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Our View: EIS launches
Manifesto for Scottish
local authority elections

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Looking at the Big Picture

This month, the EIS launches its Manifesto for Education ahead of the Scottish local authority elections in May. Each of the priorities identified in our Manifesto relates to an important issue that must be addressed to support the future health of education across Scotland. The EIS is raising these with each of the political parties, and urging them to make clear their own firm commitments to supporting education.

By the time this SEJ is published, there will be only around five weeks left until the Scottish local authority elections. The result of these elections will be highly significant for Scottish education, its schools, teachers and pupils. The decision taken by voters in each local authority will shape the future of all many public services in those areas – and education will be one of the services most affected by the decisions taken by the electorate.

These are worrying times for Scottish education. Budget cuts over the past few years has left most sectors of education starved of resources and battling to continue to deliver the high-quality learning and teaching experience that our children and young people have the right to expect.

Please take the time to read the new EIS Manifesto – entitled the Big Picture, which is available in all educational establishments and on the EIS website – and play your part in defending our education system in whatever way you can.

In this edition, we also hear from the education spokesperson for each of the five largest parties in Scotland – the Scottish Conservatives, Scottish Greens, Scottish Labour, Scottish Liberal Democrats, and Scottish National Party. We asked them to set out their own priorities for education in the run up to the local elections. We publish their responses in our local authority election focus, to help teachers and

lecturers compare the party priorities and make an informed decision on which party will offer the best for education.

As ever, the EIS remains politically independent and will not make any recommendation as to which party to support. But we would urge everyone to read carefully our Manifesto and each party's response then consider what each party would offer education in your local authority area.

It is essential that teaching professionals, and all other supporters of Scottish education such as parents and students, become active in the election campaign and press each party and each candidate on their policies for education. It is vital that every voter on May 3rd knows precisely what each candidate and each party has to offer for education.

Please play your part by reading our election focus, and by pressing your local candidates on their own commitments for the future of our education system.

Big Questions on CfE

One of the key issues the EIS has been working to address in the past few months is the support for CfE implementation in schools. In particular, serious concerns have been raised in secondary schools regarding the senior phase and the move to the new National Qualifications. The incoming EIS General Secretary, Larry Flanagan, has been playing a leading role in pushing for a better support package for teachers in schools. As this SEJ went to press, the EIS and the Scottish Government reached agreement on a new support package for secondary schools to support senior phase CfE development. This £3.5M injection of new funding will go a long way to addressing teachers' concerns over the workload implications associated with the senior phase of CfE. □

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On the cover: EIS President Alan Munro launches the EIS Manifesto for the local authority elections (Photo by: www.mkjphotography.co.uk)



THE EDITOR:

The SEJ Editor, 46 Moray Place,
Edinburgh, EH3 6BH
t: 0131 225 6244
E: sej@eis.org.uk

EIS Council News

Campaign against education cuts

The March meeting of EIS Council agreed a paper which outlined future strategy for a combined campaign against education cuts.

EIS President Elect Susan Quinn presented the paper, and the strategy won the overwhelming support of Council members.

The combined campaign addresses the key issues that the EIS has identified as priority areas over the next year. These include Pensions, the McCormac Review of Teacher Employment, Curriculum for Excellence, Teachers' Conditions of Service, and Cuts in Public Spending.

It was agreed that immediate priority should continue to be given to the pensions issue and to the McCormac discussions which have recently commenced in the Scottish Negotiating Committee for Teachers (SNCT), as well as to the Curriculum for Excellence. Council also supported a planned focus on political campaigning in the run up to the Scottish local authority elections in May (see cover feature for more on the EIS Manifesto for the local authority elections).

On CfE issues, Council heard from Education Convener, and General Secretary Designate, Larry Flanagan that the EIS was in talks with the Scottish Government over Curriculum for Excellence, including an improved support package to address specific concerns relating to the senior phase of CfE in secondary schools.

In terms of the wider campaign against budget cuts, in particular in the context of the local authority elections, it was agreed that the prominent EIS 'Why Must our Children Pay?' campaign should continue to be the public focus for campaigning work.

On pensions, it was agreed that the ongoing joint trade union campaign against the government proposals was the preferred method of fighting the changes. Further joint days of action with fellow education and other public sector trade unions would be considered, running in parallel with the ongoing EIS work to address the specific questions on the Scottish Teachers' Superannuation Scheme through lobbying of the Scottish Government. ■

New EIS President and Vice-President

The new EIS President and Vice-President for the year 2012-13 have now been confirmed.

The new President is Susan Quinn, Headteacher at St Cuthbert's Primary School in Glasgow. Ms Quinn is a long-time EIS activist, who served on the EIS Council for a number of years while also serving on a number of EIS Committees, including the Executive Committee and the Education Committee. Ms Quinn is also a former EIS Learning Representative for Glasgow. Having served as EIS Vice-President for the past year, Ms Quinn will assume the position of President at the EIS AGM in June.



Susan Quinn
EIS President

The new Vice-President is Phil Jackson, a Support for Learning teacher at Northmuir Primary School in Angus. Mr Jackson is also a long-time EIS activist and Council member. Mr Jackson currently serves on a number of national EIS Committees, including the Executive Committee, the Education Committee and the Salaries Committee. Mr Jackson will step into the role of Vice-President at the EIS AGM.



Phil Jackson
EIS Vice-President

Salaries matters

Salaries Convener Dougie Mackie updated Council on the latest pensions issues and on recent developments at the Scottish Negotiating Committee for Teachers (SNCT) level.

SNCT working groups on the McCormac Review had now been established, said Mr Mackie, and were in the very early stages of discussions on the Review's recommendations. ■

(see article by Drew Morrice on p14 of this SEJ)

Disability history month

EIS Council resolved to donate £1000 to support Disability History Month Scotland, as the result of a successful motion proposed by EIS-FELA President Penny Gower.



EIS FELA Annual Conference

The 2012 EIS-FELA Annual Conference was held just as this edition of the SEJ went to print. A selection of photographs from the event is printed right >>>

Delegates heard from EIS President Alan Munro and EIS-FELA President Penny Gower on the current threats facing FE Colleges, including continuing budget cuts. Delegates also debated a wide range of Motions, including a number on the implications of the Griggs Review of FE governance - a report which has been welcomed by the EIS and which contains a number of positive recommendations for the future of Scottish Further Education.

See the EIS website www.eis.org.uk for more photographs and details of the Resolutions from the EIS-FELA annual conference. ■



Education matters



Education Convener Larry Flanagan, in his last report to Council prior to assuming the General Secretary's post, gave a comprehensive update on the ongoing discussions with the Scottish Government on the Curriculum for Excellence, in particular the concerns relating to the senior phase in Secondary schools and the timetable for the introduction of the new National qualifications.

Mr Flanagan had recently given evidence on CfE to the Scottish Parliament's education committee, and held a series of meetings with Cabinet Secretary Mike Russell and Scottish Executive officials to discuss EIS concerns over the implementation of CfE and the resources that had been allocated to schools.

He also highlighted the publication of the results of the EIS online survey on CFE, carried out via email with a random sample of 10,000 EIS secondary members. This brought teachers' concerns over the senior phase of CfE into sharp focus and increased the pressure on the Scottish Government to provide improved support for teachers in schools, Mr Flanagan said.

At the time of the Council meeting, no announcement had been reached on improved support for CfE. However, as the result of successful lobbying and negotiation by the EIS, agreement was reached just as this SEJ went to press. The new £3.5M support package that was announced will go a long way to addressing senior phase workload concerns on CfE. See the EIS website for further information. ■

Manifesto launch

The EIS launched its Manifesto for Education ahead of the Scottish local authority elections at a special event, held at the STUC building in Glasgow. EIS President Alan Munro and General Secretary Designate Larry Flanagan briefed key education journalists on the EIS priorities for education. See cover feature on p8 for more on the EIS Manifesto.



EIS enters pensions discussions with Scottish Government

The EIS has agreed to enter into formal discussions with the Scottish Government and local authorities regarding the future design of the Scottish Teachers' Superannuation Scheme (STSS).

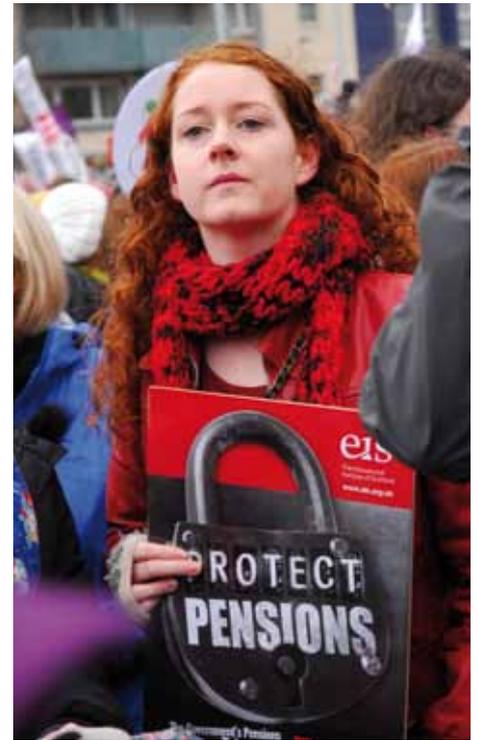
The EIS and members have been lobbying Ministers, MPs and MSPs to persuade the Scottish Government to enter into negotiation on the future design of the STSS. This has now borne fruit and the Scottish Government and local authorities have now agreed to negotiate with teachers' representatives.

As a result of the decision to enter negotiations with the employers' side on pensions, the EIS Executive committee decided to suspend plans for a day of industrial action on 28 March. This had

been planned as the latest stage of the combined union campaign on pensions. Fellow teaching unions south of the border also decided to suspend national industrial action on this date, which opened the opportunity to consider a Scottish solution on pensions.

The EIS had been seeking the views of members regarding further industrial action on pensions in a consultative ballot. Members displayed strong support for continuing action on pensions, with 74% of those voting supporting further action on a 38% turnout.

Commenting EIS General Secretary Ronnie Smith said, "The EIS Executive meeting decided that entering into negotiation with the Scottish Government and employers offers the opportunity to find a Scottish solution to pension provision. The EIS is clear that further industrial action will be contemplated if satisfactory progress in pensions cannot be achieved in Scotland." ■



EIS condemns scrapping of chartered teacher scheme

The EIS has condemned the announcement that Scotland's Chartered Teacher scheme is to be scrapped. The EIS believes that this short-sighted decision is contrary to the aim of enhancing teacher professionalism in schools, and will act as a disincentive for teachers to continue to develop their teaching practice throughout their careers.

Just as the Chartered Teacher Scheme was initiated by a tripartite agreement among local authority employers, government and the unions, and thereafter developed by the General Teaching Council for Scotland, so should any variation to it be subject to agreement among the same partners.

Commenting on the decision, EIS General Secretary Ronnie Smith said, "The decision taken by the Cabinet Secretary to scrap

Scotland's world-leading Chartered Teacher Scheme is incredibly short-sighted, and flies in the face of attempts to enhance teacher professionalism in Scotland's schools. Scotland's Chartered Teacher Scheme has drawn praise from around the world as an example of best practice in improving overall teaching quality, yet now it is being sacrificed in an ill-conceived, cost-driven cut. The value that Chartered Teachers bring to Scottish education is well known and appreciated by all working in our schools but, sadly, the Cabinet Secretary has simply accepted the anecdotal and poorly evidenced findings in the McCormac Report in his decision to scrap the scheme."

Mr Smith added, "It is a bitter irony that, at the very time that the Scottish Government is talking about moving towards an all Masters qualified teaching profession, it simultaneously axes the very scheme that encourages teachers to pursue a Masters qualification.

