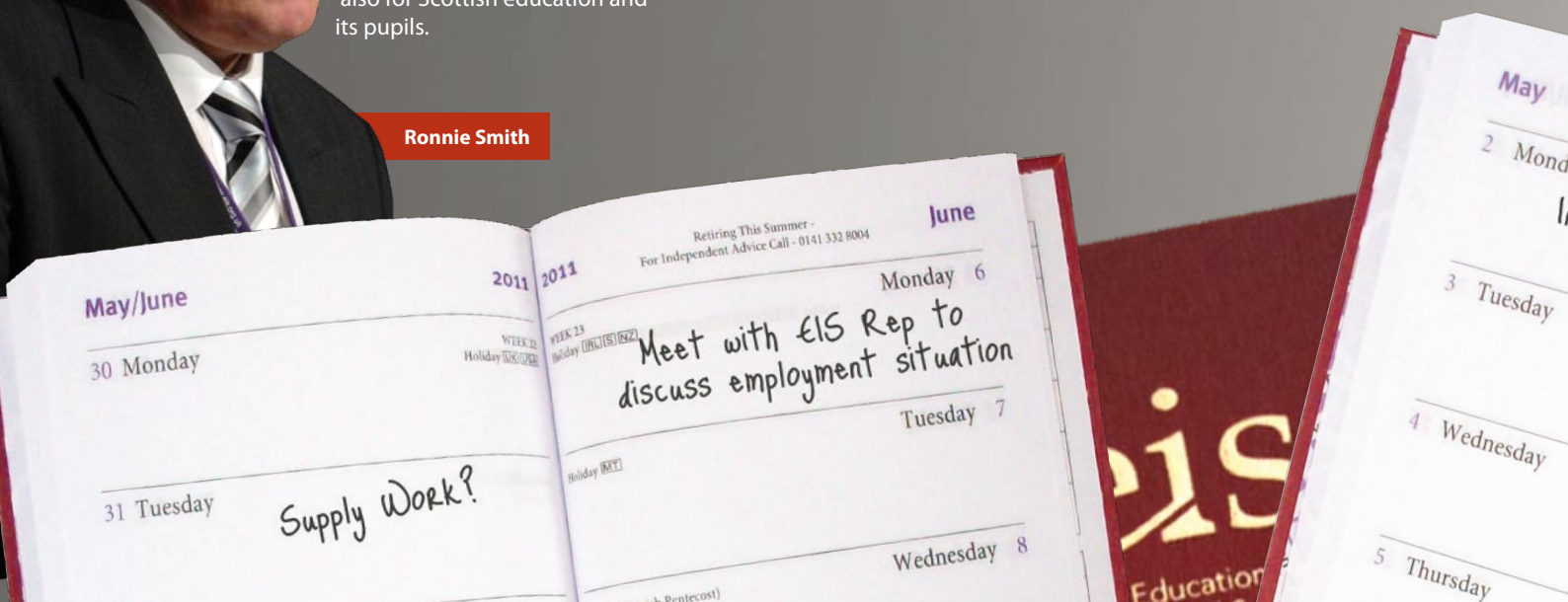
Having encouraged more and more people into teacher education in order to meet the growing need for new teachers in our schools, there is a clear obligation on the part of the Scottish Government and local authorities to provide a fair and appropriate level of opportunity for these new teachers.

It is a massive waste, both in human costs as well as financial costs, for these new teachers to be left unemployed or compelled to seek other jobs outside of teaching.

The figures for post-probation year employment give a clear indication that urgent action is needed to reverse the declining number of teachers in our schools. The Cabinet Secretary, Mike Russell, must take action to ensure that local authorities employ more teachers. Currently, experienced teachers are retiring and are just not being replaced, leading to fewer teachers in our schools and larger class sizes for our pupils.

Without decisive action from the Scottish Government and local authorities, the long-term consequences for Scottish education and for the future of Scotland's economy will be devastating. ●

Ronnie Smith



The scourge of graduate unemployment

In moving the main EIS motion to this year's TUC Congress in Manchester, EIS President **Kay Barnett** took the opportunity to highlight the scourge of graduate unemployment and the problems facing recently qualified teachers and post-probationers in the teaching profession.

There are serious problems with graduate unemployment affecting both the public and private sectors across the UK, but it has to be set in the wider context of the drastic consequences of the economic mess which we are currently facing – a mess which exacerbates unemployment and is likely to get much, much worse as a result of the “Demolition” Government's response to the deficit.

Last year graduate unemployment rose by 44%, with 59% of graduates working in jobs unrelated to their qualifications. We now have 70 graduates chasing every vacancy. But it isn't just about statistics or the scale of the problem today but the impact of what is going to happen if the Coalition Government fails to take significant steps to address this problem.

There is the major problem of under employment with many graduates forced into part-time work or unpaid internships as a substitute for proper employment. The coming cuts in public spending will make things even worse since the public sector is normally a major recruiter of new graduates.

This will contribute to turning the clock back to the 1980s – to 1983 when graduate unemployment was at 13.5%, creating a “lost generation” of young people.

And it's not just about personal cost. It is about the economic cost, the economic folly – again, what a waste – of underutilising the nation's skills base as we attempt to steer our way out of the economic crisis and compete in an ever increasing global market.

In education, the situation is very worrying for new teacher graduates in Scotland. In 2006 32% of new teachers found permanent posts. This has dropped each year to the point where, in August this year, only 273 new teachers – around 10% - found permanent posts. And the number of registered unemployed teachers reached a 6 year high this July – what a waste! Many teachers trained in Scotland will now have to seek work outside teaching or leave the country to find employment.

The Government should not be acting in a way that makes things worse. They should be taking positive action – and I don't mean cutting funding for university places for new generations of students.

All unemployment and underemployment is wrong – and a waste. This will do untold damage to our country's prospects as many students face life on the dole.

It is a waste of talent

A waste of ability

A waste of our resources.

Images: Alan Richardson

Kay Barnett



Fighting the Cuts

The SEJ highlights the latest developments in the EIS *Why Must our Children Pay?* campaign to fight education budget cuts, including news of a March and Rally in Edinburgh which is being organised in conjunction with the STUC's *There is a Better Way* campaign.



MARCH AND RALLY to Fight Budget Cuts

Saturday 23 October, Edinburgh

Join the
march!

Ronnie Smith, EIS General Secretary encourages teachers and lecturers to take part in the March and Rally on 23 October

I would urge all members to take part in the upcoming march and rally in Edinburgh on Saturday 23rd October. This demonstration, which is being organised in affiliation with the STUC's *There is a Better Way* campaign, will also form the latest stage of the EIS *Why Must our Children Pay?* campaign. It is important for the campaign that EIS members take part in this event in large numbers.

Assembly is at East Market Street, Edinburgh at 11.00AM, with the March starting at 11.30AM. Following the March, a Rally will be held at the Ross Bandstand in Princes Street Gardens from 12.30PM.

I also urge you to use the EIS *Why Must our Children Pay?* website - www.eis.org.uk/campaigns/why_must_our_children_pay.htm - to provide feedback and examples of how budget cuts are damaging education provision in your own establishment. This information is vital to the EIS campaign, and will continue to inform future strategy and help generate valuable publicity for our cause.

In education, we have already witnessed the first wave of cuts that has led to fewer teachers and lecturers in our schools, colleges and universities, fewer resources for teaching and lecturing, and the scaling back of important commitments such as lowering class sizes and providing free school meals for primary pupils.

Now, local authorities are looking ahead to their next round of budget-cutting measures, including a particularly

ill-conceived and misinformed attack on teachers' terms and conditions.

As we continue with our campaign, it is vital that as many people as possible take part in the March and Rally in Edinburgh. Teachers, lecturers, support staff, students, parents and friends are all welcome at the March and Rally to show their support for education and for our public services.

Please do all you can to attend this event on 23rd October 2010.
Ronnie Smith, EIS General Secretary

Grahame Smith, STUC General Secretary argues 'there is a better way'

There is an economic crisis – it is a crisis of high unemployment and stagnant growth; it is not, as the Government insist, a crisis of the public finances. The Government have systematically distorted and exaggerated problems with the public finances. The UK was never in danger of becoming the next Greece. The rising deficit reflected the collapse in tax revenues and rising cost of unemployment benefits during the recession. It was not caused by out of control public spending.

