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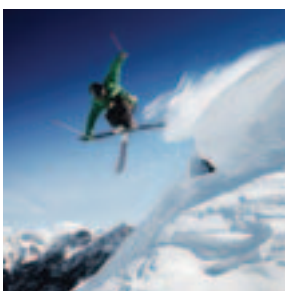


Protecting their Education

The EIS secures commitments on
teacher numbers & school week: [page 8](#)



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The Austerity Election

The forthcoming General Election to the Westminster Parliament is set to be one of the most unpredictable and most interesting in many years. The race really is too close to call. This, coupled with the rising poll share of what were formerly seen as minority parties, has led to an election race that will be fascinating to observe.

Of course, education is a devolved area of responsibility for the Scottish Parliament and so, in Scotland, the election will mainly be fought on other issues. The protection of public services, and of the jobs and conditions of public sector workers, must be a key campaigning point for the EIS and our fellow trade unions.

The trade union movement will also campaign, strongly, to call for an end to austerity. Following five years of pain, inflicted both on workers and on some of the most disadvantaged in society, it is time for government to take a different, fairer, approach to public finances. The majority have been squeezed relentlessly to pay for a financial crisis that was not of their making, while the richest in society – including those who contributed most to the economic crash – have been protected. It is time for this injustice to end.

The EIS urges every member to use their vote in the General Election. We will not recommend which party you should support, but we believe that exercising the right to vote is essential and that politicians must be held to account in order to work towards a fairer and more inclusive society.

Standing up for Education

As we highlight on this month's front cover, and in our focus on pp8-9 of this SEJ, the EIS has achieved two significant victories in recent weeks – the continuing protection of teacher numbers in all local authority areas, and a successful defence against some councils' plans to cut the length of the primary school week as a cost-reducing exercise.

The EIS has campaigned strongly on both of these issues, and success – for this year at least – has now been achieved. It is a credit to the strength of the EIS, the union of choice for Scotland's teaching professionals, that both of these priorities have been high on the political agenda. With all local authorities formally signed up to their own individual commitments to maintain teacher numbers, and with all councils who were planning cuts to the primary week having abandoned those plans for this year, we should take significant pride in our defence of Scottish education.

While these threats have not gone away forever, and will inevitably resurface in some form in parts of Scotland in the years ahead, the EIS will remain vigilant and ready to take whatever steps are necessary to protect our education system and the interests of learners and teaching professionals across Scotland.

Contents

4. Council News
6. News
8. Victory Secured on Teacher Number Agreements
9. EIS Stands Firm Against Cuts to Pupil Week
11. An End to Austerity
12. The Scottish Attainment Challenge
14. Teachers Are Leaders
16. Pensions Changes
18. CPD Update
20. Outward Bound
22. ALF - Friend or Foe?
23. Area Officers - Representing You
24. Modern Languages
27. Teachers with Other Lives
28. Crossword
30. Classifieds
31. Contacts

**Victory Secured on
Teacher Number
Agreements**

Page 8

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

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Council News...

Incoming President And Vice President

The next President and Vice President of the EIS have now been named, following the completion of the election process.

The incoming President is Pat Flanagan (Aberdeenshire) who is serving as Vice-President for the current year.

Pat Flanagan is a long-time EIS activist and former EIS Local Association Secretary for Aberdeenshire. He joined the EIS in 1995, having retrained as a teacher following a successful career in industry.

He has taught at Fraserburgh Academy, Ellon Academy (where he also served as the school's EIS Representative), and at Meldrum Academy.

Pat Flanagan is also a long-serving member of the national EIS Council, and has served as a member of numerous EIS Committees including the Executive Committee, Salaries Committee, Strategy Committee, Finance Committee

and the Employment Relations Committee, of which is a former convener.

The incoming Vice-President is Margaret Smith (Falkirk).

Margaret Smith is also a long-serving EIS activist, and the current Local Association Secretary for Falkirk. She joined the EIS in 1989 and, prior to being appointed as LA Secretary, most recently taught at Deanburn Primary School.

Margaret has served on EIS Council for many years, and is a current serving member of the Executive Committee, the Employment Relations Committee, and the Education Committee of which she is the current Vice-Convenor.