Thousands of teachers across Scotland have already invested a great deal of their own personal time, not forgetting



Ronnie Smith
EIS General Secretary

thousands of pounds of their own money, in enhancing their teaching expertise through the Chartered Teacher programme. It is a real slap in the face for these dedicated teaching professionals that the Cabinet Secretary has now announced the death of the Chartered Teacher Scheme.

This decision shows scant regard for the value added to Scottish education by Chartered Teachers, both individually and collectively." ■

Secondary teachers raise major concerns over CfE support in EIS survey

A major survey of Scotland's secondary school teachers has raised serious concerns regarding the implementation of the new National qualifications.

The survey was carried out by the EIS, which represents 80% of Scotland's teachers including the clear majority of secondary teachers. Over 2700 from a random sample of 10,000 EIS members in the secondary sector responded to the online survey in just two weeks – a very high rate of return, which displays the depth of concern teachers have regarding the support for CfE in schools.

Amongst the key findings in the survey are:

- Over 90% of respondents felt that the senior phase (years 4-6) implementation of CfE has increased their workload over the past year.
- Almost 80% felt that their workload increase has been "very high" or "high".
- Well over 90% of respondents believed that additional resources will be required to implement the senior phase of CfE in their school.
- More than 85% of respondents believed that more additional in-service training will be required to support CfE senior phase implementation.
- Only 3% of respondents were "fully confident" that their department will be able to deliver the new National qualifications from next year, and less than 5% were "very confident".

- By contrast, over 70% of respondents were "barely confident" or "not confident at all" of their department's readiness to deliver the new qualifications on the current timescale.
- Teachers also displayed very high levels of dissatisfaction regarding the level of information/support provided to support their work in developing CfE senior phase.
- Over 80% of respondents rated Scottish Government support as "unsatisfactory".

Commenting on the survey results, EIS Education Convener and General Secretary Designate Larry Flanagan, said,

"This is the largest CfE survey of Scottish secondary teachers that has been carried out to date, and it paints a very clear picture of teachers' concerns over the implementation of the senior phase of CfE.

The overwhelming message from Scotland's secondary teachers is that currently they do not feel confident regarding their school's state of readiness to deliver the senior phase of CfE, particularly the new National qualifications, on the current timetable.

Mr Flanagan continued, "The EIS has consistently called for more resources to deliver CfE development, including more time for teachers to work on implementation.

On the vital issue of the new National qualifications, the EIS has long argued that the current timetable for their introduction is too ambitious and that a one-year delay, or at the very least a school option for a one-year delay, should be agreed to allow all teachers the time to become comfortable with the detail of the new exams."

He added, "Curriculum for Excellence is important and we wish to see it succeed but



the results from the EIS survey clearly show more resources, and more time, are needed to support implementation.

The Scottish Government must heed the warnings of secondary teachers on the timetable and agree to a comprehensive package of additional resources to support schools, including allowing schools to exercise a one-year delay where it is required.

We are engaged in ongoing discussions with the Scottish Government and are hopeful of a positive response to the survey findings." ■

See next month's SEJ for the first full interview with incoming General Secretary Larry Flanagan, outlining his vision for the future work of the EIS.



OBSERVERS

The EIS Annual General Meeting will be held in the Caird Hall, Dundee on 7, 8, 9 June 2012. Any member wishing to attend as an observer should contact the General Secretary no later than 4 May 2012.



FEIS

The Statutory Meeting of Fellows of the Institute will be held in Committee Room 2 of the Caird Hall, Dundee at 1.55pm on Thursday 7 June 2012.

Looking at **The BIG Picture**

Supporting education in
The Scottish local authority elections

For the first time, the EIS has launched a Manifesto for Education ahead of Scottish local government elections. As an increasing amount of responsibility for the delivery of national education policy continues to be devolved to council level, the importance of active political support for education at a local level also continues to increase. The EIS, through the publication of its Manifesto for Education, is encouraging all political parties and candidates at a local level to display their commitment to a quality education for all young people.

"The EIS has issued a manifesto for all Scottish Parliament elections since 1999 and previously for Westminster elections. Now, for the first time, we are also publishing an education manifesto for the Scottish local government elections.

Local councils have responsibility for running schools in their own local authority areas. While national education policy is decided at Scottish Parliamentary level, it is local authority education departments who have the responsibility for implementing that policy in schools across Scotland. This does help to foster local accountability, but can also lead to different approaches to key policies such as maintaining staffing levels, and improving access to pre-school education.

In its new manifesto, the EIS sets out the priorities for supporting a high-quality education system across Scotland. We are asking all candidates of all political affiliations to consider seriously the EIS priorities for education in this election.

We urge all our members to pursue EIS priorities with council candidates and local political parties.

The EIS will express no view about which candidates or political parties you should support in this election.

However, we urge you, your family members, friends and colleagues to use your vote on May 3 and to vote for candidates who will support a high quality education system in your local area."



Alan Munro
EIS President



www.eis.org.uk/manifesto2012

Our priorities for Scottish local authorities

The EIS is Scotland's largest teaching union with around 60,000 members in all sectors of education.

Our first commitment is to a sound education for all young people and adult learners in Scotland. Teachers and lecturers through the years have demonstrated their commitment to this principle.

However, we face some of the deepest cuts in education budgets seen in Scotland for many years. The cuts are impacting on all areas of education: nursery, primary, secondary and special schools.

The EIS seeks to persuade all candidates and all political parties that Scottish education must be defended against the serious impact of budget cuts. Local authorities run our schools and play a key role in implementing national priorities for education. It is vital that all council candidates are fully aware of their responsibilities with regard to education and are committed to delivering a positive future for learners of all ages.

“Why Must our Children Pay?”

Following the financial crisis and decisions by governments in Westminster and Holyrood most local councils are now implementing major cuts to education budgets. The crisis was caused by a failure in the banking system. It was not caused by children, young people or their teachers. Despite this schools are bearing much of the impact of the cuts.

The economic crisis is real and yet the way out of the crisis is in part through a well-educated, well developed workforce equipped for the world of work and able to play a full part in the society of the 21st century. Quality education represents a substantial part of the solution to the problems of our society. Education is an investment with a substantial return – it is not a burden on society. Only by proper funding can education in Scotland deliver for our young people. That is why the EIS has been leading on a campaign with the title “Why Must our Children Pay?” It is a campaign which continues to enjoy substantial public support.

Valuing teachers

A successful education system needs a sufficient numbers of teachers working in our schools. They must be fully qualified and have opportunities for professional development throughout their careers. Teachers deserve job security, decent salaries and good working conditions. Together these create an environment which encourages quality teaching and learning.

Delivering national priorities with local accountability

Since devolution, the Scottish Parliament has had responsibility for broad educational policies. The 32 local councils who will be elected this May are responsible for the implementation of these policies on the ground. The EIS believes that all too often important Government policies have become diluted at a local level as local councils identify their own policy priorities not always consistent with those of the Scottish Parliament or Government. There are issues also of small local councils delivering the services for which they have legal responsibility at a time of increasing budget pressure.

Moving forward with a new curriculum

The Curriculum for Excellence (CfE) intended for all pupils aged 3 to 18 is well underway in nursery, primary, secondary and special schools. CfE is supported in principle by teachers as it represents for the first time a coherent approach to learning and teaching for the whole 3 to 18 age range. CfE also promotes the use of innovative and creative approaches to teaching. Pupils should have the opportunity to learn through a wider range of experiences than were previously available. The EIS supports Curriculum for Excellence and the methods of assessment associated with it. However, the EIS believes that Curriculum for Excellence can only be successfully implemented if it is properly resourced. Above all there must be quality professional development available for all teachers.

Nursery education

We can be proud of the expansion of pre-5 education in Scotland. Successive Scottish administrations have made a strong commitment to nursery education which includes a commitment that all pre-5 children should have access to a qualified teacher. Many local authorities share this commitment to expanding access to high-quality nursery education, although the implementation of this policy is highly variable across the country. Despite the commitment that all pre-school children will have access to a nursery teacher, the reality is that not all youngsters have access in a way that guarantees a quality educational experience. Over the past few years the number of qualified nursery teachers working in schools has dwindled. The EIS believes that only by guaranteeing the employment of nursery teachers can quality education be guaranteed.

Additional Support Needs

All children and young people must be given the necessary support to allow them to work towards achieving their full potential. Set against the principles of Getting It Right For Every Child (GIRFEC), recent legislation in the form of the Education (ASL) (Scotland) Act 2009 is intended to make this possible. As a result of extensive publicity by the Scottish Government, parents, rightly, have high expectations of the impact of the legislation on their children's learning - and that adequate resources will be put in place. However, in reality, budget cuts at local authority level are making the realisation of the hopes and aspirations of the legislation more difficult to achieve.

See www.eis.org.uk to view the complete version of the EIS Manifesto. A printed copy of the Manifesto has also been sent to every education establishment in Scotland. Speak to your EIS Representative to find out more about the priorities in the EIS Manifesto.

What the parties say



Scottish Conservatives



Scottish Conservatives believe that good teachers are the foundation of good education. We value the excellent job that the vast majority of Scotland's teachers do and pay tribute in this regard to the work of the General Teaching Council of Scotland.

We were delighted to see that a focus on teachers was central in the recent Donaldson and McCormac Reports and we applaud the moves being made to provide the very best quality training available - especially when it comes to instilling the basics of literacy and numeracy from the youngest age.

We also greatly welcome the debate about how there can be greater autonomy within the sector. A school is likely to get the best results when it is fully accountable to its parents, pupils and teachers, and we do not think this is working well enough in the current structure of local authority education services which are too heavily based on a one-size-fits-all approach. We do not believe that government - either national or local - should micro-manage our schools and are pleased that this view is gaining considerable support amongst the educational establishment, including in some quarters previously hostile to such changes.

The basic principles underpinning the Curriculum for Excellence mean that schools will be more responsible for their own curriculum and how this articulates with their own circumstances and local communities. It is therefore logical that headteachers, rather than government, should be the key decision-makers. This should include control over staff appointments, budgets and general school policy, rather than having to adhere to all the guidelines which are currently set by local authorities. Indeed the current debate about the timescale for the new Curriculum for Excellence exams has highlighted just why it is so important that individual schools are responsible for decision making - something rightly highlighted by your incoming General Secretary, Larry Flanagan at Holyrood's Education Committee on 28th February.

Where there was clear demand from parents and teachers, we would allow existing state schools to be run independently of local authorities, and we would also allow educational charities, philanthropists and not-for-profit trusts the

opportunity to set up their own schools. We believe greater choice and diversity in education drives up standards and provides far greater scope for heads to be innovative and dynamic.

Research consistently shows that it is a child's formative years which have the most profound impact upon, not only their approach to education, but also on their attainment in later life. Consequently, ensuring that Scotland has a very strong and coherent early years programme is a top priority for all political parties and the Scottish Conservatives share this ambition, just as we do in terms of improving the chances for looked after children and for all those with special needs. Our education should partly be judged upon how well we provide for our youngest and most vulnerable children. □

Elizabeth Smith MSP

Scottish Green Party



The Scottish Green Party values education as a social good that benefits us all. We believe it should be funded collectively. Our priorities for education are to provide greater support and stability for teachers, and to ensure children have a healthy start to life and a broad and engaging curriculum throughout their school career.

To do this we must start protecting schools and nurseries from unnecessary squeezing of budgets, largely due to both the Scottish and UK governments' cuts. Edinburgh, for example, is cutting £2.4m from secondary school budgets while schools are tasked with embedding the Curriculum for Excellence.

Scottish Greens at local authority and Parliament level have repeatedly made the case that councils should be able to set their own budgets and make decisions on raising their own funds through the council tax.

A healthy start to life for us means access for all children aged three to preschool childcare regardless of their economic background. Recent statistics suggest only a fifth of local authorities can guarantee parents a place for their toddler. This is unacceptable.