History does not support the Government's assertion that cuts will be good for growth and jobs. But history does support the STUC's belief that deep and premature cuts will lead to persistently high unemployment.

There is a Better Way!
Grahame Smith, STUC General Secretary

Assembly is at
East Market
Street, Edinburgh
at 11.00AM, with
the March starting
at 11.30AM

CAMPAIGN UPDATES



How the cuts are damaging our schools

The cases highlighted below are real examples, provided by EIS members via the Why Must our Children Pay? website - www.eis.org.uk/campaigns/why_must_our_children_pay.htm - which highlight the impact that budget cuts are already having in schools, colleges

and universities across the country. While all examples are real, some editing has been carried out and the names of individuals and establishments have been removed to protect those supplying the information.

"Staffing cuts mean that our Depute Heads are now class committed most of the week and that our Head Teacher is the only person available to provide any cover, including illness cover. One day per week ALL Senior Management Team are class committed and there is no one available to deal with any problems that arise in school that day. **A few weeks into the new session and we're already "creaking" under the stress of these cuts.**"

"Since the start of term, we have lost 1.5 Support Staff in the reorganisation. We are about to lose more hours from another member this Friday. This has had an impact on the whole school and the remaining clerical staff are seeing an increase in their workload. Because our assigned First Aider is now only with us 12 hours per week, the headteacher is being forced to cover the medical room over lunchtime as the remaining support staff are required to supervise in the playground. The headteacher says that it is much more difficult to get through to and speak to someone at HQ.

Since the breakfast club has started charging, there is an increase in the level of latecomers in the morning. Overall, there is serious unrest and dissatisfaction being felt in our establishment."

"The school can't afford to pay for in-service for temporary staff so either we come in without pay or miss out on essential training and preparation."

"CPD budget has been cut drastically - all teaching staff have been asked to carefully consider whether they really need to do the type of CPD that costs money..."

Cover for cross-curricular projects and extra-curricular projects has at times been denied. Previously, management was very supportive of these.

Specialist assistants for pupils with ASN have been cut and teachers asked to share classes with other teachers who have gone through a reduction in their contracted hours.

Supply teachers are only brought in in extreme circumstances. Instead, teachers' non-contact times in excess of minimum requirements are being used as far as possible. Consequently, teachers are finding it harder to fulfil all the demands of their job."

"Cluster Support has disbanded, and we have lost our one day a week with the assigned teacher.

Our Principal Teacher retired in June and as the post is frozen, the Headteacher and Deputy Headteacher have had to pick up her remit.

Due to the loss of 1.5 support staff, in spite of the fact that we have more challenging children coming to the school who require support, staff are being disadvantaged as are the children in the class who do not have specific needs. Learning Support is having to be managed within the school and as time is very limited, many children are having to do without.

We got an outstanding report last session from HMIE and part of the reason for that was the team work carried out by both teaching and non teaching staff. The whole dynamics of our school have changed with stress levels rising and work loads increasing. Both staff and children are already feeling the effects of the cuts and things can only get worse!"

"We have had 6 probationer teachers, instead of filling permanent posts. The children suffer because they keep getting different teachers. A surplus teacher was sent to our department and was replaced in her own school by 2 probationers.

53 pupils have a restricted course choice. They cannot study 2 languages - this used to be an option. The council no longer have foreign language assistants. They were a valuable resource. We are unable to offer the courses we offered a few years ago because of lack of funding."



Images: Mark Jackson



Debunking the Pensions Myth



EIS Assistant Secretary Drew Morrice examines some of the great myths that have arisen about public sector pensions. Here, he explains how politically motivated attacks on public sector pensions are based on false assumptions and prejudice, and may actually cost the country far more in the long-term than the Government wants the public to believe.

“Gold-plated public sector pensions” – The “Daily Mail” headline has achieved such a wide currency that it appears that this factor alone accounts for the national debt. For the retired teacher, for whom the average pension is under £10,000, the concept of a gold plated pension is a bit harder to accept.

In the run up to the UK election in May 2010 David Cameron and George Osborne made it clear that the Conservative Party believed it was not affordable for the country to maintain public sector pensions. Indeed, David Cameron referred to a “pensions apartheid” between pensions in the private sector and pensions in the public sector. More recently Nick Clegg, the Liberal Democrat leader, attacked public sector pensions as “unreformed and gold-plated”. Implicit in this lies a view that public sector pensions are funded by the tax payers and not through the contributions of employers and employees.

Lord Hutton has been asked by the coalition Government to conduct an independent review into the future of public sector pensions. Given the view of Government it is hard to believe this will be either independent or fair. Indeed, Lord Hutton, in his call for evidence, makes it clear that after his interim report he will conduct a further round of evidence – gathering on what alternative pension provision should look like. Before reading one word of evidence it appears that Lord Hutton has decided the status quo is not an option.

Although it is claimed by the Government that accrued rights are protected this is simply not the case. The annual uprating of pensions through the RPI (Retail Price Index) has been amended to be uprated through CPI (Consumer Price Index). Before the election Philip Hammond, then Shadow Chief Secretary to the Treasury, stated that: “The Conservative Party has no plans to change the current index-linking of public sector pensions in payment.” The Liberal Democrat Shadow Pensions Minister, Steve Webb (who is now Pensions Minister) stated: “I have confirmed that I regard accrued index-linked rights as protected.” CPI will routinely be lower than RPI and the Public Services Pensioners Council has estimated this may affect a pensioner with a £10,000 pension by £30,000 over 25 years retirement.

The majority of public sector pension schemes, like the Scottish Teachers’ Superannuation Scheme, are notional schemes. Some public sector schemes such as the Local Government Pension

Scheme and the University Superannuation Scheme are funded schemes.

In a funded scheme the contributions of employers and employees are invested and administered by pension trustees. The fund will be dependent on market performance. In a notional scheme the scheme operates on a pay-as-you-go basis. The contribution made by today’s teachers pays for the pensions of those who have retired. The liability in the scheme rests with the Treasury. The contributions are not invested by the Government but are used by the Government which guarantees to fund the liability.

Schemes are subject to periodic valuation conducted by the Government Actuary’s Department. Any trends, such as increased longevity, are flagged up and may lead to revision of contribution rates. The latest GAD valuation of the Scottish Teachers’ Superannuation Scheme concluded that between 1996 and 2001 “taking account of notional investment returns substantially exceeded expenditure, and so the balance increased significantly”. (paragraph 2.10).

Pension Reviews

The vast majority of public sector schemes have been reviewed over the last few years. Each review was based on the Public Sector Principles agreed between the Government and TUC in 2005 which agreed that a “Public Service Pensions are a key benefit of public employment and should be celebrated as such...”

The reform of the Scottish Teachers Superannuation Scheme led to a number of significant reforms. The normal pension age for new entrants was set at 65 and the employees’ contribution rate was raised to 6.4%. It was also agreed that future costs should be shared and that the employer’s contribution rate would be capped at 14%. (The reason why the employer’s contribution rate sits at 14.9% in Scotland is that employers in Scotland agreed with Scottish Government to defer an increase arising from the 2001 valuation (published in 2006) for one year.) - The Pension

...rather than valuing the service of public sector workers the Government decries public sector workers as self serving and a vested interest to be disregarded.



Policy Institute in 2008 concluded that the impact of the reforms reduced the value of benefits from 22% to 19% of salary.

The 2007 Agreement was negotiated between teachers' unions across the UK and relevant pension agencies, scrutinised by the Government Actuary's Department and approved by Treasury.

In light of such recent reforms why have public sector pensions again become such a major issue? The terms of reference of the Hutton Inquiry give away the game. Firstly, Hutton has been asked to have regard to "the growing disparity between public service and private sector pension provision". This includes looking at pensions "as a barrier to greater plurality of provision of public services". Secondly, the interim report, to be delivered by the end of September 2010, requires the Commission to consider delivering savings on pensions within the spending review period... to contribute towards the reduction of the structural deficit".

The majority of public sector schemes are defined benefit schemes, based on final salary. Therefore, teachers will receive a proportion of their final salary based on their years of contributing service as a teacher. Most private sector schemes are defined contribution schemes, where the fixed contributions from salary are invested and the final pension reflects the market value of the investment at retirement. Even if private sector companies have retained a defined contribution scheme the calculations are likely to be based on career average salaries rather than final salaries.