Both Pat Flanagan and Margaret Smith will formally assume their new posts at the EIS AGM in June, when current national President Tommy Castles will move into the post of Ex-President.

Pat Flanagan



Margaret Smith



Education

Convener Susan Quinn updated Council of recent discussions with Education Scotland (on the on-going review of Inspection Processes) and the Scottish College of Educational Leadership (SCEL) on their work to develop leadership programmes for Scotland's teachers. In particular, Ms Quinn said, the EIS was keen to hear more on the development of the route to headship and proposals on how this would be funded for teachers.

Ms Quinn said, "Our starting position on any CPD opportunity is that it should be fully funded. If this is not possible, then any cost to the individual must only be a partial cost and never the full cost of undertaking the course."

Executive Committee

President-Elect Pat Flanagan delivered his report on the work of the Executive Committee, with input from Finance Sub-Committee Convener Alan Munro who presented the Institute's annual accounts for the scrutiny and approval of Council.

Pat Flanagan updated members on a number of issues, including a progress report of the working groups on National Reps' training and a new pilot of a system of online support and advice for EIS Reps.

He also updated Council on the long-running programme of industrial action at Ayrshire College, where Branch Officials had taken the decision to halt the action. The EIS Area Officer, EIS-FELA President and EIS General Secretary had met with members at the college to discuss all aspects of the dispute, he said.

Mr Flanagan also highlighted the newly developed EIS protocol on National Membership Surveys, and told Council that a survey of members in relation to the SEEMIS management tool was to be organised.

He went on to remind Council members of the launch of the EIS Fortnight Focus on workload, and urged action at local level to ensure that as many members as possible would take part and record their working hours using the EIS online Workload Calculator.

Equality

Bill Ramsey, Equality Convener, told Council that a recent Council Motion on the impact of hunger in educational establishments had attracted significant media coverage and provided a boost for EIS campaigning in this important area of work.

Mr Ramsey also updated Council regarding a presentation by Professor Gabrielle Ivinson of Aberdeen University on Gender Stereotyping. This would help inform the Committee's deliberations on an AGM Motion regarding gender balance and SQA subject choices, he said.

Motions

Council considered a number of Motions that it will propose to the 2015 AGM in June, including a call for the minimum length of the school week to be set in statute.

Jayne Rowe (Glasgow) was successful in proposing a Motion to Council, calling for the EIS to highlight the workload and stress suffered by pupils as a result of assessment associated with new qualifications, particularly at National 5 level.

Employment Relations

Convener Mairi Raeburn updated Council on Benevolent Fund matters, and the number of legal cases that had been considered by the Committee.

The Committee had also considered a briefing paper on the matter of the Public Reporting of GTCS decisions, which was the subject of a recent AGM resolution. A meeting will be held with the GTCS to discuss the concerns raised by members in relation to the reporting process, said Ms Raeburn.

Salaries

Convener Tom Tracey updated Council on the recent threats to the primary school week in some local authority areas. While the EIS, working together with parents' groups, had successfully seen off the threat for this year, this remained an issue of concern for years ahead, he said.

Mr Tracey also updated members on the ongoing pay discussions with local authorities and the Scottish Government through the SNCT.

Mr Tracey indicated that COSLA had originally offered only 1% on all pay points for 2015-16. Subsequent discussions had led to an updated offer, said Mr Tracey, of a 2 year deal worth a total of 2.5% over the period.

A full meeting of the SNCT was set to be held on the following Monday, Mr Tracey told Council, where the teachers' side was likely to seek further improvements to both the pay element and other elements of the deal (such as supply teacher conditions, teacher number commitments, and teacher workload).



Campaigning for Education

President Tommy Castles and President Elect Pat Flanagan (pictured above with Shadow Education Secretary Iain Gray) represented the EIS at the recent Fringe Event at the Scottish Labour spring Conference. With the up coming UK General Election to the fore (see related article on p11 of this SEJ), the EIS is continuing to make the case for investment in public services, including education and for an end to the damaging and divisive age of austerity. The EIS is holding a series of fringe events at Scottish party political conferences.

News...