Nursery nurses play a vital role in early years education. We believe their pay and conditions should be reviewed to fully reflect their responsibilities. However, nursery

nurses should not be expected to replace nursery teachers. Similarly we believe new entrants to primary and secondary teaching deserve better pay, and we'd like to see a banding system that recognises experience and responsibility in the profession.

Teaching is widely acknowledged as one of the most stressful professions and Scottish Greens will do the utmost to lobby for stability in teaching. We would like to see opportunities for sabbaticals to encourage career and personal development and training to allow primary teachers to learn skills for secondary education, and vice versa.

We have also backed the need to protect teachers' pensions.

We support the lowering of the pupil/teacher ratio and increased funding for additional equipment and classroom assistants.

Health is an issue of national importance and one we can tackle through schools. All pre-school and primary children should have at least two hours of outdoor education a week. We must protect our playing fields and other play areas.

Education should be a life-affirming experience that prepares young people for all that life can throw at them.

Scottish Greens will always support the education sector to give future generations of Scots the chance to shine. □

Alison Johnstone MSP

Scottish Labour



Scottish Labour has always seen education as a priority. In power we expanded teacher numbers to 54,000, invested in an ambitious school building and refurbishment programme and increased teacher support.

In 2001 the Labour led Scottish Executive introduced the McCrone agreement. This was to boost the morale of a dispirited profession. Since 2007, many of the advances in education have been reversed and promises broken.

There are now major challenges which threaten to destabilise Scottish education. We are concerned that the McCormac review is an attempt to unpick the McCrone agreement with cost cutting underpinning

its thrust. It's wrong to scrap the Chartered Teacher scheme. We want to reward teachers who improve their skills while staying in the classroom.

We want to see justice with respect to pensions and more done to provide employment opportunities for those completing their probationary year. We want also to see fairness restored in the employment of support teachers. Alex Salmond's cuts to local authority budgets have led to the loss of much valued support jobs. We recognise that in many schools, pupils with complex needs are not being properly supported because of budget cuts. This is placing an unfair burden on the classroom teacher and also impacts on the learning experience of other pupils. While we support the expansion of early years services, this should not be done at the expense of qualified teachers whose skills should underpin a quality service.

The present youth unemployment crisis should be a compelling reason to invest in Scotland's Colleges instead of inflicting the huge budget cuts which have slashed jobs and courses.

We now also have a highly charged debate about Curriculum for Excellence. Scottish Labour remains committed to this initiative to put Scottish education up with the best in the world. We acknowledge that in many areas teachers and schools are ready to move forward. However, we also have to be honest and admit that many teachers do not feel they are ready for the new exams, and many parents are completely confused. There are still too many unanswered questions and that is why Scottish Labour is backing calls for a delay to their introduction. No pupil in Scotland should be disadvantaged. We should not gamble with their future.

If we truly want excellence in Scottish education, then we need a highly motivated and well supported teaching profession. That is why Scottish Labour is demanding an end to the damaging education cuts which are undermining the progress made from 1999-2007. □

Hugh Henry MSP

Scottish Liberal Democrats



Our approach is based on the truly liberal value that every child in Scotland should have the very best start in life, regardless of wealth or family background. We want every child to succeed, achieve their full potential and leave education with the right skills and qualifications to prepare them for work.

The next few years will see the continued implementation of the Curriculum for Excellence in secondary schools across Scotland. This new approach to education was pioneered by Liberal Democrat education ministers and is the right one for Scotland to be taking in meeting the needs of school pupils, of all ages, in the 21st century. Teachers have been working hard to ensure these profound reforms are implemented successfully. Nevertheless, uncertainty surrounding the new exams remains and is undoubtedly causing concern amongst pupils, teachers and parents. The Education Secretary cannot simply dismiss these concerns and must now offer appropriate support for teachers and schools. These plans must not be allowed to unravel.

Liberal Democrats believe in local control and we want to see more powers handed to head teachers in relation to staffing and managing their schools. Head teachers should have the flexibility they need within the Curriculum for Excellence and have more control over their own school development plans.

The excellence we demand of our schools and education system requires well-trained, well-motivated and well-rewarded teachers. Driving up quality and outcomes further will require the Scottish Government to consider carefully to what extent and how the recommendations from the Donaldson and McCormac reviews are to be taken forward.

Another key focus must be on the early years. The attainment gap caused by poverty starts young and it's now widely accepted that investment in the early years is the single most important tool for improving the life chance of all our young people. Liberal Democrats will continue to call on the Scottish Government to release the significant resources currently locked in Scottish Water, estimated at around £1.5 billion, to help boost early intervention projects in Scotland.

In England, Liberal Democrats in the Coalition Government have introduced a Pupil Premium which adds extra money to a school's budget for every child from a poorer background on their roll. Almost two million children benefit. Schools have freedom to spend the money how they wish but are held to account for how it's used to support disadvantaged pupils. The Scottish Government needs to ensure that poorer pupils in Scotland are not left behind. □

Liam McArthur MSP

Scottish National Party



"Over the past four years in Government, the SNP has worked hard to implement its vision of a Scotland where all young people can realise their full potential. Local authorities have played a crucial part in that process, whether that be through their work to increase free nursery provision, deliver of all-time low class sizes, and implement of Getting it Right for Every Child.

The next few years will undoubtedly bring a number of challenges as a result of the falling funding settlement the Scottish Government receives from Westminster. However, the SNP believe that by setting the right priorities now we can be in the best position possible further down the line when the cuts start to bite. That is why we are committed to moving toward preventative spending in the early years and other areas. The Early Years Change Fund will contribute £272m across the current Spending Review Period to help fund a range of local authority projects that will use evidence-based interventions to give children the best possible start in life, as soon as possible. Local authorities and NHS boards will be given the opportunity to work together to ensure the money is spent as effectively as possible.

The SNP remains committed to working toward establishing a world-leading education system once again and we see the roll out of Curriculum for Excellence as a vital part of this. Education Scotland is and has been in continual contact with local authorities and their schools in support of implementation of the curriculum. There is a clear majority who support maintaining momentum with implementation of CfE, but I have been listening closely to the concerns expressed by some recently. Education Scotland are undertaking a further detailed check to identify where support is needed by teachers or subject departments in all schools. There should be no stigma attached to asking for additional help.

Delivery of a top-class education system like Curriculum for Excellence requires a top-class school estate and on top of the 330 new or refurbished schools delivered by the SNP over our last term, a further £1.25bn will be invested allowing us to deliver more than 60 schools through the Schools for the Future programme. Recent figures show that 82% of school children in Scotland are being taught in good quality buildings, and by the end of this Parliamentary term that figure will be even higher.

Scotland is indeed fortunate in having tens of thousands of committed teachers supporting the education of hundreds of thousands of hard working pupils." □

Mike Russell MSP

Defending the Teaching Profession in the 21st Century



As he stands down as General Secretary after almost two decades, Ronnie Smith looks back over his time in the teaching profession and as an EIS activist and Official. One of the key architects of the 21st Century Teaching Agreement, which brought enhanced professional status and pay for teachers and stability for Scottish schools, Mr Smith argues that those pushing to dismantle the agreement risk causing significant damage to Scottish education. Mr Smith urges all teachers and lecturers to continue to stand together, through a strong and united EIS, to defend the teaching profession and the interests of Scottish education.

Looking back over 40 years as an EIS member, 24 of them as an EIS employee, I am struck by the cyclical pattern of advance followed by stagnation in the fortunes of the teaching profession over these years.

I joined the EIS as a student teacher in 1972 and entered teaching in 1973. My first union activity was as part of a group of “angry” young teachers campaigning against appalling pay levels – especially for teachers on the lower points of a 12-point incremental scale.

Early success came in 1974 with substantial pay uplifts, including a degree of retrospection, following the Houghton Report. Some still recall the big-ticket “Houghton” purchases of fridges, holidays, TVs etc made with their new-found wealth!

There followed a period of gradual salary decline, arrested by awards made through the Clegg Commission on pay comparability in 1979. Then, once again, decline set in and this led to the momentous dispute of the mid-1980s with unprecedented programmes of all-out and selective industrial action, culminating in the Main Committee of Inquiry into teachers’ pay and conditions which eventually brought peace to our schools again. It was in the midst of this dispute that I was first elected to the elevated heights of the EIS Executive Committee and shortly afterwards, in 1988, joined the staff of the EIS as an Assistant Secretary, dealing mainly with salaries and legal matters.

Post-Main, yet again, teachers headed towards a barren period of relative pay decline and repeated attempts to erode the advances in conditions made over the preceding years. In the Spring of 1996, within months of becoming General Secretary in 1995, I was one of around 40,000 people who took to the streets of Edinburgh in protest against education cuts - still one of the biggest public demonstrations in Edinburgh in living memory, organised and led by the EIS.

This unhappy decade of the 1990s included the notorious “1990s Review” which, together with the deeply hostile policies

Now we have entered a phase which is potentially more challenging than any current EIS member will be able to recall

of the dying years of the last Conservative Government, created the worst atmosphere in our schools for many years. This was exacerbated by the later failure of the ill-starred “Millennium Review” to produce any meeting of minds. Serious industrial unrest was only averted by the establishment of the McCrone Inquiry whose report, “A Teaching Profession for the 21st Century” provided the platform on which was subsequently built the 21st Century Agreement.

This Agreement begins to look like a high watermark for Scottish education. Built on principles of collegiality and enhanced trust and respect for teacher professionalism, the Agreement provided a decade of peace and stability in Scotland’s schools. It created modern and professional conditions, and pay stability that has only started to be eroded in this recent period of economic crisis. In terms of career achievements, I will always be proud of that Agreement and any contribution I may have made towards it.

Sadly, few of the key stakeholders in the Scottish Negotiating Committee for Teachers retain any institutional memory of this piece of work and the processes associated with it. Only the teacher unions seem to feel any connection with, or sense of ownership of, this Agreement.

Now we have entered a phase which is potentially more challenging than any current EIS member will be able to recall. All sectors of education – and public services more generally – face a protracted period of austerity with severe downward pressure on funding levels. This will impact very badly both on services and the providers of services.

Though negotiations are under way in the SNCT, (and elsewhere) it seems unlikely that the McCormac Review recommendations will do anything to improve matters. It had nothing to offer on pay – so teachers face a two year pay freeze followed by two years of government pay policy limiting rises to 1%. At the same time, few teachers will feel assured that their work will become more manageable if the “flexibilities” demanded of teachers come to pass.

More widely, public servants are wrestling with significant attacks on their pensions arrangements, having to work longer, pay more and get less. And they are seeing real cuts in living standards with high levels of inflation.

The EIS, in common with many unions, is having to fight on many fronts at the same time. Beyond the issues of “pay and rations” significant curricular, assessment and structural changes are under way (or soon will be). The pressures felt by teachers arising from Curriculum for Excellence are increasing, rather than easing, as the roll-

out continues. Members in FE face huge uncertainty arising from regional re-structuring and draconian budget cuts.

Just as I entered teaching in 1973, joined the staff of the EIS in 1988, became General Secretary in 1995 – all at points of great turbulence and unrest – so I leave in 2012 at a time of heightened concern.

In these troubled times, it will be more important than ever for the EIS to remain a strong and influential advocate for public education and a representative voice for the teaching profession – across all sectors and for all grades, from the beginning teacher through to the most senior staff.