The Real Pension Scandal

The closure of defined benefit schemes in the private sector is the real pensions scandal. During the 1980s when the stock market was thriving many companies took pension "holidays" and did not contribute to pensions schemes at that time. In those years the UK Government enjoyed the financial benefit from public sector contributions. In other words, there can be benefit to the public purse as well as some risk. Even the Office of Budget Responsibility has acknowledged this point.

While the pension situation in private schemes has undermined the future pension of many in the private sector it should not be forgotten that many senior executives do indeed have gold-plated pension provision. In 2008 the TUC published its study of 346 directors from 102 of the UK's top companies who were set to obtain yearly pensions of over £200,000.

The Coalition Government has encouraged the rolling up of long term costs and ascribed these as a current debt which requires to be paid at one go. Public sector pensions are a long term process. Private schemes require to be funded since there is no guarantee that the company will still be around in the future. The state presumably will be. That is why the 2006-07 public sector reforms were based on long term projection.

The Office of Budget Responsibility has disregarded the Treasury's assumption on the discount rate of 3.5% in public sector schemes in its assessment of scheme liabilities (as set out in Superannuation Contributions Adjusted for Post Expenditure), regardless of the fact that this discount rate applies across a vast range of Government expenditure.

The National Audit Office's projection shows a rise in the 4 largest unfunded pension schemes from 1.7% of Gross Domestic Product in 2006 to 1.9% by around 2020 falling back to 1.7% by 2060.

Public sector pensions are therefore both affordable and sustainable.

Pensions are deferred pay. During periods of pay decline in the public sector politicians claim that pension provision offsets the relatively poor wages in the public sector. Now that wages across the public sector are on a par with wages in the private sector it appears that our political leaders are concluding that pension provision must be brought into line with inferior private sector schemes. As the TUC has correctly pointed out future pension provision appears to be a race to the bottom.

The impact of poorer occupational pensions in the long term will be to increase pressure on state pension and add pressures on Treasury.

Comparisons between public sector pay and private sector pay require to be treated with caution. Non remuneration benefits, like private medical provision and company cars, are relatively scarce in the public sector and pay comparisons often exclude pay bonuses and overtime payments. It should also be noted that while 38% of public sector workers have a degree or equivalent qualification only 23% of employees in the private sector have obtained this level of educational attainment (ONS, 2010).

Damaging Freeze

South of the border the Government has imposed a pay freeze on the public sector. The situation in Scotland is less clear but there is little doubt that pay prospects across the public sector are very bleak. The effect of a freeze on salaries is a freeze on pension contributions. This increases scheme liabilities. Given that this is hardly a complex issue it is difficult to see the Government's position as anything other than an ideological attack on the public sector, pay and pensions alike.

Pension uptake in the public sector sits at about 85% of the public sector workforce compared with a figure of around 45% in the private sector. More expensive contributions or reduced benefits will lead to public sector workers opting out of occupational pensions thereby not only depressing contributions but increasing pressure on the state.

The Government's answer to this will no doubt be to encourage public sector workers to seek pension schemes through private providers. Those of us with longer memories will remember that in the 1980s the facility was introduced to allow those in occupational schemes to "opt out" of occupational schemes and to invest in private pensions. That was sold by the Thatcher Government as a better investment which would provide greater security in old age. Relatively few teachers accepted the offer but those who did lost out significantly or were forced to pursue companies in law for misselling, projecting rates of return which did not materialise.

The public sector is under a sustained attack and rather than valuing the service of public sector workers the Government decries public sector workers as self serving and a vested interest to be disregarded. In this context it is difficult to imagine that Lord Hutton's independent report will do other than reiterate the Public Sector Pension Commissions' conclusions in Reforming Public Sector Pensions (July 2010) and accept uncritically the views of Government Ministers.

A pay freeze causes a periodic hardship which may or may not be caught up at a later date. However, the removal of pension rights potentially condemns public sector pensioners to straightened finances from retirement to death. Is this the reward society wishes for public servants like teachers who have provided selfless service over many years? It is obviously what our politicians wish for. ●

Public sector pensions are both affordable and sustainable.

Sunshine on a Gala Day

The SEJ reports from this year's Schools' Gala Day at the Edinburgh International Book Festival. Hundreds of pupils from schools across Scotland gathered in Charlotte Square Gardens in Edinburgh to enjoy the sunshine, meet some prominent authors, and to experience all that one of the world's premier literary festivals has to offer.

Each year the Edinburgh International Book Festival, which the EIS supports through its Sponsorship of the Arts scheme, runs a wide variety of events specifically for schools. The Schools' programme, which includes author events and outreach visits, culminates each year with a special gala day in Charlotte Square Gardens. Amongst the visitors to this year's Gala Day were pupils from Fetterangus Primary School in Aberdeenshire, together with headteacher – and EIS National Executive Member – John Black.

It was a long journey for the pupils from Fetterangus, who set out in the wee small hours and didn't return home until long after the sun had set. The school had some assistance from the Book Festival's dedicated bus fund to help offset some of their travel costs, as they bussed then trained from rural Aberdeenshire to Edinburgh. But pupils, teachers and parents were united in giving their seal of approval to the Gala Day, and all felt it was well worth the early rise and the long journey down to Edinburgh.

Explaining the work the pupils had done in advance of the Gala Day, where they attended events with prominent Scottish

authors Joan Lingard and Lari Don, Headteacher John Black said, "Attending the Festival was a great success. Over the summer break, the children had the opportunity to familiarise themselves with some of the books written by the authors that we were to be hearing and they researched a bit about them prior to attending."

He continued, "Both authors conveyed their spirit and joy for writing in very different ways, but both were equally inspirational and motivational, and I think that this is borne out by the pupils' comments."

"It was wonderful for the children to experience for themselves this celebration of books and literature and my hope is that this uplifting literary experience, coming at the start of their P7 year, will serve as a springboard for further developing their writing skills and enjoyment of the written word," added Mr Black.

The pupils too had nothing but good things to say about their visit to the EIBF Schools' Gala Day, as you can see from this selection of their comments:

The Edinburgh International Book Festival was great and very atmospheric. It was amazing from the moment you entered the festival to the moment the buzz of excitement died down when everyone left. The authors were so inspirational and their talks were brilliant! The book signing was good fun. The authors' next books sounded super. Lari Don gave us not only a talk on her new book 'Rocking Horse War' but also gave us some writing ideas like 'cliff hangers'. Joan Lingard was so dedicated - an injury couldn't keep her away from The Edinburgh International Book Festival! It was worth taking the train down to Edinburgh for!

Anna Strachan



I enjoyed it because I got to meet 2 real authors - Joan Lingard and Lari Don.

First we went in to Joan Lingard's talk and she was talking about her new book called 'The Chancery Lane Conspiracy'. I have bought it and she signed it.

Then we got our pictures taken with Lari Don. After that we went to listen to her talk and I got one of her books called 'Wolf Notes and Other Musical Mishaps' and she signed it.

I will now read more of their books because I have ordered 'What to do about Holly?'

Ayla MacDonald-Ludlow

I enjoyed the book festival because it was very interesting. And after I had listened to Joan Lingard I bought one of her books called 'What to do about Holly'. Then I went to get my book signed. That made me really happy.

I will now read more of Lari Don's and Joan Lingard's books because they write interesting and exciting books.

The book I bought is really exciting. When Joan Lingard was talking to us she read out a bit of her new book called 'What to do about Holly'. I really liked it when she read it out so I thought I would buy it to see what happened next. I am now on chapter four and already I love it. Thank you!

Susan Lunan



I enjoyed it because I had never heard of Joan Lingard and Lari Don so it made it more exciting. But I'm sorry to say to Joan Lingard, I preferred Lari Don and there was a really good book shop. I will now look for Edinburgh Book Festival 2011 tickets and read the books I got in the book shop.

Jordan Whyte

I enjoyed it because we got to meet Joan Lingard and Lari Don.

We got our photo taken with Lari Don. I will now read the books I bought from the book shop and remember this experience forever.