EIS Welcomes Focus on Tackling Inequality Through Education

Commenting following the First Minister's announcement of a new Attainment Scotland Fund to tackle inequality, based on the successful elements of initiatives such as the "London Challenge", EIS General Secretary Larry Flanagan said:

"The EIS welcomes the focus on closing the gap through tackling poverty by providing additional investment in areas of deprivation. The announcement of the Attainment Scotland Fund is a significant step towards tackling inequality and providing all children with a fair chance to reach their potential. We can learn valuable lessons by looking at the successful elements of schemes from elsewhere in the UK and further afield, and adapting these to meet the needs of Scotland's education system and its pupils."

"The London Challenge, in particular, was underpinned by substantial investment and significant increases in staffing resource to support the scheme. The key to tackling poverty and inequality is to step up investment in our schools while also increasing the number of teachers working with pupils in our classrooms."

"We also welcome the recognition from the Scottish Government that, while we can learn much from looking at work elsewhere, this will not mean any move towards replicating the damaging changes that have been imposed on education in other parts of the UK. The principles of comprehensive education will continue to be central to the Scottish school system. There is no meaningful support in Scotland for ill-conceived initiatives such as academies, free schools or the deployment of unqualified staff in teaching roles."

See related feature on pp12-13 of this SEJ



EIS FELA AGM

EIS President Tommy Castles addressed a very successful EIS FELA Annual Conference on Friday March 13th. In his comments Tommy praised FELA (Further Education Lecturers' Association) on its successful negotiation of a return to national collective bargaining, referring back to a time when colleges were part of local authority provision before the dawn of the damaging incorporation model. Looking ahead Tommy expressed the view that national bargaining should provide a vehicle for addressing some of the inequities which arose during that period.

Tommy also thanked the lay representatives in the college branches and the members of FELA's national executive for the hard work and commitment they have shown in what has been a difficult period for EIS lecturers. The AGM noted that despite cuts in the number of lecturers employed in the sector EIS FELA membership had increased over the past year - a testimony to the role that FELA plays in defending the interest of its members.

See next edition of the SEJ for a full EIS FELA AGM report.

An advertisement for Gareth Malone's singing contest. The text reads: "Could YOU be crowned Britain's BEST UNDISCOVERED SINGING GROUP? Could the POWER OF YOUR VOICES raise roofs and wow live crowds across the UK? GARETH MALONE is on a mission to find the UK's most entertaining A CAPPELLA performers, as part of a BRAND NEW SINGING CONTEST for BBC2. He's on the hunt for groups of all shapes and sizes, young and old, from all walks of life, from across the UK - whether you've been together forever or formed just yesterday. The main thing is: NO INSTRUMENTS ALLOWED. From doo wop to hip hop, glorious gospel groups to barbershop quartets, whatever your musical style, whatever your group, if you think you have what it takes to turn in pitch perfect performances without backing tracks or instruments... GARETH WANTS TO HEAR FROM YOU! To find out more or apply email: sing@twentytwenty.tv or call: 0207 424 7758". The advertisement features a photo of Gareth Malone in a suit and tie, and logos for BBC TWO and twenty twenty.

How to Apply

If you, or anyone you know, would like to apply, details of how to get in touch can be found at sing@twentytwenty.tv or you can call 0207 424 7758. All applications must be received by 30th April 2015 and entrants must be aged 16 or over.

AGM

2015 | Perth
4-6 June

EIS ANNUAL GENERAL MEETING 2015

OBSERVERS

The EIS Annual General Meeting will be held in the Perth Concert Hall, on 4, 5 and 6 June 2015. Any member wishing to attend as an observer should contact the General Secretary no later than Friday 1 May 2015.

FEIS

The Statutory Meeting of Fellows of the Institute will be held in the Norie-Miller Studio in the Perth Concert Hall at 1.55pm on Thursday 4 June 2015.



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No more counterpart...

The driving licence counterpart was introduced in 1998 to display information that could not fit on the photocard driving licence. Predominantly, it gives information on penalty points and provisional vehicle entitlement. After 17 years of dutifully doing its job the counterpart will be abolished on 8 June 2015.

This means that from the 8 June 2015, DVLA will stop issuing the paper counterpart.

Those in circulation after this date will no longer have any legal status and should be destroyed.

New £21M Investment in Primary School Buildings

The EIS has welcomed the Scottish Government announcement of a new £21M investment in the Schools for the Future Programme.