The strength of the EIS lies in its members

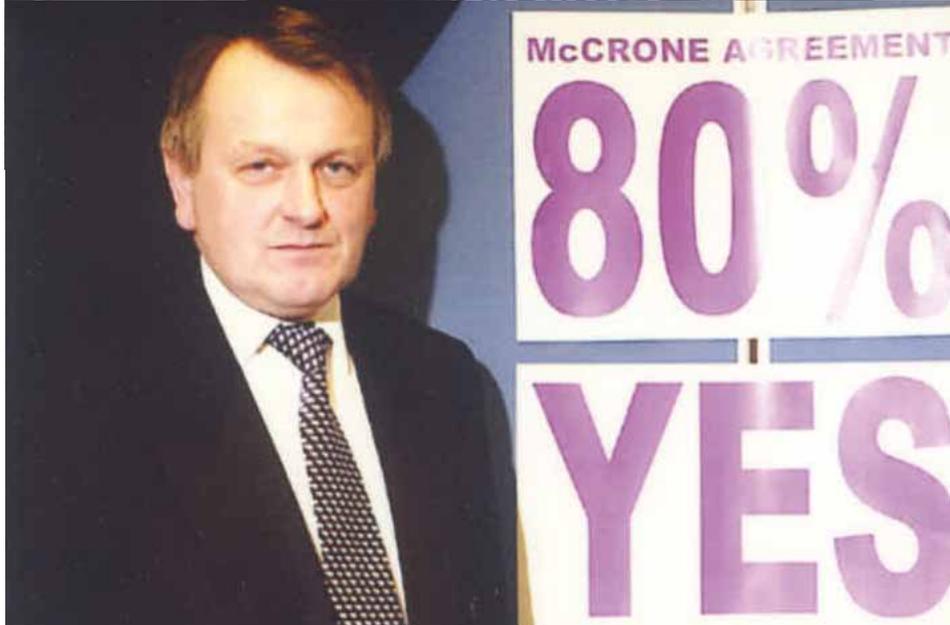
- those who may do no more than pay their dues,
- those who fulfil voluntary roles, as reps, branch or local association officials,
- those who serve at national level – on Council, Committees or as Office Bearers.

It has been a genuine privilege to have had the opportunity to serve for 17 years as General Secretary and work with many good people – both lay representatives and the outstanding team of staff and officials - who care so much about the work they do.

Politicians come and go. Their education policies ebb and flow. But the EIS is a constant presence, promoting and pursuing our core objectives of “sound education” and the “interests and welfare of teachers”. That work will never be complete.

I am optimistic that better times will return – but only if we work to ensure that they do. I earnestly hope that the EIS – and thereby Scottish education – will flourish in the years ahead. Now it is time for others to take on that work, I shall watch closely, disinterested, but far from uninterested. □

R A Smith



Where now for teacher professionalism?

EIS Assistant Secretary Drew Morrice takes a look at the history of the McCormac Review process, and looks ahead to the discussions on its recommendations. The Scottish Negotiating Committee for Teachers (SNCT) is in the early stages of working towards an agreement in light of the review process.

When the Cabinet Secretary for Education and Lifelong Learning, Michael Russell, asked Professor Gerry McCormac of Stirling University to conduct a review of teachers' Conditions of Service it was difficult to understand why he thought it necessary to seek such a review. The economic context for his decision was the agreement reached between Scottish Government and COSLA to seek £60m savings from teacher conditions, but there was no money to oil the machinery of change as had occurred in previous reviews such as Houghton, Clegg, Main and McCrone. Indeed, the final pay element of 2001 Agreement, A Teaching Profession for the 21st Century, paid in 2003 has, according to our evidence to McCormac, maintained its value, lying between the Retail Price Index and the Consumer Price Index up to April 2010.

there was no money to oil the machinery of change

was overtaken in a short period of time. Professor McCormac was invited by the Cabinet Secretary to commence his work in January 2011 and the final report, *Advancing Professionalism in Teaching*, was published in September. The McCormac Review team undertook a significant task in an abbreviated timescale and there is no doubt that the review team had a demanding job. However there is little doubt that the report is a flawed document and the vagueness of certain recommendations has different parties reading into the intention behind the recommendations. The degree of unanimity of the EIS Special General Meeting, held in November is a clear testimony of the concern of teachers to the findings in the report.

The two year pay freeze since then has meant that teachers' pay has not kept pace with inflation.

The McCormac Review

When the report was handed to the Cabinet Secretary he had significant decisions to make on taking the recommendations forward. On 11 October 2011 Mr Russell met the EIS and other trade unions along with the Convention of Scottish Local Authorities (COSLA) to discuss the recommendations. Out of the 34 recommendations in the McCormac Report there was agreement that only 4 could be accepted by Scottish Government, COSLA and teachers' unions.

The recommendations accepted were:

Recommendation 5: Staff acting as reviewers in the PRPD process should be properly trained and their involvement in the process should be seen as an important part of their own professional development.

Recommendation 12: The guaranteed year of employment for all probationary teachers should continue.

Recommendation 22: There should be no change to the length of the current contracted week of 35 hours.

Recommendation 33: The arrangements set out in the Teachers' Agreement governing national negotiation in the Scottish Negotiating Committee for Teachers and in the Local Negotiating Committees for Teachers are appropriate and these bodies should remain.

The Cabinet Secretary then set out a number of recommendations which tied in with the work undertaken by Graham Donaldson (who was also a member of the McCormac Review team) on *Teaching Scotland's Future* relating to continuing professional development. These would be taken forward through the National Partnership Group.

Mr Russell stated that he wished to consider further Recommendation 19, "that the Chartered Teacher Scheme should be discontinued." He accepted that there would be work for the SNCT but the context of that work would await his decision.

The Cabinet Secretary then invited the SNCT to deal with the remaining recommendations which related to

the Conditions of Service set out in the SNCT Handbook.

The SNCT agreed to establish three working groups which report to the SNCT Joint Chairs who will pull together the work and make recommendations to the full SNCT. The first working group is looking at teachers' duties, the second is looking at working week, working hours while the final Group is looking at the Chartered Teacher Scheme.

This Group awaited the decision of the Cabinet Secretary on the Chartered Teacher Scheme which eventually came on February 9, 2012 in a statement to Parliament.

it appears that economists and politicians see the public sector as the prime means of reducing the deficit.

The SNCT Joint Chairs' Working Group on Chartered Teachers will have to deal with the current freeze on entry to, and progression within, the scheme. The group will have to address pay issues relating to Chartered Teachers and the

future of the SNCT Code of Practice on the role of Chartered Teachers.

The other working groups have met on three occasions. What is clear is that the SNCT will not be able to conclude its work on the recommendations by June 2012. Therefore, this work will continue into the autumn and if the SNCT can agree any of the recommendations these will be taken forward at the end of current Pay and Conditions Agreement.

The exception to this approach will be the freeze on Chartered Teachers. The SNCT will have to conclude this task by June 2012 and make decisions on this freeze.

There is no doubt that the discussions arising from McCormac will be difficult. The context for all public services is worrying. McCormac was entreated by the Cabinet Secretary in the terms of reference to take account of "public expenditure issues and affordability."



The Scottish Government has previously commissioned the Beveridge report the Independent Budget Review which was published in July 2010, which clearly stated that difficult choices would have to be made in the public sector between jobs, pay and conditions of service. The Independent Budget Review predicted a “long financial winter” which is likely to last “until the 2020s”. The economy collapse which engendered this situation is not the making of the public sector but it appears that economists and politicians see the public sector as the prime means of reducing the deficit.

While we are in a period of unprecedented difficulty it would be wrong to see McCormac as anything other than an independent report. Following the McCrone Report in 2000, Scottish Executive (as it was then), employers and unions had to give shape to a package which the EIS put to its members. McCormac will provide a context for SNCT discussion. No more, no less. It will be for the SNCT to reach decisions on those recommendations which have been remitted to the SNCT.

The EIS agrees with McCormac that teachers’ terms and conditions should build the capacity of the profession to improve outcomes for learners, strengthen the quality of teaching and leadership and promote collegiality. The way to do this is to listen to teachers and their representatives, tackle the burgeoning workload and bureaucratic demands on teachers and maintain a clear set of contractual duties which clarify what is expected from teachers. The stability and enhanced professionalism which arose from “A Teaching Profession for the 21st Century” should not be disregarded or lightly cast aside. □

Should we **beware** of Griggs bearing gifts?

EIS-FELA Salaries Convener Donny Gluckstein takes a detailed look at the possible implications of the Griggs Report on Further Education governance. In his article, Mr Gluckstein explores whether the Report is a gift from the FE gods, or a Trojan horse with hidden dangers for colleges and their staff.

To the hard-pressed FELA member coping with classes, lesson preparation, marking, falling living standards, redundancy threats, draconian funding cuts and possible mergers, Professor Griggs' 'Report of the Review of Further Education Governance in Scotland' may not seem a top priority. The document is no page-turner. But it should not be ignored, because if even a fraction of the recommendations are adopted you will be affected.

So what gifts does Griggs bear? First of all he mounts a meticulous and devastating critique of the existing system of governance and the many inequalities and inconsistencies it has produced. It is something the EIS has been concerned about for years. Furthermore, among its many proposals, the review proposes two elements that have long been dear to the EIS: abolition of the system of principals and boards, and national bargaining for pay and conditions. We welcome all these elements and it is worth setting them in context to understand why.

Long ago, when Meryl Streep was winning her first Oscars, the Tory government, which was losing every single MP in Scotland, decided it could at least wrest control of FE from Labour-dominated local authorities. This act of revenge also fitted the privatisation/competition agenda. Colleges were now to be run by a merry-go-round of principals appointed by boards of management who were appointed on the advice of principals. (You get the idea).

This was not only a dreadful way to run an educational service. One consequence of breaking up (Balkanising) the sector was to destabilise the existing system of national bargaining. The employers' side suggested slashing holidays, increasing contact time and, when EIS lecturers refused, each college management went its own way. Lecturers were then told 'the college next door is now our competitor and they work longer for less'. This was a race to the

bottom which, fortunately, EIS lecturers managed to oppose in many places.

If implemented the Griggs review would replace that discredited governance model with 12 regional boards, run by unelected principals but by chairs, selected through the public appointments system. They will be given targets set by the government via another new body, the 'FE Strategic Forum', and audited to ensure they comply with them. This adds up to putting effective control of FE (and the millions spent on it) securely into the hands of the Cabinet Secretary for Education. The EIS has always argued for democratising FE, and so making it responsible to an elected politician is a step forward.

But the democracy agenda needs to go further. Griggs does nothing to address the fact that today's FE is not driven by educational but by business considerations. Currently there is one lecturing representative and one support staff representative on all 41 college boards, which is inadequate. The review envisages the 12 regional boards having just one staff representative each. That cuts staff representation from 82 to 12! That would sideline even further the professionals who, day in day out, are delivering education to students. Political oversight from above – yes; but it must be tempered by hands-on academic influence from below, and that means much more lecturer representation.

What of national bargaining? The review presents a clear timeline for restoring this by August 2014. That is very welcome and will take pressure off branch officials. But consider the circumstances. FE has suffered more than a 20% cut in teaching grant (with inflation much more) in two years. The prospects for next year look gloomy. There is a serious danger that 'bargaining' will be like asking someone suffering from malnutrition which starvation diet they would prefer to have. For national bargaining to be anything more than sharing the suffering equally, the EIS will have to mount a significant campaign to defend best practice and to fight for a reversal of funding cuts. FELA's emergency conference passed many resolutions on the latter

and we have to do much, much more to put them into practice. It is also important that removing negotiations from individual colleges does not make the process remote and bureaucratic. FELA negotiators must be accountable and keep the grass roots fully involved and informed.

Perhaps the most complicated aspect of the Griggs review is the likely impact on mergers and inter-college relations. At the time of writing it is unclear how much of the review will be implemented by Mike Russell, Cabinet Secretary for Education, beyond a general commitment to regionalisation (which the EIS supports in principle).

So what are the scenarios? If he adopts the Griggs model the regional boards will effectively act as a single employer/funding council for all colleges in their remit. This means de facto merger. Mr Russell may not follow Griggs, and instead cave into principals who will no doubt lobby hard to retain what is left of their fiefdoms. That way we end up with existing college managements plus yet another tier of bureaucracy – the regional boards. Other principals may steam ahead with the current plan for college mergers. Here the risk is in terms of rationalisation between colleges driven by financial motives alone, with education at the bottom of a very long list.