Calum Ritchie

Author Lari Don meets Fetterangus pupils at the Edinburgh International Book Festival Gala Day.



It was wonderful to meet all the children from Fetterangus...and to discover that teachers and schools are so passionate about the value of books and book festivals...

I hope that children and teachers are inspired by visiting book festivals and by meeting authors, but I also know that authors need to meet our readers and listen to what excites them, or else we can't write the next chapters of our own books!

Lari Don

Images: Mark Jackson

It's clear that the pupils from Fetterangus really enjoyed their day out at the Book Festival. But what about the authors? The SEJ asked Lari Don about her own experience at the Schools Gala day – "It was wonderful to meet all the children from Fetterangus at the Edinburgh International Book Festival, and to discover that teachers and schools are so passionate about the value of books and book festivals that they will bring almost a whole school almost the whole length of Scotland to meet authors and to enjoy the unique atmosphere of Charlotte Square in August."

Lari continued, "After we all got our imaginations racing in the tent during the Rocking Horse War event, I know that at least one Fetterangus pupil wrote the first chapter of her new story on the train on the way home (a long journey is a big advantage for budding writers!) so I'm hoping to get the chance to read it and let her know what I think as soon as she's finished!"

"I hope that children and teachers are inspired by visiting book festivals and by meeting authors, but I also know that authors need to meet our readers and listen to what excites them, or else we can't write the next chapters of our own books!"

As the sun set on another successful Edinburgh International Book Festival Schools' Gala Day, the final word went to Fetterangus Headteacher John Black - "I thoroughly enjoyed meeting and listening to both Joan Lingard and Lari Don with whom we have already been in contact with a view to inviting her to visit our school and network."

"We treated the whole day as an experience...the early morning departure, the train journeys, the complete 'out-of-the-ordinariness' of it, all built around the Festival at the centre. Will we do it again? Without a shadow of a doubt!" ●

Lari Don's latest book, *Rocking Horse War*, is available now. Visit www.laridon.co.uk for information on Lari's books and author visits.



CPD Round-up

The SEJ rounds up the latest Continuing Professional Development news, and reports on some of the latest EIS CPD events from across the country.



Teachers as Leaders

The Fife Council/EIS partnership held their 4th Annual Joint Spring Event on Saturday, 15th May in the Auchterderran Centre, Cardenden. This year's theme was, "Teachers as Leaders" and more than 120 teachers gave up a sunny, Saturday morning to attend.

The keynote speaker was Ollie Bray, Depute Head Teacher of Musselburgh Grammar School, currently seconded to work as National Adviser for Learning and Technology Futures at Learning and Teaching Scotland. He treated his audience to an entertaining, informative and thought-provoking forty minutes, challenging many assumptions we make about the use of the internet and child safety.

Participants also attended two workshops from a choice of eight, making use of the talents and expertise of Fife Council Education staff and of Apex Scotland. The workshops ranged widely in content and were all well-subscribed with several workshops full to capacity and running twice.

"**TEACHERS AS LEADERS**", was the title of the workshop delivered by Karen Hopkins, Teacher, Duloch P.S. and Gillian McKay, H.T. Commercial P.S. This workshop explored in a real and practical way what 'teachers as leaders' meant for the individual teacher in the classroom.

"**MATHEMATICS: ACTIVE LEARNING FROM EFFECTIVE QUESTIONS**", was delivered by Sheona Goodall, Teacher Induction Manager for Fife Council. This focused on the use of well-framed questions to build in support, pace and challenge."

"**LEADING DIGITAL LITERACY IN YOUR SCHOOL**" was this year's contribution given by David Imrie, Education ICT who has loyally supported this event since its beginning and Jennifer Drysdale, PT Support for Learning, who demonstrated that software including Digital Comic Books, Digital Puppetry and Animation can be introduced to everyday learning and teaching, to enhance the development of core skills for literacy at all stages in the Primary School.

"**Digital Literacy: THE USE OF THE INTERNET: Great or Garbage? Evaluating online resources**", was delivered by Fife School Librarians, Carol Doig, Bell-Baxter High School and Mark Russell, Kirkland High School. Their workshop centred on the "Digikids" growing up and becoming the teachers of tomorrow who will use their knowledge to forge the curriculum they will be delivering.

"**Teachers as Leaders: USING ST.ANDREW'S UNIVERSITY AS A RESOURCE for learning and teaching for Primary and Secondary schools**" was the content of the workshop presented by Michael Johnson, Senior Schools Liaison Officer, University of St Andrews.

"**Developing Critical Thinking Skills in the Classroom**" was delivered by Scott Duncan, Teacher of RME and Philosophy at The Waid Academy, Anstruther. This workshop looked at how Critical Thinking skills and a variety of other methods could be used to develop the learner.

"**Teachers Leading the Way in Reducing Exclusions**" was delivered by Alison Bingham, Apex Scotland, who used a practical, focused approach to involve participants in communication, negotiation and relationship building.

"**Constructing a Personal Portfolio/Profile**" was again given by Paddy Miller, a Chartered Teacher at St. Andrew's High School and an EIS Multi-Establishment Learning Representative, who has presented an updated workshop each year for the benefit of Fife teachers.

The morning finished with a vote of thanks given by Donna Manson, Fife Council Area Education Officer, who stressed the importance of the partnership between Fife Council and the EIS in taking forward CPD in Fife.

This event has grown each year and is shaped each year by the evaluations given by the participants after the previous event. We would like to thank everyone who took the time to write their comments for us at the end of the morning.

Isobel Schröder
EIS Multi-Establishment Learning Representative

CPD EVENTS

The EIS has held many joint CPD events both with local authorities and within further education colleges to promote CPD opportunities to teachers and lecturers. EIS Learning Representatives (LRs) play a key role in organising these events. The events are being held with financial support from the Scottish Union Learning Fund (SULF) through the EIS SULF 7 Project "Partnership through Professional Development."

These CPD events have been so successful, both in promoting CPD and encouraging teachers and lecturers to undertake CPD, that the EIS has been successful in making a bid for additional funding from SULF. An additional £10,000 has been received which will be used to hold more CPD events and to try to establish Learning Agreements within further education colleges. Details of these CPD events will appear both in the SEJ and in the CPD events section on the EIS website, www.eis.org.uk Posters promoting the events will also be issued to schools and further education colleges.

If you are interested in becoming an EIS LR please contact Lyn McClintock, LR Administrator lmccintock@eis.org.uk
Telephone: 0131 225 6244.

CPD UPDATE

Images: Allan England



Positive Steps

In a recent event held in partnership, the EIS and Clackmannanshire Council held a joint CPD Event (Positive Steps) on May 3rd 2010 at Lornshill Academy. The Saturday morning event hosted by Karen Farrell - EIS Learning Representative for Clackmannanshire - and Raymond Young, Quality Improvement Officer with Clackmannanshire Council was well attended by teachers from Clackmannanshire and surrounding Local Authorities.

In a relaxed atmosphere teachers had an opportunity to meet and have a chat with colleagues. A lively buzz set the tone for the rest of the morning as everyone enjoyed the wit and charm of keynote speaker Professor Walter Humes. Recently retired from the University West of Scotland (UWS) Professor Humes provided an entertaining nevertheless inspirational and thought-provoking start to the day with his views on leadership and present changes in education.

Professor Humes' keynote address was followed by an opportunity to attend two of three workshops offered.

Raymond Young presented an insight into Clackmannanshire's approach to Assessment.

Larry Flanagan Education Convener of EIS focused on Leadership

Paddy Miller, EIS Learning Representative, highlighted the requirement for professional development and recording CPD in a portfolio.

Feedback from the event has been very positive and encouraging with many teachers agreeing the opportunity to listen to and discuss educational issues with colleagues made for a valuable CPD experience. Repeat CPD events in the future were requested by the teachers attending as they found the day beneficial to their personal development.

Karen Farrell
Clackmannanshire Multi-Establishment LR



East Renfrewshire CPD Event 'Curriculum for Excellence'

24th May 2010

Following the early retirement of our highly experienced and esteemed multi-establishment LR Addie Thomson, I volunteered, as Local Association Secretary, to undertake the local organisation of a CPD event on 24th May 2010 at which Professor Walter Hume from UWS and our own Larry Flanagan (EIS Education Convener) were to be the main speakers and would answer questions on the developing *Curriculum for Excellence* scene.