The new funding will be used to support local authorities in delivering new and refurbished primary school buildings East Renfrewshire, Dundee and Argyll and Bute.

Commenting, EIS General Secretary Larry Flanagan said, "The investment of £21M to support primary school refurbishment and the delivery of new school buildings is a very welcome step.

"Following many years of under-investment in Scotland's school estate, we have seen a substantial and successful programme of school building and refurbishment in recent years."

He added, "While there is much work still to be done to ensure that all pupils and teachers are working in up-to-date, modern buildings that provide a sound environment for learning and teaching, it is a positive sign that the Scottish Government is continuing its investment in the school building programme."



Victory Secured on Teacher Number Agreements

THE EIS has welcomed the news that all 32 of Scotland's local authorities have now accepted a new funding package from the Scottish Government that will commit councils to maintaining the number of teachers employed in Scotland's schools.

The EIS has been very clear that maintaining teacher numbers across Scotland is essential to ensuring equality of opportunity for young people in our schools.

Therefore, the EIS very much welcomes the news all 32 local authorities have

now accepted the Scottish Government's funding offer and have committed to maintain teacher numbers.

The EIS has campaigned strongly to ensure that teacher numbers have been high on the political agenda - both to maintain teaching jobs and to protect the high quality of educational experience that all pupils have the right to expect in our schools.


The announcement on agreement with all 32 councils is good news for pupils, parents and teachers and for Scotland's educational future.

This announcement should also finally

put to rest any ill-conceived plans at council level for damaging proposals such as cutting the length of the school week.

With agreement on the funding to maintain teacher numbers now in place, there is no argument nor justification for any council to still be considering attacks on the length of the school week in order to cut costs.

Our pupils, in all parts of the country, deserve the same high quality of educational experience and the EIS calls on any council that still has plans to reduce pupils' learning time to rule out this damaging cut once and for all.



“maintaining teacher numbers across Scotland is essential to ensuring equality of opportunity for young people”

“Our pupils, in all parts of the country, deserve the same high quality of educational experience”



“The idea that children’s educational experience will be enhanced by imposing a 10% reduction on the time they spend in class is frankly absurd.”

EIS Stands Firm Against Cuts to the Pupil Week

THE EIS will continue to vigorously oppose proposals, in any local authority area, to cut the length of the primary school week. This is first and foremost an austerity driven, cost-cutting proposal designed to reduce the number of teachers employed in our Primary schools.

If it was standardised across the country, it could lead to more than 2,000 posts being lost.

Whilst it seems that most of the political parties are vying with each other to claim they understand the importance of maintaining

teacher numbers to ensure the delivery of a quality educational experience for our young people, some local representatives of those same parties seem reluctant to put into practice those aims. Cutting teacher posts is the wrong policy.

Excessive workload is already a major concern for teachers, for example – would there be a 10% cut in the expectations heaped upon schools and staff to match the reduction in the time available to

achieve such targets?

Clearly not - teachers will simply be exhorted to ‘work harder’ until they drop.

It is a huge miscalculation, also, on the part of some self-billed leadership organisations to think that the removal of NCCT (non class contact time) staffing needs might somehow create additional management time.

Fewer teachers will mean fewer promoted posts and almost certainly

lead to even more class commitment for DHTs and HTs.

The EIS represents more promoted staff, including heads and deputes, than any other Scottish union and is well aware of the workload pressure on promoted members but our response

to this is to argue collectively on behalf of all staff for an end to the cuts and for additional resources.

We have called, by way of an example, for a national staffing standard to be introduced, including specific entitlement to management time for promoted posts.

Cutting the pupil week is wrong educationally, as well. The idea that children’s educational experience will be enhanced by imposing a 10% reduction

on the time they spend in class is frankly absurd.

The reduction amounts to a loss of teaching and learning time equivalent to nearly 20 days per session – or around 7 months of education lost over a child’s primary life!

International comparisons with some, carefully selected, countries, such as Finland, are disingenuous as they fail to take into account the extensive childcare and after school wrap around services which such countries run, at a considerable expense.

In summary, the EIS is committed to opposing any plans to cut the pupil week.