The EIS position is clear: the sector should be driven by educational concerns, and so we want to see a new framework. The old one has failed.

In the consultation we supported lifting FE beyond the reach of unaccountable college boards and their principals to introduce overall strategic direction by elected politicians. But we do not want complete centralisation, because we believe FE should also be shaped locally by the views of those who deliver education. Democratic regional structures can deliver that and we wish Griggs had gone further in that direction.

In the review's 110 pages there are 110 points that could be made, regarding UHI, election of principals and much more. But no doubt these will be the subject of further debate. □

The EIS position is clear: the sector should be driven by educational concern

A large, weathered wooden Trojan horse sculpture, constructed from many layers of dark, aged wood. The horse is shown in profile, facing left. It is bound with thick, light-colored ropes around its neck, chest, and legs. The background is a clear blue sky with some light, wispy clouds. The lighting is bright, suggesting a sunny day.

Lecturers were now told 'the college next door is now our competitor and they work longer for less'

if even a fraction of the recommendations are adopted you will be affected.

Harmonious learning in Highland

The Music Department at Lochaber High School (LHS) has achieved considerable interest in recent years due, in part, to the large number of prominent musicians who received music instruction at the school. Mark Reynolds, Highland Instrumental Music Teacher explains how the school's strong links with the community and beyond continue to provide a positive environment for young people to learn music.

Lochaber High School is situated at the foot of Ben Nevis, in fact many of the rooms in the building look on to the beautiful hills and glens of the Nevis Range, providing a stunning location for an establishment of learning. It is the largest high school in Lochaber with some 880 pupils and has traditionally had a great reputation for preparing fine young musicians, many of whom have gone on to study music professionally. Countless students enjoy the great pleasures one receives by learning an instrument and taking part in the numerous music making opportunities that LHS has to offer.

The music department is a very busy one with many different music groups rehearsing on a weekly basis. The recent 50th Anniversary concert involved over 200 students and 13 different musical ensembles as diverse as an improvised music making performance with the

students in the Support for Learning department using a sound beam machine, to the Staff Choir. One of the many highlights of that concert was a performance of the LHS Orchestra and Choir, featuring over 100 musicians.

Currently we have a wide variety of musical groups within the school: a traditional music group, pipe band, choir, junior and senior wind band, rock band, big band and the school normally performs a musical every

**easing
the often
problematic
transition
phase
between
primary
and
secondary**

year, with the most recent one based on the story of Mary Queen of Scots, written by George Young and Ian Welch of the Music and English departments respectively. They intend to take this production to the Edinburgh Fringe thus repeating what they did with their previous play, *Burke and Hare* in 2009. The orchestra and actors are made up purely from students, staff and teachers and their plays have proved to be a huge hit with cast members and the public alike receiving great reviews.

Members of Harmonize, a choir comprising of first–third year students, recently successfully auditioned to take part in the Children in Need national choir event. This featured young singers from all over Scotland and the UK rehearsing together in Glasgow and performing live on BBC television.

The school Big Band has recently returned from their first tour which involved four concerts in Lancashire, including a joint concert with St. Augustine's Swing Band from Blackburn. The English band come here every year to the Scottish Highlands to rehearse and perform music with local musicians from Fort William so the LHS Big Band jumped at the opportunity to go on their first ever tour down south.

The pipe band perform many concerts throughout the year and use the summer months to parade in Lochaber, to great acclaim, further strengthening the strong local links that the school has with the community.

Many of these ensembles feature students from not only the High School, but the associated Primary Schools as well, easing the often problematic transition phase between primary and secondary. In the pipe band and the junior wind band, we have Primary 5s playing together with fourth



year students, where mentoring roles in the older students is very much encouraged.

The music department of LHS has many famous alumni including the likes of traditional music specialist and shinty superstar Gary Innes, Angus Grant Jr, Iain MacFarlane of Blazin' Fiddles fame, all of whom recently took part in the Lochaber Gold concerts celebrating the 50th anniversary of the school. This concert was featured in last year's Blas festival and was repeated as part of the Celtic Connections festival in Glasgow to great reviews.

Highland Council run a 'Highland music day' in which every instrumental student is offered specialist music training

There are external organisations that help and support these young students such as Feis Lochaber and the Lochaber Music School, whose expertise in many different genres go hand in hand with the services provided by Highland Council. It is testament to the school and the local talent that young musicians from Lochaber have

gone on to perform with such traditional music groups such as Shooglenifty, Breabach, Salsa Celtica, Dàimh, Skipinnish, Mouth Music, Deaf Shepherd and Manran, who recently made the headlines by having a song written in Gaelic in the top ten.

One of the most poignant musical events of the year is when the school wind band and pipe band mark Remembrance weekend with a series of concerts and parades commemorating the supreme sacrifice that many of the armed forces give during their time in service. The first Commando Battalion was formed and trained in Achnacarry, very close to Spean Bridge and Fort William, and it is at the Commando Memorial at Spean Bridge that each November the bands play for the service of remembrance on Armistice Sunday.

Many of the students also have the opportunity to take part in external workshops and master classes, with, for example, the National Youth Jazz Orchestra of Scotland and the Royal Conservatoire of Scotland frequently send musicians north to give lessons and workshops in the different musical genres. Highland Council run a 'Highland music day' in which every instrumental student is offered specialist music training and ensemble playing for a day, which is no mean feat bearing in mind the logistical difficulties of getting hundreds

of students to meet in Inverness for an intensive, but fun, day of music.

Once the young students reach an appropriate level they are encouraged to take part in one of the eight Highland regional music groups, who meet for residential weekends six times per year and perform concerts in Inverness and Aviemore. LHS is very well represented in these groups with many students holding important positions within the ensembles, including the 'leader' chair of the Highland Regional Youth Orchestra. Many students have also gone on to represent the school at national level, playing in the National Youth Children's Orchestra of Scotland and the National Youth Orchestra of Scotland.

Many of these students would not have the possibility of playing in groups if it wasn't for these initiatives because of the enormous distances students (and parents) have to travel, often in very difficult conditions.

Lochaber High School is very lucky, its team of dedicated teachers, local community support and a great bunch of talented young musicians mean that the music in and around Lochaber still remains as loud and as strong as ever. □



EIS Learning Reps

EIS members will be aware of Continuing Professional Development (CPD) but are they aware of all the CPD opportunities available to them – both professional and personal?

EIS Learning Reps have been trained to a high level to give information, guidance and support to colleagues who wish to undertake CPD. Learning Reps can give advice on any CPD, including Curriculum for Excellence and Classroom Practice. Learning Reps work closely with local authority CPD personnel and further education college CPD personnel and have been involved in organising high quality, well-attended CPD events throughout Scotland.

The EIS is now recruiting more members to train to become multi-establishment Learning Reps (LRs).

Multi-establishment Learning Reps work across all schools within their local authority area. A new on-line LR course has been devised which includes a short introductory section through Stow College which lasts six weeks. The second section of the course is provided by the University of the West of Scotland and lasts three months. The course fees are met by the EIS. Members from within the further education sector can undertake the same course and become LRs for their college. We are also recruiting members from within the Higher Education sector to train to become LRs for their own institution – this is a new important development for the EIS and the aim is to have an LR in each higher education institution. Members from this sector have signed up for the course which is due to start in April 2012 and we would like to see more members undertake the LR course in the future.



A new LR Information Pack has been devised which gives full information on the role of EIS Learning Reps and the course they undertake. If you are interested in finding out more and wish to receive a copy of the information pack please contact Lyn McClintock, CPD/LR Co-ordinator by e-mail: lmclintock@eis.org.uk or download the pack from the EIS website: www.eis.org.uk

If you'd like to contact an EIS Learning Rep to get information and advice on CPD opportunities, their contact details appear under the Learn Reps section on the EIS website: www.eis.org.uk

Individual EIS members are free to contact Learning Reps at any time to discuss issues relating to their own professional development. Why don't you contact the Learning Rep for your area and find out how they can help you?

CPD Event (26 April) West Dunbartonshire Professional Dialogue Event

A joint EIS/West Dunbartonshire Council Professional Dialogue CPD event, "CPD of the Future" is being held on Thursday 26 April 2012 from 4-6pm in Clydebank High School. All teachers from East Dunbartonshire and West Dunbartonshire are welcome to attend. Refreshments will be provided.

The event will feature a panel of important figures within education. The panel will be chaired by Tom Hamilton, GTC(S) joined by Tony Finn, Chief Executive Officer of GTC(S); Margaret Alcorn, National CPD Co-ordinator; Ollie Bray, Education Scotland and Eileen Cummings, Clydebank High School.

This is a unique opportunity for teachers to ask questions of the panel on any matter related to CPD. To register for this event, or to ask any questions, contact Ann Fisher, EIS Learn Rep: afisher@eis-learnrep.org.uk by Thursday 19 April 2012.

Highlighting the work of EIS Representatives

The SEJ is keen to highlight the important work which is being carried out by EIS Representatives across the country. If you know of an outstanding Rep whose work you would like to see featured in a future edition of the SEJ, please get in touch with the editorial team via sej@eis.org.uk and let us know your recommendation.



External Event

The 9th Annual Conference of the UK Association for Solution Focused Practice

Solution Focus - The Way Ahead: for individuals, for organisations, for communities.

Edinburgh 14th/15th June 2012

The Annual UKASFP Conference is being held in Edinburgh, hosted this year by Steve Smith, Lecturer in Mental Health at the Robert Gordon University Aberdeen, with a Scottish Organising Team.

On Friday 15th June the conference will open with an address from Peter Lehmann, University of Texas Arlington, about a highly successful solution focused court diversion programme for young people.

We have workshops from innovative, inspiring and experienced practitioners including John Pihlaja from Finland, Elliot Connie from the United States and from the UK: Carey Glass, Shakya Kumara, Catherine McGlone, Evan George, Eileen McCabe,

Mark McKergow, Neil Woodbridge, Claudia Van Zuiden and Greg Vinnicombe.

The workshops will have a variety of stimulating topics following the theme of the conference including using solution focus approaches with individuals and couples, children and young people, carers, time management, organisations and whole communities. There will also be a pre-conference programme the day before included in the conference price.

Whether you are new to solution focused thinking, or are an experienced practitioner, this conference will have plenty to offer you. It is taking place at the James Watt Centre within the Edinburgh Conference Centre, Heriot-Watt University - a modern purpose-built conference centre with excellent facilities, close to the airport and central to Scotland's motorway network.

A full programme is now on the UKASFP website.

Book your place now at www.ukasfp.co.uk

Pre-Conference Trysts

On Thursday 14th June we have four pre-conference gatherings, or Trysts of like-minded solution focused practitioners:

Tryst 1: Ali Abington
Solution-focused evaluation

Tryst 2: Janine Waldman / Paul Z Jackson
'Solutions 4 Reading' – whole system change 3 years on.

Tryst 3: John Pihlaja
Solution Focused Speed Dating

Tryst 4: Scottish Solution Focused Network
Engaging with the Scottish Government Strategy on Health and Wellbeing from a Solution Focused perspective.

Conference prices: The price includes: pre-conference activities, the main conference, conference refreshments and materials:
UKASFP paid up members: £95.00
Non-members: £135.00
Student/unwaged: Discounted price subject to confirmation of status
£75/£95

SEJ Online

As well as being printed and posted to member's home address, the SEJ is also published online at www.eis.org.uk

Members have the option to opt out of receiving a printed copy of the SEJ if they wish.

In order to opt out, follow the online instructions at www.eis.org.uk/News/opt-out.htm

Upon opting out of printed copies of the SEJ, members will instead receive an email advising when each new edition of the online SEJ has been published.