EIS Headquarters ensured that high quality colour posters advertising the event were produced and sent out to all East Renfrewshire schools about 4 weeks in advance. These invited any teacher to book a place at the event by emailing me at our Local EIS Office in Barrhead. Lyn McClintock emailed all EIS members from HQ on two occasions, alerting them to the event. We had planned for a maximum attendance of 60. However, as it turned out, there was steady enrolment and extensive interest from both primary and secondary sectors including two student teachers who were soon to embark on their induction year in East Renfrewshire. Such was the level of interest that we regrettably had to turn some applicants away – we could easily have filled 70 places.

I ensured that the venue, the Dalmeny Park Hotel, was booked and most importantly the buffet ordered! Liaising with Lyn at HQ during this period was vital and went very smoothly. On the day of the event Lyn provided appropriate printed materials for participants and she had stayed in touch with Walter and Larry in preparation for their contributions.

The event went very well, with Larry giving a comprehensive and thought-provoking presentation and Walter provided well informed and humorous insights into the educational rationale and possible ways forward for CfE. We had also asked one of our LRs, Raymond Shankland, to give a short talk on his work as an LR in Barrhead High School. He did this with his customary high level of enthusiasm and he encouraged others to consider becoming a LR and enrolling for the LR course.

At the end of the event the SULF evaluation forms were completed by all in attendance - they were very positive.

Overall then, a valuable event, well worth the effort required and giving the EIS a high profile locally in the provision of high quality CPD.

Alan Munro, EIS Vice President and East Renfrewshire Local Association Secretary

Ticks: Awareness Really Counts

Wendy Fox, chair of Borreliosis & Associated Diseases Awareness UK (BADA-UK), explains the risks posed by tick-borne infections to anyone spending time outdoors. The risks for teachers and pupils, particularly on outdoor education programmes or school trips, were recently highlighted during debate at the EIS AGM in Dundee.

In the UK, there are over 20 species of ticks (tiny blood-sucking parasites). A number carry diseases which can be passed on to wildlife, domestic animals and people, when a tick feeds on them. The infective organisms are contained in the salivary glands and intestines of the tick. Borreliosis (also known as Lyme borreliosis or Lyme disease) is a bacterial infection and the most prevalent of these diseases.

In Scotland, cases of Borreliosis have increased from just 28 confirmed cases in 2001 to 605 (provisional data) in 2009. Despite being a notifiable disease, the true incidence could be much higher than data demonstrates. Dr. Darrell Ho-Yen, of Scotland's Lyme disease testing service, believes that the known number of cases may be as much as ten times higher, "to take into account wrongly diagnosed cases, tests giving false results, sufferers who weren't tested, people who are infected but not showing symptoms, failures to notify and infected individuals who don't consult a doctor".

In England and Wales, cases have also increased to 867 in 2009. The Health Protection Agency also acknowledges incomplete data and suggests that an additional 1,000-2,000 cases occur per annum.

Occupationally-acquired cases of Borreliosis and other associated tick-borne infections must be notified to the Health

and Safety Executive (HSE) under 'The Reporting of Injuries and Dangerous Occurrences Regulations 1995' (RIDDOR).

Why the increase?

Changes in land management and the climate, resulting in an increased tick population and its distribution, are just some of the contributing factors. The risk of exposure to ticks is also increased as more people become involved in outdoor pursuits. The current trend for wildlife gardens and the success of urban wildlife are also impacting on the number of urban-acquired cases of Borreliosis.

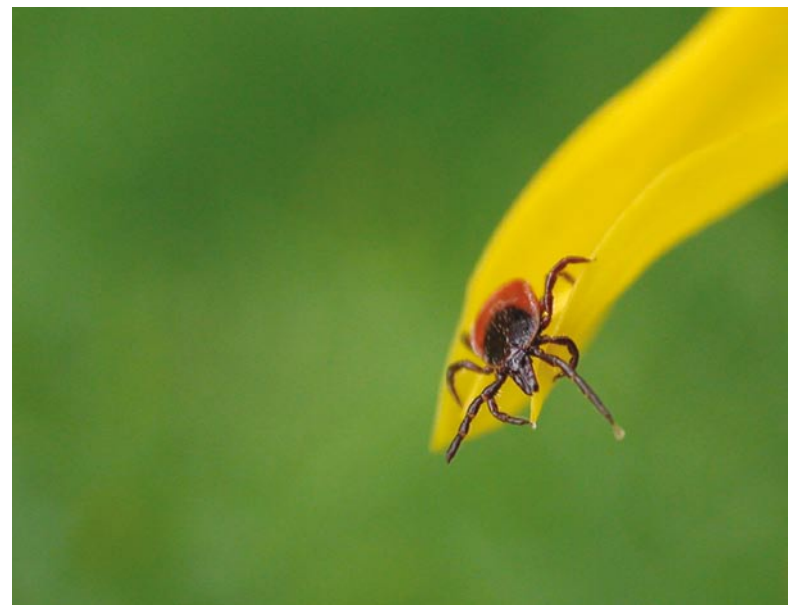
Areas with a range of wildlife and resident livestock, or deer, are likely to have a local tick population. Woodland, moorland, heathland and livestock pasture are often suitable tick habitats and should be considered a potential risk area.

Signs and Symptoms

Borreliosis has many signs and symptoms, most of which could be attributed to other conditions. An infection can sometimes be asymptomatic. As ticks are tiny (0.5 - 3mm) and attach in inaccessible places, many people don't recall being bitten. Blood-testing techniques have their limitations and can produce false results. This all makes diagnosis difficult.

The first stage of Borreliosis (called the primary stage) is generally an expanding rash (called an Erythema Migrans or EM), which typically occurs between 3 and 30 days after the bite. This is the only sign specific to Borreliosis and is considered diagnostic.

The rash, if it occurs, is usually not itchy and can look like a bull's-eye. However, it can also be irregular in shape and size, lacking the central clearing seen in the bull's-eye. The colour may vary from pale pink to deep red or purple. The rash, or multiple rashes, can occur anywhere on the body; sometimes hidden under body hair or on the scalp. Of laboratory-confirmed cases of Borreliosis, fewer than 50% report an EM.



HEALTH AWARENESS

An EM can remain for a long time but will eventually disappear even without treatment. It is sensible to photograph any rash to help aid diagnosis after it has faded.

Other than the rash, the first symptoms are generally flu-like (fatigue, lethargy, muscle pains, headache, low-grade fever and chills). Without treatment the disease can enter a period of remission which may last for weeks, months, or sometimes longer.

In the next stage (called secondary or early disseminated), symptoms affecting the nervous system and heart can occur. This may include extreme fatigue, facial numbness or paralysis (and more rarely paralysis of the limbs), visual disturbance, light and noise sensitivity, headache (sometimes accompanied by a stiff neck), dysfunctional movement, nausea and vomiting, speech impairment, hallucinations, cognitive difficulties, muscular and joint pain, dizziness, and heart palpitations. Symptoms may wax and wane.

The third and last stage (called tertiary or late-stage) involves most of the symptoms described in stage two but they can progress to partial or total heart block, and dysfunction of other vital organs. Brain and spinal cord inflammation can occur along with damage to major nerves.

An Infective Cocktail

A single tick bite can transmit more than one type of infection. This is termed co-infection. Although the symptoms can be similar, it is important for a doctor to determine whether the patient has Borreliosis alone or whether they have co-infections, as this may affect symptom presentation, treatment choice and the outcome.

Treatment

It is important that treatment is initiated early to avoid complications of the disease and permanent tissue damage. Borreliosis and most co-infections can be treated by a course of oral antibiotics. In neurological disease (neuroborreliosis) or cardiac complications, the patient may require intravenous antibiotics. Post-treatment relapses can occur and some

patients may go on to develop "Post Lyme Syndrome" (an autoimmune and/or chronic-fatigue condition).

Prevention

There is currently no vaccine against Borreliosis. The best defence is bite prevention. Long-sleeved tops and tucking trousers into socks will help to deter ticks from getting under clothing, as will elasticated cuffs and waistband. Light-coloured clothing also makes it easier to see ticks crawling on it. Insect repellent also helps to discourage ticks.