We will work tirelessly with parents and local campaign groups to challenge such proposals, as we have done previously in Renfrewshire and West Dunbartonshire and as we have been doing in Falkirk recently.

We have raised with Scottish Government the need to regulate in this area to safeguard educational provisions across the country and to ensure that a post code lottery does not arise.

The EIS is committed to taking whatever action is necessary to defend the education service, to safeguard our members’ jobs, and to ensure that the quality of Scottish Education is not sacrificed on the altar of austerity.

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An End to Austerity?

While the UK General Election will have no direct impact on the devolved matter of Scottish education, the result will have very significant implications for all public services. The years of austerity under the coalition government have been an extremely difficult time for public services, and for public sector workers, in Scotland and across the UK. Here, the SEJ looks at the key issues facing voters and highlights the trade union view that the age of austerity must end.



The General Election to the Westminster Parliament, due to be held on 7 May 2015, looks set to be one of the most closely fought elections in living memory. While the realities of the UK political system essentially mean that one of two individuals will become the next Prime Minister, the surge in support for alternative parties make the final result extremely difficult to predict. Many commentators believe that a hung parliament – and thus some form of coalition government, either formal or informal - is the most likely outcome.

The EIS, of course, remains unaffiliated to any individual political party. As such, we will not be urging members to vote for any particular party in the General Election. Instead, the EIS urges all members to examine each party's policies on key issues such as the protection of public services, public sector pay & pensions, collective bargaining and trade union rights, health & safety, equality and social justice.

In particular, the EIS and the wider trade union movement believe that it is time for the challenging age of austerity to come to an end. For too long, workers, both in the public and private sectors, have been financially punished for the sins of a wealthy financial elite who have been protected by the divisive policies of the last coalition government.

Bumper salaries and bonuses for bankers and financial speculators have continued, and tax avoidance by wealthy organisations and individuals (particularly those who support parties of government) have largely been ignored.

At the same time, more people than ever before have been pushed

into poverty as declining levels of pay and an ideologically-driven reform of the welfare system have created an increasingly divided society of haves and have nots. Damaging policies such as the bedroom tax and increasingly harsh fitness for work assessments have disproportionately affected some of the most vulnerable people in the country.

“Damaging policies such as the bedroom tax and increasingly harsh fitness for work assessments have disproportionately affected some of the most vulnerable people in the country”

The Referendum on Scottish Independence last year helped to energise and engage the vast majority of the Scottish public, including many people who do not normally vote or who had never voted before. The main reason for the unprecedentedly high level of turnout was that people clearly believed and understood that their vote could make a difference, that their own individual vote actually mattered.

The challenge for all political parties,

as well as for campaign groups and trade unions such as the EIS, is to try to encourage a similarly high level of engagement in this, and future, elections. This will be far more difficult to achieve in a parliamentary election based on the UK's first past the post system.

The growing discontent with the Westminster system, not just in Scotland but across the whole of the UK, will undoubtedly make encouraging voters to engage far more challenging in this election. However, it is important that we continue to make the case for a fairer, and a more equal society.

The EIS hopes that all parties will engage in genuine, open and constructive debate in this election – just as they did in the run up to the Referendum. For our part, the EIS will continue to argue for all parties to commit to delivering a more socially just society. In our view, the only way to achieve this aim is to call a halt to the damaging age of austerity and instead to invest in our public services and our people to build a better, fairer and more equal country for us all.



“it is important that we continue to make the case for a fairer, and a more equal society”

The Scottish Attainment Challenge



Andrea Bradley, EIS Education and Equality Officer, looks at the advantages & disadvantages of the London Challenge and how its principles can be applied to Scottish Education in order to tackle the attainment gap.

The EIS has been campaigning for some time on the issue of the negative impact of poverty on educational opportunity so the First Minister's, Nicola Sturgeon's announcement of the Scottish Attainment Challenge was welcome progress.

The Challenge is intended to improve educational outcomes for children in Scotland's most deprived communities and, importantly, will be supported by £100 million of funding over four years.

The first tranche - £20 million - will be released this year to local authorities in which there are the highest concentrations of poverty.