Outdoor learning in the big country

The EIS Page Scholar for 2011/12 was Ros Marshall, a part-time nursery teacher at Liberton Nursery School-Edinburgh, and a Forest School Leader. Ros has been teaching at Liberton for 11 years. Her interest in nature play for younger children has flourished since she became involved in Forest Schools. The children at Liberton Nursery School benefit from a continuous Forest School Programme, and an outdoor area at the nursery with many opportunities to play naturally. Here, Ros describes her experiences on her study visit to the USA with the support of the EIS Page Scholarship and the English Speaking Union (ESU).

Gaining the EIS and ESU Page Scholarship to America was a great honour, and a highly satisfying experience both professionally and personally. It allowed me to visit America for a period of 3 weeks, in order to research different models of outdoor learning provision for young children- particularly those of nursery age.

The subject of study that I had applied for was: 'To look at outdoor learning and sustainable development education within the nursery and primary sector. To visit play grounds that have been transformed by school communities, and to find out how they are used by learners. Finally to look at the link between outdoor play and learning and the health of both children and the planet.' In summary looking at how different education models can help children and their families make a life long connection to nature.

The two models I was really interested in were models that don't exist in Scotland to any great degree. The first being schools having their own 'Garden Educators' as part of the staff team. These are educators who maintain the school garden, take environmental lessons and supervise nature play sessions. The second model is of 'Nature Pre-Schools set on nature reserves'. These nurseries often share a joint building with The Ranger Service, and have access to acres of nature reserve land and all the benefits this brings.

My application was informed by knowledge I already had about outdoor learning in

America and general approach to being outdoors. I had already been influenced by the following writers Richard Louv in his seminal book 'Last Child in the Woods' and Sharon Danks writing about schoolyard transformation in her book 'Asphalt to Ecosystem'. Other campaigns and networks that I was keen to find out more about were the 'Leave No Child Inside' campaign, The Children and Nature Network, The San Francisco Green schoolyards Initiative and The Centre for Eco-Literacy. I also knew that there were many other exciting initiatives to find out about.

Once awarded the scholarship the project of actually getting to America involved three separate stages:

- Planning which for me involved a lot of internet research, e-mailing schools and teachers, sorting out accommodation and making travel arrangements in order to schedule a full visit programme.
- Travel in America –my time table allowed me to visit schools-five garden educators at the schools/gardens they worked in, four nature pre-schools on nature reserves, two environmental educators-one from a national park and one from 'The Highline Park' in New York, one construction Playground in Berkley, and attend one conference. These visits varied from half a day to two day visits
- And finally once back in Scotland collating all the information I had collected, sorting through hundreds of photos, writing reports and speaking to friends and colleagues about my experiences.

I travelled from West to East across America, starting in San Francisco and making my way across to Chicago, Milwaukee, Michigan, New York and Connecticut.

I was inspired by every centre that I visited, but feel that in a short article it would be best to concentrate on two schools that I particularly enjoyed visiting - one from each of the models I spoke about earlier.

Rooftop School in San Francisco is an elementary school in an urban setting, it has a well established garden area to the side of its main playground. The garden and its linked education programme are run by the schools garden educator. The school has a good outdoor ethos, helped a

little by the kind Californian weather! With a morning circle time for the whole school and assemblies being held outside. The role of 'Garden Educator/co-ordinator' is not uncommon in San Francisco schools, and I was lucky enough to go to one school that had two garden educators in place. Funding is an issue and some are paid for by the district and some by parent's groups. The garden educator at Rooftop School takes every class for a thirty minute lessons per week. However, children can also access the garden to be a helper, to eat their lunch and for nature play sessions at play times. Some children visit the garden at least four times a day. The lessons vary from plant anatomy and general botany, life cycles, ecosystems, geology to gardening skills.

The children keep journals and record what they see and learn in the garden. They are true young scientists and naturalists. Running alongside this is the nature play programme - which is almost more beneficial than the planned learning. During these sessions children make mud rivers and dams, decorate trees, make flower soap, go bug hunting, make water tornadoes and role-play in the beautiful surroundings. They are then scrubbed up and sent back to their afternoon classes - what could be better?

I felt sure that these children were physically and mentally replenished and ready for their studies. I observed this sort of outdoor learning at four schools in San Francisco, and could quickly see the huge benefits for children. This is what the school aims are for the garden - 'Rooftop School Garden Program enriches the district mandated science curriculum through hands on activities in the school garden'

My second example is from the nature pre-school on a nature reserve model. I spent two days at The Schlitiz Audubon Nature Pre-school in Milwaukee, Wisconsin, not far from Chicago. I was so pleased that I chose to spend two days at the centre, and in my dreams I plan to go back again as a volunteer for two weeks. This nature pre-school shares an Eco building with the nature centre. The pre-school has three classrooms, each reflecting the environmental interests the nursery is centred upon. There are three outdoor areas, all slightly different and each woodland based. Each class also had its own maple tree, for making maple syrup in the autumn. The staff and children can

access 185 acres of diverse habitats. Other nature nurseries I visited kept bees and hens.

When the children arrive at The Schlitz Audubon Nature pre-school in the morning, there is a notice on the classroom door saying what clothes they need to wear that day. As part of the curriculum children are given 'dressing instruction' so that they can dress independently. They are then taken to their outdoor area for that week to start their nursery session. I observed children involved in good nature play at this time. After forty-five minutes of play, the children gather for an outdoor circle time and then go out on a hike. Hiking is part of the routine of all the nature nurseries I visited. The hikes are often quite adventurous to swamps, ravines, lake sides and such like. The daily hikes are enjoyed hugely by the children, who are immensely knowledgeable about the environment they are in. Time is given at special places on the walk to play or use natural features such as climbing trees, sliding poles and mud patches. Once the hike is finished children come back to the main building for snack and a short play before they return home.

I had huge admiration for the teachers at this centre who were so knowledgeable, and sensitive to children's needs. This particular nursery had done a lot of research into how natural play supports young children's brain development. Staff were very keen to chat about their practice and to exchange views, we had two lunchtime meetings for discussion. We are continuing to e-mail each other about nature play.

I have tried to draw together what I have learnt from my visit to the USA in the following summary:

- Pre-schools in America and nurseries in Scotland have very similar influences, for example - Reggio, Katz, Louv. Also very similar concerns about an outcome lead curriculum for young children.
- Having garden educators to cover large parts of the curriculum using outdoor learning, seemed an excellent model and something that we could draw from in Scotland.

- Nature pre-schools on Nature Reserves seemed to be the perfect form of education for young children. I wondered if any organisation such as the Forestry Commission or Woodland Trust would take this thought on board.
- There are many different possible approaches to 'greening up' a playground.
- Having one organisation encouraging families and children to use the outdoors is being very effective. Many states have taken on 'The Leave No Child Inside' message, and have translated this into the provision of outdoor opportunities for all.
- Approaching learning through a Garden Based Curriculum such as in California's 'A Child's Garden of Standards', seems a good approach.

American outdoor teachers were keen to know more about Forest Schools, teaching woodland skills to younger children, and the whole notion of challenge and risk.

I thank the EIS and the ESU for this fantastic opportunity and would like to finish with a quote from The Centre for Eco-Literacy in San Francisco. It is the four guiding principles to being 'Smart by Nature' for teaching in an eco friendly and sustainable way. I saw much evidence of the following principles in my travels:

- **Nature is our teacher.**
- **Sustainability is a community practise.**
- **The real world is the optimal learning environment.**
- **Sustainable living is rooted in a deep sense of place.**

References that I have found useful

Books

- Richard Louv - 'Last Child in the Woods'
Saving Our Children from Nature-Deficit Disorder - Algonquin Books 2006
- Sharon Danks - Asphalt to Ecosystems,
Design ideas for Schoolyard Transformation. New Village Press 2010
- Arden Bucklin - Sporer and Rachel Kathleen Pringle-How to Grow A School garden, A Complete Guide for Parents and Teachers. Timber Press 2010.

Websites

- Centre for Ecoliteracy
www.ecoliteracy.org
- Children in Nature Network
www.childrenandnature.org
- San Francisco Green Schoolyard Alliance
www.sfgreenschools.org
- Green Hearts Institute for Nature in Childhood
www.greenheartsinc.org
- Braininsights
www.braininsightsonline.com
- Schlitz Audubon Nature Centre
www.sanc.org



Combating dating abuse

Ellie Hutchinson of Scottish Women's Aid examines the difficult and troubling issue of dating abuse. Statistics show that between a quarter and a third of girls and young women have experienced some form of abuse in a relationship, which can lead to long-term harm to victims.

According to the NSPCC as many as one in three young women and girls have experienced abuse in a relationship, (NSPCC 2006) and almost a quarter of 14 year old girls have been forced to do something sexual with a boyfriend (Sugar magazine survey, 2006). Dating abuse, sometimes called intimate partner abuse in teenage relationships, is clearly a huge problem for many teenagers. But what is it? And what can we do about it?

Dating abuse is similar to domestic abuse in many ways; the perpetrators are predominately male, the victims are predominately female and sometimes violence is used. As with domestic abuse, perpetrators isolate, control and scare victims through threats, sexual abuse or coercion, humiliation and sometimes physical attacks. The abuse may escalate after the relationship ends. Dating abuse differs from domestic abuse in that it is experienced and perpetrated by young people.

Women's Aid groups tell us of the increasing numbers of young women who talk about their experiences of abuse. They tell us about the young woman whose boyfriend hacked into her Facebook page and monitors her conversations with friends, they tell us of the young woman who must switch on the webcam as soon as she gets home from school so her boyfriend can make sure she's in her room at all times.

As with domestic abuse, dating abuse isn't about the location. Women and girls will carry the fear, isolation and humiliation in their heads wherever they are. This means that for many young women, attending school and concentrating while they are there is almost impossible.

Dating abuse can limit girls and young women's ability to engage in education, in friendship groups and undermine their ability to control their own bodies. For many young women, negotiating contraception in sexual relationships is limited because of abuse they might suffer, and this can result in STI transmission or unwanted pregnancies. Dating abuse can have a very real and very damaging impact on the lives of young women and girls.

But we can do something about it. At Scottish Women's Aid we know that for many young people what is normal and acceptable in a relationship is often learnt from friends and the media.

Simply asking young people to reflect on media images or stories about relationships can help them to think critically about what messages they are being sent. Ensuring that your school has a zero tolerance policy to any kind of gender based abuse will help to create an environment where abuse isn't acceptable. The Curriculum for Excellence, Getting It Right For Every Child (GIRFEC) and the UN Convention on the Rights of the Child are great vehicles to help explore these issues. Ensuring that every young person is respected, and respectful, means that they will enter their adult life knowing that to hurt, scare, threaten or try to control anyone else is simply unacceptable. □



Ellie Hutchinson is the Prevention Worker at Scottish Women's Aid. She has a national remit to lobby and campaign for prevention policy and practice as it relates to children and young people. She has worked with children and young people in a variety of settings including youth work and rape crisis support work.

One day at college he took my phone off me and told me to meet him after my lesson.he wouldn't let me on the bus and held me against some metal gates while I cried, and then he dragged me off down the road...so many people could see what was happening, but just ignored it and didn't try to help. Even one of my old teachers from school walked past and ignored my crying

Sophie 17 (the hideout.org.uk)

"I only went out with him for a week. And then... 'cos I didn't want to do what he wanted (sex) he just started... picking on me and hitting me."

Sian, NSPCC 2009

"Everybody does it (control), I thought he was weird and then I talked to my friends and all their boyfriends are the same."

Moira, NSPCC 2009.

Young people who are involved in violent or controlling relationships are significantly more likely to feel suicidal and stressed than those who are not

Young Voice (2008)

Dating abuse stops young people from reaching their potential, and like you we want to ensure that every child is safe, nurtured and healthy. To find out more go to our website here:

www.scottishwomensaid.org.uk/help-and-info-for-young-people/dating-abuse

Together, we can stop it.