Regular inspections of clothing and skin will help to locate any ticks before they have had chance to attach, or soon after. Pay particular attention to the scalp, behind the ears and in skin folds. A shower or bath is an excellent opportunity to do a thorough tick check as they can get into nooks and crannies too personal to mention!

Correct Tick Removal

Traditional methods of removing ticks, which involve smothering them with petroleum jelly, nail polish, oils, spirits or other substances, or burning or freezing them, are thought to stimulate the tick to regurgitate saliva and gut contents, increasing the risk of disease transmission. Ticks should be removed with a bespoke tick-removal tool or fine-pointed (precision) tweezers. When using tweezers, the tick should be approached from the side and gripped close to the mouth parts to avoid compression of the body and any resulting back-flow of infective fluids.



Don't Panic - Be Tick Aware!

Knowing where ticks are likely to be found, how to avoid being bitten, and how to remove a tick correctly are key to avoiding infection. The good news is that even if an infected tick does attach, transmission won't necessarily occur and not all ticks carry infection. However, the longer the tick remains attached, the higher the risk is.

Further information plus tick-removal and repellent products are available from www.bada-uk.org

Get Involved

BADA-UK has produced a children's book for primary-school children about a boy and his dog when they encounter ticks in their garden. Funding has been raised to distribute "Jack, Scruffy and the ticks", with an accompanying teacher's pack, to several thousand schools during spring 2011. If your school would be interested in participating in this project please contact BADA-UK:-

Email: email@bada-uk.org

Tel: 0845 519 0813

Post: BADA-UK, PO Box 544, Wath upon Dearne, Rotherham, S63 3DW.

Biography

Wendy Fox has a background in zoology. She was left a paraplegic and visually impaired following brain and spinal-cord swelling caused by Borreliosis. She is a founding member and chair of Borreliosis & Associated Diseases Awareness UK (BADA-UK), which is a registered charity that promotes awareness about, and the prevention of, UK tick-borne diseases.



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EIS telephone helplines:

Stress, Bereavement and Victimisation

Tel: 08705 234 729

Legal Helpline

Tel: 0141 332 2887

Developing the next generation of national qualifications



You will know by now that Scotland is reforming its curriculum for young people.

Curriculum for Excellence is the Scottish Government's major programme of reforms which will help our young people take their place in modern society by becoming successful learners, confident individuals, responsible citizens and effective contributors.

The Scottish Qualifications Authority is making changes to our National Qualifications. Some new qualifications will be introduced, and others will be revised to take account of Curriculum for Excellence.

There will be new National Qualifications at SCQF levels 4 and 5. Called simply 'National 4' and 'National 5', these will replace the current level 4 and 5 National Qualifications – Standard Grade General and Credit, and Intermediate 1 and 2. Foundation level Standard Grades (SCQF level 3) will be replaced by the new Access 3.

National Qualifications at the other SCQF levels – Access 1 and Access 2 (SCQF 1 and 2), and Higher and Advanced Higher (SCQF 6 and 7) – will be revised.

These qualifications will offer increased flexibility, a greater focus on skills and apply learning to real-life situations, and more time and scope for personalisation.

We are working to develop the new qualifications in partnership with the teaching profession, the Scottish Government and national and local partners.

The new qualifications will meet the needs of learners as they progress from their broad, general education through to other learning and employment.

What's happening and when

2010-11	New curriculum introduced
2012	Specifications for National 4 and National 5 and new Access and Higher qualifications published
2012-13	Last certification of Standard Grades
	Specifications for new Advanced Higher qualifications published
2013-14	National 4 and National 5 introduced ('dual run' with current Access and Intermediate Courses)
2014-15	New Highers introduced ('dual run' with current Higher, Intermediate and Access Courses)
2015-16	New Advanced Highers introduced

You can see a more detailed account of our CfE project timeline at www.sqa.org.uk/cfetimeline

Keep in touch and get involved

- Track our progress and keep up to date with the latest on the development of the new National Qualifications at www.sqa.org.uk/curriculumforexcellence
- We want your feedback on the development of the next generation of qualifications. Visit www.sqa.org.uk/haveyoursay and let us know what you think.
- Sign up to our 'MyAlerts' service to receive alerts on the latest CfE news from SQA direct to your in-box – www.sqa.org.uk/myalerts
- Volunteer for our Subject Working Groups and support the development process. Get involved, at www.sqa.org.uk/subjectworkinggroups

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ADS & CROSSWORD

Crossword

62

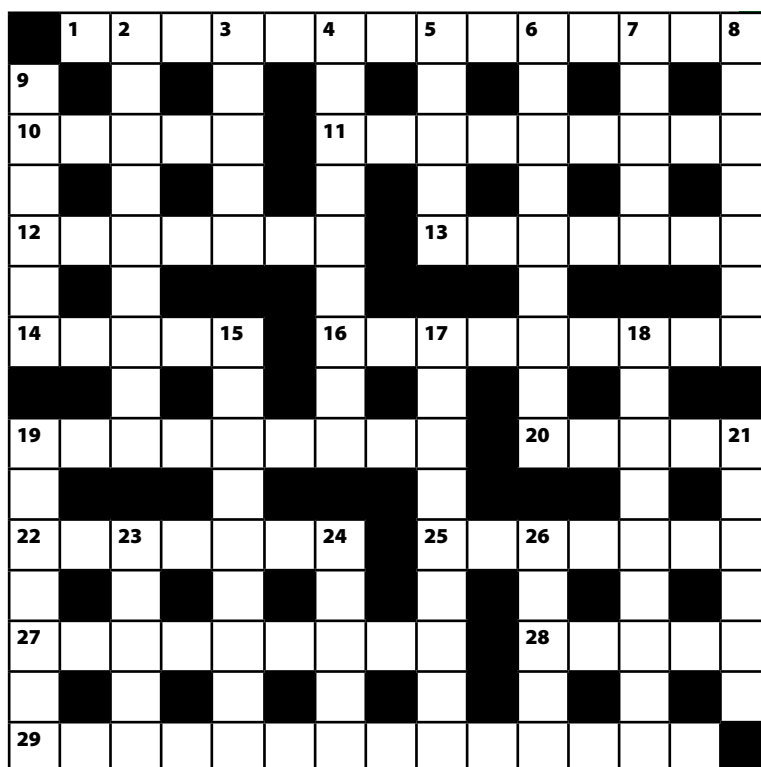
Answers to crossword no. 61

Across

9 Evoke, 10 Tee-shirts, 11 Overlap, 12 Refugee, 13 Proof, 15 Fad, 16 Era, 17 Tic, 19 Tel Aviv, 20 Ten, 23 Mud, 24 Air, 25 Share, 27 A priori, 29 Handout, 32 Hazelnuts, 33 Album.

Down

1 Memo, 2 Bolero, 3 Deal, 4 Atop, 5 Pearl-diver, 6 Chef, 7 Fragrant, 8 Ascend, 13 Pot, 14 Fetid, 15 Fallacious, 16 Eaves, 18 Comprize, 21 Nee, 22 Loathe, 26 Amoeba, 28 Ogle, 29 Hash, 30 Naan, 31 Tomb.



Work out and win

A £30 book token is the prize in the SEJ cryptic crossword. Send your completed entry to SEJ, 46 Moray Place, Edinburgh, EH3 6BH by Friday 5th November 2010. The first all correct entry picked at random will win. Details of the winner, along with the solutions to this month's puzzle, will be published in the next SEJ. Employees of the EIS and their families are not eligible to participate in the competition.