The money is to be directed to primary schools, with the aim of improving outcomes for children in literacy, numeracy and health and wellbeing, adopting some of the approaches of the London Challenge- a package of measures introduced by the Labour government in 2003

to close the yawning gap between the academic attainment of pupils in the city of London and that of pupils elsewhere in the country. The new scheme will involve the tailoring of support solutions to the needs of individual schools or school clusters, including extra staffing and resources to support learning within and beyond the classroom, and an agreed commitment to the gathering of data to evaluate the impact of interventions.

In responding to the announcement of the Scottish Government's plans, while welcoming the injection of funding and

the commitment to tackling the impact of poverty in education, General Secretary Larry Flanagan, warned against the introduction of "gimmicky" projects and "ill-conceived initiatives" which have served to undermine the quality of education in other parts of the UK.

Mr Flanagan was emphatic in his rejection of two measures in particular associated with the London Challenge programme - academies and Teach First.

Contrary to the philosophy underpinning

"The principles of comprehensive education will continue to be central to the Scottish school system"

the academy model, the EIS view remains that local authority controlled comprehensive education is the best means by which to continue to improve education standards in Scotland and by which to realise the aim of reducing and, ultimately,

closing, the attainment gap. Equally, the EIS opposes the methods of Teach First, which fast-track graduates into school classrooms in the most deprived areas after only six weeks of accelerated training.

Michael Gove, during his period as Westminster Education Secretary, repeatedly tried to claim that academy conversion and Teach First were the key drivers in the success of the London Challenge.

Although the London Challenge, perhaps along with some other factors, did lead to a reversal in the fortunes of London

pupils in relation to attainment, a 2010 Ofsted report contradicted Gove's claims about the reasons for this and pointed elsewhere in identifying the essence of the programme's success.

According to the report, a number of other factors unrelated to academies and Teach First were responsible. These factors included carefully considered collaboration between schools; bespoke packages of support for individual schools; effective school leadership; continuing professional development for teachers and better use of data to track pupils' progress.

The Scottish Government was quick to give its assurance that neither the academy model nor Teach First would feature in the plans surrounding the Scottish Attainment Challenge. Commenting, Larry Flanagan said, "We welcome the recognition from the Scottish Government that, while we can learn much from looking elsewhere, this will not mean any move towards replicating the damaging changes that have been imposed on education in other parts of the UK.

"The principles of comprehensive education will continue to be central to the Scottish school system. There is no meaningful support in Scotland for ill-conceived initiatives such as academies, free schools or the deployment of unqualified staff in teaching roles."

Having secured clarification that pernicious policy developments such as these are not on the cards, what of the Attainment Challenge proposal remains to be considered from the perspective of EIS members?



Clearly, the allocation of much needed extra staffing and resources for primary schools serving our most deprived communities is to be welcomed. The EIS has maintained consistently in discussions over the past year with the Scottish Government that it is impossible to reduce the achievement gap which exists between the most and least deprived of our pupils without dedicating additional financial resources in pursuit of this most worthy goal. The key issue for the EIS is that this money should be directed into the classroom and not be squandered on bureaucratic structures that don't have any real impact on the problem. We are cautious, for example, on the role of Attainment Advisers. Is there really no capacity within local authority directorates to provide the support and challenge to schools in their area around addressing deprivation? The London Challenge was looking at system-wide improvement in a school system which had been underfunded and poorly led. That is not where we are in Scotland.

Another consideration is the targeted nature of the funding and the prioritisation of local authority areas in which levels of poverty are highest. While it is right to direct resources to areas in clear need of extra resource intervention, it is important to understand, as Larry Flanagan pointed

“it is important to understand that poverty is not located in neat geographies.”

out when appearing on STV's Scotland Tonight, that poverty is not located in “neat geographies.” The method of funding distribution for the first year, as outlined by the Scottish Government, will mean that the thousands of Scottish school children who are living in poverty but who do not live within the local authority areas which are to be the initial beneficiaries of the scheme - will continue to suffer disadvantage.

Finally, regarding the commitment to the gathering of data - a requisite in the local authority areas which will be in receipt of the additional funding - the EIS has a view that data is important to evaluating the success of particular projects but there needs to be a note of caution around any drift towards a damaging target setting agenda, such as we see operating in England

The EIS has communicated clearly to Scottish Government our support for the new initiative and investment and

our desire to contribute positively to its implementation. However, like Chris Chapman, director of the University of Glasgow's Robert Owen Centre for Educational Change, the EIS does not see the plan as a “silver bullet” recognising, for example, that efforts to roll out the approach of the London Challenge to other parts of England had limited success.