George McFadzean

Former EIS President George McFadzean, passed away in British Columbia, Canada, late last year at the age of 94.

Mr McFadzean joined the EIS in 1947 and became active on various committees from 1953. He was President of Lanarkshire Local Association 1969-70 and National President 1975-76. A headteacher at Low Water Primary School in Hamilton, he dedicated his life to the betterment of education in Scotland and was a great advocate for the improvement of salaries and conditions for teachers.

Mr McFadzean also served three terms on the General Teaching Council for Scotland (GTCS), from 1971 until 1982. During his time on the Council, he served on a wide range of committees including Disciplinary, Supply, Probation and Finance & General Purposes.

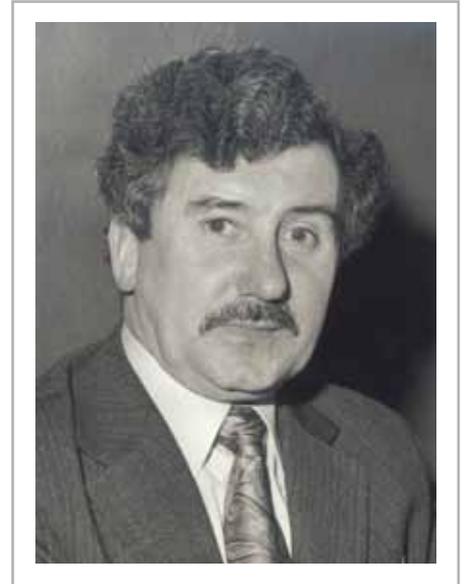
During his 3rd term with the GTCS, Mr McFadzean was elected as Chairman of the Council, which included serving as Convener of the Chairman's Committee, Disciplinary Committee and the Probation Appeals Board.

Having served as GTCS Chairman for three years, Mr McFadzean retired in 1982.

Addressing the EIS AGM in Stirling as the outgoing President in 1976, Mr McFadzean spoke of the many issues facing education and teaching at that time – including the employment prospects for new teachers, budget cuts in education, attacks on teachers' pay and conditions of service, and rising class sizes.

Summing up, and highlighting a worrying environment for learning and teaching which still rings true today, Mr McFadzean said, "As ever, we have our share of local authority reactionaries standing in the wings with axes poised. Colleagues, forewarned is indeed forearmed – the worst may be yet to come."

The SEJ extends its sympathies to the family, friends and former colleagues of Mr McFadzean. □



George McFadzean (front row, centre) with members of the fourth GTCS Council during his time as the Council Chairman. Picture courtesy of the GTCS.

Contacts

Headquarters

Edinburgh

Tel: 0131 225 6244 - Fax: 0131 220 3151
Email: sej@eis.org.uk - enquiries@eis.org.uk
Web: www.eis.org.uk
Member Tel: 0131 220 2268
Member email: membership@eis.org.uk

General Secretary

Ronnie Smith (until April)
Larry Flanagan (from April)

Accountant

Colin Mackenzie

Assistant Secretaries

Drew Morrice
Louise Wilson
Ken Wimbor

Further & Higher Education Officer

David Belsey

Education & Equality Officer

Stephen McCrossan

Employment Health & Safety Officer

David McGinty

Area Offices

Dundee

310 Broughty Ferry Road, Dundee, DD4 7NJ
Tel: 0138 245 8270 - Fax: 0138 244 3144

Officer: Graeme Campbell

e-mail: gcampbell@eis.org.uk

Aberdeen, Dundee, Fife, Perth & Kinross,

FELA Colleges: Angus, Dundee, Elmwood, Adam Smith, Carnegie, Perth

Officer: Karen Barclay

e-mail: kbarclay@eis.org.uk

Aberdeenshire, Angus, Highland, Moray, Orkney, Shetland

FELA Colleges: Aberdeen, Banff & Buchan, Inverness, Moray, North Highland, Sabhal Mor Ostaig

Edinburgh

46 Moray Place, Edinburgh EH3 6BH
Tel: 0131 225 3155 - Fax: 0131 220 3151

Officer: Clare Stephen

e-mail: cstephen@eis.org.uk

Borders, Clackmannanshire, Falkirk, North Lanarkshire, Stirling

FELA Colleges: Borders, Coatbridge, Cumbernauld, Forth Valley, Motherwell.

Officer: Terry Gray

e-mail: tgray@eis.org.uk

East Lothian, Edinburgh, Midlothian, West Lothian

FELA Colleges: Jewel & Esk Valley, Newbattle Abbey, Oatridge, Stevenson, Telford, West Lothian

Glasgow

6 Clairmont Gardens, Glasgow G3 7LW
Tel: 0141 353 3595 - Fax: 0141 332 2778

Officer: Lachlan Bradley

e-mail: lbradley@eis.org.uk

East Dunbartonshire, East Renfrewshire, Inverclyde, Renfrewshire, West Dunbartonshire.

FELA Colleges: Clydebank, James Watt, Reid Kerr.

Officer: Frank Healy

e-mail: fhealy@eis.org.uk

Argyll & Bute, Glasgow, Western Isles.

FELA Colleges: Anniesland, Cardonald, City of Glasgow, John Wheatley, Langside, Lews Castle, North Glasgow, Stow.

Officer: Alan Scott

e-mail: ascott@eis.org.uk

Dumfries & Galloway, East Ayrshire, North Ayrshire, South Ayrshire, South Lanarkshire

FELA Colleges: Ayr, Barony, Dumfries & Galloway, Kilmarnock, South Lanarkshire

Learning Representatives

For all your CPD questions and information find your nearest Learning Rep online at www.eis.org.uk or e-mail: lmclintock@eis.org.uk

EIS telephone Helpline

Legal Helpline: **0141 332 2887**

Local Association Secretaries - full contact details can be found at www.eis.org.uk

Aberdeen City

Grant Bruce
Office: 01224 538070
aberdeencity@eis.org.uk

Aberdeenshire

Pat Flanagan
Office: 01569 762626
aberdeenshire@eis.org.uk

Angus

Phil Jackson
Office: 01307 466954
angus@eis.org.uk

Argyll & Bute

Billy Marshall
School: 01631 705010
Mobile: 07807 639011
argyllandbute@eis.org.uk

Clackmannanshire

Gavin Hunter
Mobile: 07515 985596
clackmannan@eis.org.uk

Dumfries & Galloway

John Dennis
Direct: 01387 261590
dumfries@eis.org.uk

Dundee

Kevin Nolan
Mobile: 07577 689630
dundeela@eis.org.uk

Arthur Forrest
School: 01382 4365170
forrest@eis.org.uk

East Ayrshire

Bryce Wilson
Office: 01292 551100
Mobile: 07970 489558
eastayrshire@eis.org.uk

East Dunbartonshire

Kenneth Brown
Office: 0141 237 1757
eastdunbarton@eis.org.uk

East Lothian

Gael Gillan
Office: 01620 829010
eastlothian@eis.org.uk

East Renfrewshire

Alan Munro
Office: 0141 881 8219
eastrenfrew@eis.org.uk

Edinburgh

Alison Thornton
Office: 0131 477 0866
Mobile: 07773 234752
edinburghla@eis.org.uk

Falkirk

Margaret Smith
Office: 01324 506698
falkirk@eis.org.uk

Fife

Cathy Grant
Office: 01592 657710
fife@eis.org.uk

Glasgow

Hugh Donnelly
Office: 0141 572 0550
glasgowla@eis.org.uk

Highland

Andrew Stewart
Office: 01349 884750
highland@eis.org.uk

Inverclyde

Thomas Tracey
Home: 01475 725124
inverclyde@eis.org.uk

Midlothian

Sonia Kordiak
Mobile: 07973 394715
midlothian@eis.org.uk

Moray

Eileen Morrison
Tel./fax Office: 01343 557942
moray@eis.org.uk

North Ayrshire

Gordon Smith
Office: 01294 275241
northayrshire@eis.org.uk

North Lanarkshire

Ricky Cullen
Office: 0141 332 3202
northlanark@eis.org.uk

Orkney Islands

Jim Lawson
School: 01856 850660
orkney@eis.org.uk

Perth & Kinross

Douglas Stewart
Office: 01738 450467
perthandkinross@eis.org.uk www.

Renfrewshire

Brian McGovern
Office: 0141 889 9022
eisrenfrewshiresec@yahoo.co.uk

Scottish Borders

Kay Miller
Mobile: 07894 049157
borders@eis.org.uk

Shetland Islands

Bernie Cranie
School: 01595 745600
www.eis.shetland.btinternet.co.uk

South Ayrshire

Mairi Raeburn
Office: 01292 288013
southayrshire@eis.org.uk

South Lanarkshire

Bill Ramsay
Office: 01698 452769
southlanark@eis.org.uk

Stirling

William Dick
School: 01786 443239
stirling@eis.org.uk

West Dunbartonshire

Stewart Paterson
Office: 01389 772073
westdunbartonshire@eis.org.uk

West Lothian

Elsie Aitken
School: 01501 770208
westlothian@eis.org.uk

Western Isles

Richard Fraser
School: 01851 704481
westernisles@eis.org.uk

EIS Financial Services

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

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



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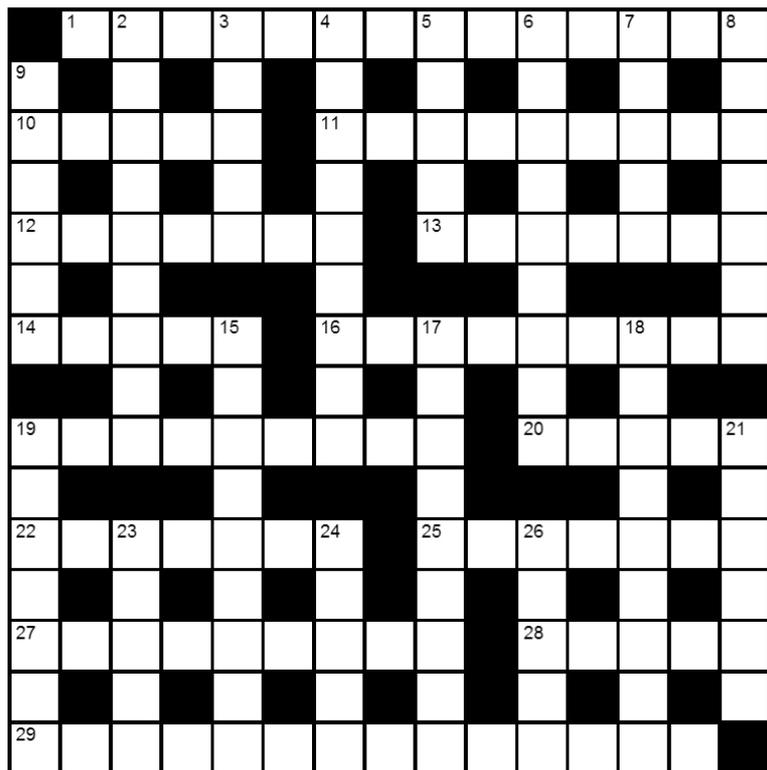
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EIS Crossword 70



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Across

- 1 Threw paper clips at it wildly (4,10)
- 10 Begin with huge, ungainly, large, king sized individuals (5)
- 11 They are not used to transport bears, or are they? (5,4)
- 12 Move powerfully on operator (7)
- 13 Middle of the road optical aid (4-3)
- 14 Tea and what to drink it from (5)
- 16 The eccentric genius had become intensely mentally pained (9)
- 19 Go scatter different small house dwellers (9)
- 20 Throw carbon into the deep product of exfoliation (5)
- 22 Wherewithal to go through the tulips in the 60s (7)
- 25 Was Bambi a communist? (3,4)
- 27 Revolutionary Trot riven by shyness (9)
- 28 Heard him ring in church (5)
- 29 Scandinavian cakes pianists shared unevenly (6,8)

Down

- 2 To go french with the essence of an expert in itching perhaps (9)
- 3 Initially take a small teaspoon, enough to sample (5)
- 4 Attach years to an extremity (9)
- 5 Cloak large cask I see soundly (5)
- 6 Backflaps at it feverously amongst the embers (9)
- 7 Reportedly where a fish is found (5)
- 8 Dunfermline and Walford both put here (4,3)
- 9 Purging medicine contained eutrophy sickness (6)
- 15 A badge found in back passage was similar (9)
- 17 It's a grist upset stomach (9)
- 18 Light rope containing three strands found in macho use linen (9)
- 19 Does it go tweet, tweet, purr? (7)
- 21 Part of Lucifer returning a polecat (6)
- 23 Plate lost learner but found name (5)
- 24 Soak up the hill perhaps (5)
- 26 Interior appearance did every cove or room openly (5)

Send your completed entry to **SEJ, 46 Moray Place, Edinburgh EH3 6BH** by **Friday 4 May 2012**. The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



PRIZE

*Competition terms & Conditions:

Prize includes;
2 night stay (Sun-Thurs)
Dinner on the first night
Tea & Scone on arrival
Entrance for 2 to the
Wallace Monument.