Name _____

Address _____

Return to: SEJ, 46 Moray Place,
Edinburgh, EH3 6BH

Clues

Across

- 1 Interstate wars revolutionised prevention of dampness (5-9)
- 10 Avoid a french green (5)
- 11 Speed overcomes confused Hawick native to make the point again (9)
- 12 Row of houses built on flat outdoor area (7)
- 13 Dangerous weapon held bar in struggle (7)
- 14 Not belonging to me, truly (5)
- 16 Ceremony surrounding coned elements was hard to understand (9)
- 19 Resolve that Haiti's cop is a nut (9)
- 20 Short cut or extremely short cut (5)

- 22 Plaited yarn in what sounds like parliaments (7)
- 25 Fights one in a tin and lead mixture (7)
- 27 Hospital care set in vein perhaps (9)
- 28 Vehicle in London area can frighten (5)
- 29 Father of the House or tree diplomat (5,9)

Down

- 2 Teenagers or twenty year olds could constitute rogue gaps (3-6)
- 3 A minor, additional actress perhaps (5)
- 4 Under-done planet found in periodic table though (4-5)
- 5 Classy rustling sound is wished for inside (5)

- 6 Vocalises well internally but develops lumps and bumps (9)
- 7 A brief attenuation, technically effected, started to reduce (5)
- 8 Foot pedal altered, perhaps! (7)
- 9 Vulgar to besmear thy name in part (6)
- 15 Find office supplies in store at builder (9)
- 17 How on earth do you get a bird up there at sea (5-4)

- 18 Internally a single friend was dead (9)
- 19 Piss Eva off lacking in energy or will (7)
- 21 Could be a large pig telling a tall tale (6)
- 23 Famous music (5)
- 24 Fast avian satirist (5)
- 26 Lateral inclinations should tilt sideways at the start (5)

Crossword winner

Congratulations to Marilyn Chambers, Isle of Skye who was the winner of SEJ cryptic crossword no 61 receives a £30 book token.

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Mobile: 07525 625 199
 Email: mairi.milne@yahoo.co.uk

Sudoku

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

To play Complete the grid so that every row, column and every three-by-three box contains the digits 1 to 9. Just use the logic to solve – no maths required! Have fun!

Rating Medium

SEJ May 10 Sudoku solution

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

BOX ADS & LETTERS

Letters to the editor

Answering the call.....for what?

Dear editor

In reading the section of your recent article [May 2010, Vol. 94, Issue 03, Pg 8] subtitled, 'A waste of talent - a disgrace to the profession', in 'Why must our Children pay? Where do we go from here?', I wholeheartedly agreed with Helen Connor, EIS President and thought that I could not have written this better myself.

I feel so very let down by successive Scottish Governments, and in particular the current SNP administration, in duping me into thinking that I should embark on a career in teaching.

I am one of those many people who, in 2007 following the SNP's election in Scotland, answered the call and changed jobs to begin what I thought would be a career in teaching. Cancelling a holiday to the US, I studied for my PGDE (Primary) in 2007/08, gaining one of the very few extra student places opened up at the last minute in summer 2007 for teacher training.

Following the successful completion of my postgraduate studies and subsequent probation year, I was on the supply list with three local authorities in the 2009/10 teaching year. I luckily got enough work to keep my head just above water this year, averaging about three days a week. However, despite daily efforts, I didn't begin to get work until after the October break as predicted by many of my teaching colleagues and lately (May and June 2010), I only got three and seven days respectively on supply.

It is not just our children who are paying the price of political rhetoric and the failed promises of successive Scottish Governments, but also our many excellent and talented professional teachers, who like me face a very bleak future in the profession.

With a mortgage and bills to pay, the thought of going through what will in reality be another 2-3 more years of waking up every morning wondering if I will have a job today, along with practically begging for work with various personnel departments is neither desirable nor realistic. Thus as Helen Connor so rightly suggests, I and many others in a similar situation will not hang around for the tide to turn.

The current dreadful state of affairs in the profession will doubtless be blamed by politicians on the global credit crisis. However, this is not purely as a result of a lack of funding. It is clearly also due to a lack of foresight and policies that are devoid of strategic and human resource planning. Not only, as Helen Connor suggests, does such failures demonstrate just how little the Government values the education of our young people, but also how little the Government values the teaching profession and those in it and the subsequent disregard that they and local authorities have for people's livelihood and career.

Yours etc,

Name and address supplied

Risky Assessments?

Dear editor

Given the paramount nature of health and safety it is with regret I find myself reading Fiona MacNeill's article (May 2010, Vol.94, Issue 03) with a healthy dose of wry scepticism - and with good reason.

Envisage a new PPP school complete with staff car park, pick up point for coaches and parent's cars all situated in such a way which allows for the complete intermingling of pupil and vehicular traffic. In addition, the traffic exits into a narrow road, the sole exit and entry road into the nearby housing estate. Imagine the rush to get out of the school campus before gridlock sets in. With cars, taxis obstructing the view of exiting drivers and pupils alike as they vie with each other to get closer to their passengers by dangerous parking etiquette - on the kerb and the near straddling of zebra crossings.

Now imagine the situation in inclement, autumnal and winter afternoons - dark, wet and windy, headlights reflecting off the wet tarmac, pupils with hoods and umbrellas racing to get out and intermingling with the moving traffic jostling to get to the front of the sole exit queue. With no separation of pupil from vehicle traffic,

hardly a model of pupil safety. Anecdotes of near misses abound - for example when one car slams into reverse back over a zebra, narrowly missing the car behind (fortunately no pupil was on the crossing), in response to his car being targeted by a snowball.

Now imagine the risk assessment for such a situation. Damning one would think - assuming it existed. Yet it was only one and a half years later after the car park was opened, following enquiries to the Council, FOI requests and appeals, fruitless searches of Council and contractor filing cabinets, a risk assessment is eventually carried out. The result? Surprise, surprise - everything 100% compliant, except for a missing zebra here and a speed limit sign there. And the risk assessment makes absolutely no mention of the need to separate pupils from vehicle traffic. There is no indication that this risk has been acknowledged, never mind assessed.

When clarification is sought from the Council, namely, does the risk assessment include assessment of the very real risk posed by the failure to separate pupil and vehicular traffic within the school campus and, if so, is everything 100% compliant - the question is ignored. However, I am assured that the Health & Safety Executive concurs with the conclusions of the Council's risk assessment. When the same question is then put to the HSE it is also ignored but I am assured that 100% does not really mean 100%!

When a complaint is made to Scotland's HSE Director, Paul Stollard, an eventual reply is received stating that he has concluded, on the basis of what he has read and been told, that the Council has assessed the particular risk under scrutiny and comments that HSE may return to check at some future time.

Am I convinced? Certainly not. On a daily basis pupils face risks, and this is not acknowledged within the risk assessment. Imprinted in my mind are three memorable incidents. The first was when I observed a car accelerate along the line of parked school buses, to be followed 24 hours later, by pupils playing between the buses and on the road. If these two events had coincided, the consequence can only be imagined. And then there is the pupil, on a hot summer's day, chasing after the boy with a bottle of water. It was only at the last second she stopped from running out in front of my car - and all this within the "safety" of the school campus. And despite the provision of an extra zebra crossing (which, predictably, pupils simply ignore but which no doubt resulted in the ticking of another HSE box) pupil safety has not progressed one iota. The problem is structural and this, it appears, is not within the remit of the HSE - they appear to have no powers to enforce the public expenditure required to make structural changes to the existing arrangements and thus secure the safety of the pupils. At the planning stage, members of staff were involved in what can only be described as the inevitable token committee established to supposedly take into account staff views. Staff members did express reservations over the proposals, but to no avail.

HME inspected the school shortly after it opened. With Health & Safety not one of the HME remits, the only comment passed was found in an internal memo where the facile statement was made if the pupils use the zebra crossing and avoid the car park, all will be well. Pupils, of course, choose a route convenient to their eventual destination, not necessarily that determined by the zebra crossing and, in this case, the zebra directs the pupils to the car park!

Fiona MacNeill's article stated that slips, trips and falls account for around 40% of reported accidents to people working in education, hence the need for risk assessments. The last time a competitive event was organised by the Council's schools, requiring pupil movement during the event, a risk assessment was, quite rightly, mandatory. Yet when pupils hastily intermingle with moving traffic, in dark, wet windy conditions, a risk assessment is not mandatory. And when one is carried out, there is no mention of this situation as a specific risk, everything is 100% compliant.

Council policy clearly states that when it comes to Child Protection, this is the responsibility of everyone. As for Health & Safety - well this appears to be a nebulous concept, with structural conditions detrimental to health and safety not even recognised by the risk assessors.

Yours etc,

Hugh Humphries, Renfrewshire

Fifty Not Out

Dear editor

Among recent reports of NQTs being allegedly ill equipped to teach literacy and numeracy, I noted recommendations that teachers aged over 50 should be moved to different schools in order to rejuvenate their enthusiasm for teaching. I would like to take issue with this.