Ensuring the maintenance and development of a much broader approach to tackling the impact of poverty, is imperative, therefore: healthy teacher-pupil ratios, adequate levels of additional support for pupils who need it, effective classroom resources and high quality professional development for those whose job it is to try to close the gap Poverty, shamefully, remains the largest single barrier facing pupils in our classrooms. Whilst schools cannot eradicate poverty, they can and do make a difference to the lives of young people and the EIS will continue to work with all partners to maximise this impact.

Key factors in the success of the London Challenge

- carefully considered collaboration between schools
- bespoke packages of support for individual schools
- effective school leadership
- continuing professional development for teachers
- significant financial support to schools.



Teachers are Leaders



Gillian Hamilton, Chief Executive of the Scottish College for Educational Leadership, explores the ongoing work to promote leadership in Scottish education and highlights what this will mean for all of Scotland's teachers in the future.

I've now been in post as Chief Executive of the newly established Scottish College of Educational Leadership (SCEL) for six months – so writing this piece for the SEJ provided me with an excellent opportunity to look back at what we have achieved to date, as well as outlining what you can expect to see SCEL

deliver in the coming months. The College is an exciting and innovative development in Scottish education, and I feel privileged to have the opportunity to lead the College as it goes forward.

Teaching Scotland's Future (the Donaldson report) recommended that a virtual college of school leadership should be developed, recognising that there was a need to improve leadership capacity at all levels in Scottish education and to bring an increased coherence to professional learning in leadership across the system.

Following an extensive scoping exercise, SCEL is now a reality, with our own office space in the centre of Glasgow, a team of staff, and an ambitious plan to take forward leadership development in Scotland in new and innovative ways.

There has been an increased national focus on the importance of high-quality professional learning for teachers since the publication of Teaching Scotland's Future. SCEL will build on this, making explicit connections across national policy, including the Framework for Educational Leadership, the Scottish

Masters Framework and GTC Scotland's Professional Update process and Professional Standards, where leadership is a permeating theme. To achieve this, it's vital that we work closely with other national organisations, such as the EIS, to maintain and enhance teacher

“we must support teachers working at all levels in the system systematically from the start of their career”

professional learning in leadership as an integral part of educational change.

It's important to stress that a key aim for SCEL is to drive forward leadership development for teachers and early years practitioners at all stages of their careers – with a focus on high quality, sustained professional learning in leadership. Professional learning in teacher leadership is not about preparation for formal leadership roles, but a recognition that teachers, with their professional practice rooted in strong values, are motivated to develop innovative practice

in a number of ways. This might include for example; engaging in practitioner enquiry, networking and sharing practice through teacher learning communities.

We are currently working on the development of the Framework for Educational Leadership, an online, interactive resource where teachers and early years practitioners, along with others, will be able to access a wide range of professional learning opportunities in leadership. The Framework is centred on a model of professional learning, with four inter-related processes that support professional growth of teachers and transformation of practice. These processes are:

- Reflection on / in practice
- Experiential learning
- Cognitive development
- Collaborative learning

As the Framework is developed, teachers and early years practitioners will be able to access an increasing number of professional learning opportunities endorsed by SCEL, including research and thought pieces, courses, events and programmes of professional learning. You'll find the Framework on our website at www.scelscotland.org.uk so check regularly to see how it is progressing.

It's really important that SCEL reaches and connects with teachers and early years practitioners right across Scotland. Whilst the Framework, and the related professional learning which will be included there, is one part of this, we are also working to develop a team of eight Regional Network Leaders to represent



SCEL
Scottish College for
Educational Leadership

the college across geographical groups of local authorities. These Regional Network Leaders will help promote the work of SCEL and organise a range of professional learning opportunities and events.