Prize is based on 2 adults sharing a twin or double room. The prize must be taken before 20th May 2012. Stay dates are subject to availability and blackout dates. Cash alternative not available.

Crossword 69 answers

Across: 1 Typist, 4 Browbeat, 10 Impromptu, 11 Chuck, 12 Velum, 13 Spaghetti, 14 Raucous, 16 Buzz, 19 Stag, 21 Sulphur, 24 Sub judge, 25 Grasp, 26 Ad-lib, 27 Table-ware, 28 Pea-green, 29 Sentry

Down: 1 Thievery, 2 Populous, 3 Storm, 5 Rhubarb, 6 Wych-hazel, 7 Equity, 8 Take in, 9 Spasms, 15 Outnumber, 17 Pheasant, 18 Frillery, 20 Gristle, 21 Shelby, 22 Escarp, 23 Abulia, 25 Grebe



Dear Sir/Madam,

I wish full-time teaching staff could understand the job from the point of view of supply staff.

You arrive in an unfamiliar classroom. If you're lucky, you'll have some time to find the necessities: the register, their version of dinners recording, the daily timetable...

You've hit gold if you find a filled in diary! Even if that day's lessons are not detailed, you can work out the pattern from previous weeks.

We are not included in training sessions.

So you won't be surprised when I tell you, that I had a nightmare that I arrived in a classroom to find no black or white board, only a SMARTboard.

That nightmare became a reality last week, when I found myself in a school that had exactly this set-up in every classroom.

Yes, I can use computers and, therefore, am capable of operating a SMARTboard - if I am given the user name and password.

Even if I succeed in getting onto the SMARTboard, finding the appropriate work is another puzzle since it's seldom clearly labelled.

Now that our hours and pay have been cut, we don't need the extra stress. Oh, and by the way, I do know what life is like for full-time staff. I did ten years' full-time teaching,

Yours etc
Jane Hamilton

**Dear Editor
Chartered Teacher Termination**

I feel I must write to you to express my disgust at the latest piece of contempt for education and teaching visited on Scotland's teachers and schools by Mike Russell, the current Education Secretary. Although I am wary of using words like latest in this letter as there may well have been fresh contempt since he unilaterally announced the termination of the Chartered Teacher programme.

It is very disappointing that he has such contempt for teachers and all the work which many have undertaken to pursue Chartered Teacher over the past decade that he can, on what I see as a whim, tear up a tripartite agreement on teachers' career structure.

Many teachers have spent years studying to improve their skills and understanding at their own expense to pursue a career path through Chartered Teacher which was

intended to and did keep experienced teachers in the classroom for a fair salary reward. He has torn up that agreement and sent a message to every teacher who took part in the Chartered Teacher programme that he neither values nor cares for their commitment and I am sure that message is not lost on Scotland's entire teaching profession.

As a teacher with nearly 40 years experience, but not as a Chartered Teacher, I do not think I have ever seen such disappointing behaviour towards teachers as I have seen in the past few months. From a teacher's perspective I see commitment, from teachers, taken for granted and taken advantage of to a point that might be considered exploitation over workload.

If Mr Russell reads this letter (I sent him a more personal copy in case he misses it here), I would appeal to him to reconsider his position and reverse the decision announced on Chartered Teacher and engage in meaningful dialogue with the teaching profession on this and all other matters that effect learning and teaching.

Yours etc
Ian McCrone

**The Educational Institute of Scotland
Trade Union Reform and Employment Rights Act 1993**
In terms of the above Act, the following statement relating to the year ended 31 August 2011 is issued to members of the Institute.

1. Total Income and Expenditure

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

	Members Dues (£)	Other Income (£)	Total Income (£)	Total Expenditure (£)
General Fund	5,952,061	700,499	6,652,560	5,515,186
Professional Fund		215,821	215,821	204,795
Local Associations	796,466	15,611	812,077	719,188
	6,748,527	931,931	7,680,458	6,439,169

2. Political Fund

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

	(£)
Total Income	166,454
Total Expenditure	112,962

3. Other Information

The salary paid, including employers' superannuation and benefits provided to or in respect of the General Secretary, as included in the Annual Return to the Certification Officer, amounted to £121,237 comprising £92,853 in salary and £28,384 in benefits. No salary was paid or benefits provided to or in respect of the President or any member of the Executive.

4. Auditors' Report

The following report by the Institute's Auditors, HW Edinburgh, Chartered Accountants and Statutory Auditors, Q Court, 3 Quality Street, Davidson's Mains, Edinburgh was included in the Annual Return to the Certification Officer: We have audited the financial statements of the Educational Institute of Scotland for the year ended 31 August 2011 on pages 2 to 24 (of the Accounts). These financial statements have been prepared in accordance with the accounting policies set out therein.

This report is made solely to the Institute's members as a body. Our audit work has been undertaken so that we might state to the members those matters we are required to state to them in an auditors report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Institute and the members as a body, for our audit work, for this report, or for the opinions we have formed.

RESPECTIVE RESPONSIBILITIES OF THE INSTITUTE AND AUDITORS

As described on page 24 (of the Accounts), the Trade Union and Labour Relations (Consolidation) Act 1992 requires the Institute to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Institute and of the income and expenditure of the Institute for that period in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

SCOPE OF THE AUDIT OF FINANCIAL STATEMENTS

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates; and the overall presentation of the financial statements

OPINION ON FINANCIAL STATEMENTS

In our opinion the financial statements:

- give a true and fair view of the Institute's affairs as at 31 August 2011 and of its income and expenditure for the year then ended; and
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice (but with the exception of a cashflow statement) and the requirements of the Trade Union and Labour Relations (Consolidation) Act 1992

MATTERS ON WHICH WE ARE REQUIRED TO REPORT BY EXCEPTION

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

- adequate accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit

HW Edinburgh, Chartered Accountants
Statutory Auditors, Q Court
3 Quality Street
Edinburgh EH4 5BP

Dated: 10 February 2012

5. Irregularity Statement

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

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

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

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

A Valuable Member Benefit

EIS Financial Services has been around for a long time now – over 20 years in fact – and have helped well over ten thousand EIS members and their families secure their financial future with sound, impartial financial advice.

Yet many EIS members seem to be unaware of this valuable addition to the core services offered by the Union.

Who are EIS Financial Services?

Set up by the Institute in 1990 as a valuable membership benefit for exclusive use by EIS members and their families, EISFS is your company, formed by your union, for your needs.

We don't deal with the general public and are INDEPENDENT FINANCIAL ADVISERS (IFAs) dealing with Life Assurance, Pensions and Investments as well as offering competitive Home, Car and Travel Insurance deals.

Why shouldn't I just go to my Bank?

At EIS Financial Services, all of our advisers are professional, fully qualified and highly experienced Financial Planning Experts. Unlike many of the High Street Banks, EIS Financial Services are Independent Financial Advisers and so are not restricted to one company's limited range of products.

We were set up by your Union more than 20 years ago and have years of experience and expertise in dealing with teachers and education professionals and because of this, have an in depth and unrivalled knowledge of the Scottish Teachers' Superannuation Scheme.

The subject of pensions and planning for retirement can seem a long way off and can seem complicated and confusing but we are available to help simplify the options and benefits available to you.

- There are many different ways to enhance your pension or to allow you to retire early and we can guide you towards the most suitable option
- Understandably, many members don't have the time or the resources to keep on top of the proposed changes or to calculate if the pension income that they receive will be sufficient to do the things they plan to do in retirement
- THE MOST IMPORTANT ADVICE WE CAN GIVE IS TO START PLANNING NOW! It is always good to receive compliments about our service, but when a member tells us "I wish I'd contacted you earlier" it can be frustrating because there is very little we can do to help boost a member's pension as they approach retirement.



**Don't leave it too late.
THE TIME TO START YOUR PENSION
PLANNING IS NOW!**

Here to help

We recognise that teaching is a way of life, not just a job, and we understand that you are often too busy to think about things like your finances and retirement plans - that's why we are here to help.

We can arrange to meet with you at a time and a place that suits you - our office, your place of work or your home, you decide – and carry out a free initial review of your finances giving you an honest, accurate and easy to understand assessment of your financial position.

We can then explore what options you have and make a firm recommendation in plain English.



Pensions Healthcheck

- 1 Will you have at least 40 years pensionable service at retirement? Yes No
- 2 Do you want to retire with a pension which is less than half your annual salary? Yes No
- 3 Do you fully understand the effects of the Winding Down Scheme and Commutation on your pension? Yes No
- 4 Will you be able to stop work when you would ideally like to? Yes No
- 5 Are you aware of all of the tax allowances that are open to you and are you fully using them? Yes No



If you answered NO to ANY of these questions then you need some urgent advice NOW from your EIS Financial Services Adviser.



To take control of your financial future, get in touch with us direct or fill out the enquiry form at our website



EIS Financial Services Ltd
FREEPOST GW6644,
6 Clairmont Gardens
Glasgow G3 7BR

Phone: 0141 332 8004
Fax: 0141 332 7368
enquiries@eisfs.co.uk



life assurance



retirement.....

We have an in-depth knowledge of the Scottish Teachers' Superannuation Scheme and will explain, in plain English, the pros and cons of Commutation and Actuarially Reduced Pensions.
We can advise on the best ways to maximise your income at retirement. Planning for retirement should not be delayed, it is important you take the right steps now.



IFAs



financial planning



investments

EIS Financial Services...

- ✓ We are Independent Financial Advisers (IFAs). We are not tied to any one company.
- ✓ We offer independent advice on all aspects of Financial Planning including Investments, Life Assurance and Critical Illness cover.
- ✓ You can arrange to meet with your EIS Independent Financial Adviser at your home or at work...at a time that suits you.

To find out how EISFS can help you

please visit our website or call us on **0141 332 8004** to arrange to speak to your local EISFS Independent Financial Adviser. Alternatively, complete and return the form below.

Name:

Address:

.....

Postcode: E-mail:

I would like some help or advice on:

- Life Assurance
- Retirement Planning
- Monthly Savings Plans
- Lump Sum Investments
- Critical Illness Cover
- ISAs
- Top Up Pensions
- Other (please specify)

Telephone number: Home..... Work.....

Mobile.....

When is the best time to contact you? Morning Afternoon Evening

Impartial ■ Professional ■ Confidential



Please cut out and return to:
EIS Financial Services Ltd
FREEPOST GW6644,
6 Clairmont Gardens
Glasgow G3 7BR
Phone: 0141 332 8004
Fax: 0141 332 7368
enquiries@eisfs.co.uk