I am 52 years old and have taught in only one school since I qualified thirty years ago. However during my three decades in the profession I have held acting promoted posts in English and Guidance; been a Senior Teacher for eleven years and moved on to full Chartered Teacher status through the programme route. I am an EIS school based Learning Rep; work with Aberdeen University as an Associate Tutor on the PGDE distance-learning programme and am seconded one day per week this session as Subject Supporter for English in Highland. I think I have a lot to offer as a teacher and as a mentor. However, should the recommendations come to pass I might be expected to up sticks and move wherever in Highland a vacancy might arise.

While other regions have secondary schools that are geographically close together, Highland is the same size as Belgium, and one might be moved far from home. The relocation costs apart from anything else might lead many of us to opt for voluntary redundancy rather than have to try and move not only house but also area in the current economic climate. Fifty-somethings - even those of us who are single- have complicated lives and this might present obstacles. Perhaps the Government might have this as an ulterior motive- a way of removing people at the top of the pay scale.

I have two graduation pictures in my hallway. The first shows a smiling 22 year old flanked by two very happy parents. In the second, aged 48, I am with my study buddy- another middle aged Chartered Teacher. On our big day our parents were too frail and unwell to travel to Aberdeen to attend.

There have been sacrifices along the way. I completed the first unit of the Doctor of Education degree at Aberdeen before it proved the straw that broke the camel's back. I long since sacrificed any semblance of a social life, and as I have no partner or children or siblings, I know that what lies ahead of me is not some idyllic early retirement traveling the world on a comfortable pension with my life companion, but working on until my late 60's (if the Westminster Government has its way).

I know that I am not alone in this. When I talk with my contemporaries I know that they are juggling similarly busy lives.

Teaching is a very rewarding career- it is a vocation and I go home normally feeling that I might have helped a pupil take the next steps towards a future that might benefit mankind. I approach this term with dismay- feeling less than appreciated. However, if my generation is dismissed as stale and having little to offer, might I suggest that our critics try a life swap with some of us?

The original McCrone report argued for a period of winding down ahead of retirement, acknowledging the stress levels that accompany the last decade of a teaching career. I very much doubt that moving schools and house was part of what was envisaged.

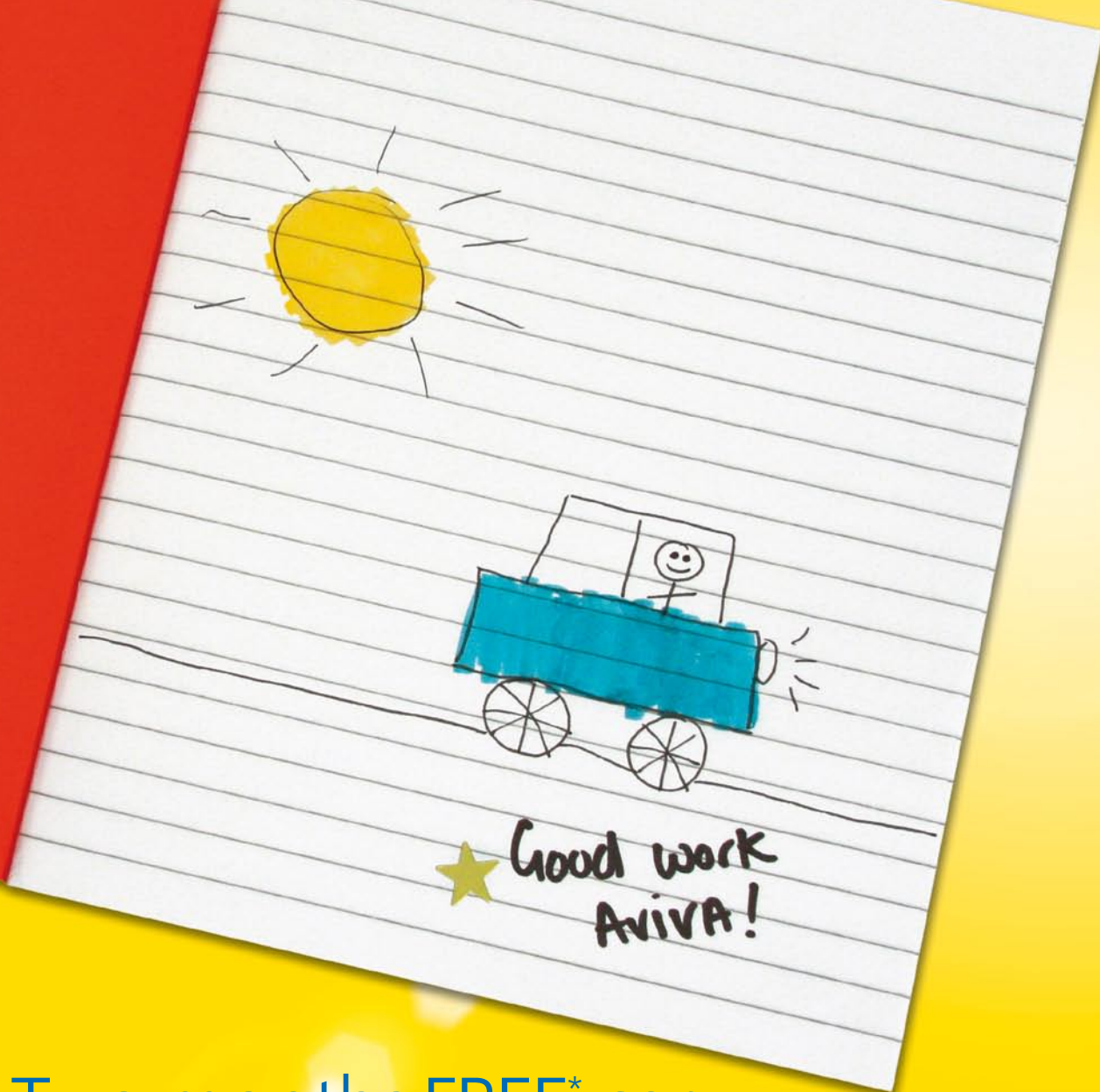
So what would we see as appropriate use of teachers approaching retirement? I enjoy the variety of my current roles: subject supporter; learning rep and Associate Tutor. These duties allow me to communicate with teachers from other schools; share good practice and review current CPD provision. I am probably more au fait with what is going on in the profession than many younger colleagues who are juggling a different set of personal challenges; setting up home; marriage; bringing up small children. Many of us oldies have a wealth of experience which can be utilized in a mentoring role. Why not second us to work with QIOs or the HMI, in our geographical areas?

Yours truly,
JA, Wick

A tribute to Jimmy Reid**Jimmy Reid 1932 -2010**

We don't hiv Minnie heroes bit he wis wan
When he spoke he hid aw the crowd in the palm o' his han'
Hoo wid hiv thocht a wee boay, Govan boarn an' bred
Whid turn oot tae be whit the Tories cried 'a red undur the bed'
It's funny tae think thit a communist
Hoo wis toap o' the Bosses Hate List
Shood hiv earned his first wage
Workin' in the Glesga Stock Exchange
Bit he chuckt that tae become a Shipyerd Apprentice
Whare he learnt the extent o' the Capitalist's avarice
Tae combat this an protect himsel' an ithers tae
He joined the CP an the Unyin tae hiv his say
As an apprentice he led the boays oantae the street
Thae aw stied oot tae thae hid the Bosses beat
The pinnacle o' his Unyin career came in '71
When he took oan a battle naebiddie thocht cood be won
The Tories wantit tae shut doon the UCS
Bit the Unyin sayed "Naw, we want oor joab an' nuthin less"
Ted Heath sayed "We wont support lame ducks"
Bit the Unyins sayed "We don't give 2 f*****"
We're takin o'er, an the Manijurs ur no' getting in."
So, the wurkurs startit the World's furst evur 'Work In'
Thae gained support fae aw roon the globe
The Tories backed doon, an' the wurkurs kept thur joab
Efter this he became a newspaper columnist
An' despite jinein' the SNP he wis still a Socialist
He even became Rector o' Glesga Unay
Becos the students liked whit he hid tae say
Yes I wis very sorry the nicht tae read
O' the passin away o' the legendury Jimmy Reid

John Cassidy, 11 August 2010



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