You may have seen the recent announcement from the First Minister regarding the

introduction of a new qualification for aspirant Headteachers to be mandatory from session 18/19. The development of this new qualification, being led by SCEL, is well underway. We are working in partnership with Universities, Local Authorities, Education Scotland and GTCS to design the 'Into Headship'

(preparatory) programme. This 'Into Headship' programme, which focuses on the specificity of headship, is aimed at those who might become Headteachers in the next two to three years. The EIS has raised issues around the need to ensure that access to the programme is not restricted, that funding issues across all leadership activity is equitable and that the proposed time-scale does not create an unintended consequence of vacant posts. These are all legitimate areas of concern that we are aware of and that will be addressed, in partnership, as SCEL takes the programme forward.

We aim to have the first cohort of participants on the Into Headship programme in August 2015. In the longer

term there will also be an 'Extended Induction' programme which will help ensure that participants are supported in the early days of their first headship post. There will also be a range of accredited programmes in a programme for middle leadership. Together, this leadership

pathway will build to a masters qualification.

Last year we introduced the SCEL Fellowship programme, a professional learning opportunity for experienced serving Headteachers and heads of early years centres. The programme has a focus on system leadership and provides advanced leadership development opportunities for the

participants, including access to coaching and academic support, contributions from national and international senior leaders and policy makers. On 7th March, we awarded the Fellowship of SCEL to eight Headteachers at a joint national event organised by SCEL and GTCS. As Fellows of SCEL, they will continue to contribute to the development of SCEL as well as to the wider education system at local authority and national level.

As Chief Executive of SCEL, I'm clear

that as a nation, we must support teachers working at all levels in the system systematically from the start of their career. This isn't about hot housing prospective Headteachers just as they complete their probationary period, but is focused on being serious about professional learning in leadership from the early phase, starting with pedagogical leadership – recognising that leadership is demonstrated by consistent, high-quality practice in the classroom, supporting practitioners in their professional learning.

High performing countries generally support leadership development right from the start of a teacher's career, not simply as a means of preparation for senior leadership roles. That's where we need to be in Scotland, and SCEL is already playing a central role in delivering this aspiration. I started by describing SCEL as an exciting and innovative development in Scottish education. For us to succeed as an organisation, supporting teachers in our ultimate goal of making a difference to the lives of our young people, it's really important that we work for and with early years practitioners, teachers and school and early years leaders. Keep an eye out for our planned regional and national events – we'll publish details of these on our website at: www.scelscotland.org.uk You can also follow us on Twitter at [@teamscel](https://twitter.com/teamscel). We look forward to hearing from you!

“High performing countries generally support leadership development...not simply as a means of preparation for senior leadership roles”

www.scelscotland.org.uk

Scottish Teachers' Pension Scheme 2015

FOLLOWING the Independent Review of Public Service Pensions in 2011, the UK Government brought forward changes to all public sector pension schemes, designed to make such schemes “sustainable, affordable and fair.”

The Public Service Pensions Act 2013 sets out the age at which members of public sector pension schemes can access their benefits. The age at which

members of the Scottish Teachers' Superannuation Scheme (STSS) can retire in future will be directly linked to their State Pension Age (SPA). The 2013 Act also set out terms for “transitional” and “tapered” protection.

The STSS will end on 31 March 2015 although those with full “transitional” protection will continue to enjoy the STSS provision until retirement. Those with “tapered” protection will have their date

of entry to the new scheme deferred depending on their age on 1 April 2012.

During negotiations through the Scottish Teachers' Pension Scheme Negotiating Group on new scheme arrangements, the EIS sought to minimise the actuarial impact on those who were being forced to work beyond 65 to the state pension age but who would choose to retire early. Regrettably, the Treasury declined these proposals.



The Changes You Need to Know About

Retirement Age

Currently, schemes can set the retirement date at which pensions can be accessed without any actuarial reduction. Those in the STSS have a Normal Pension Age (NPA) of 60 (Pre April 2007 members) or 65 (Post April 2007 members). From 1 April 2015 the scheme is required in law to set the retirement age in accordance with the State Pension Age (SPA). This is subject to full “transitional” or “tapered” protection.

Career Average

In the STSS pensions are based on final year's salary or the average of the best three consecutive years in the last ten years revalued. Those who join the STPS 2015 will have future pension based on a Career Average Revalued Earnings (CARE) basis. For each year worked 1/57 of earnings will be placed in a pension pot and the pot will increase annually in line with the Consumer Price Index (CPI) plus 1.6%.

Scheme Governance

From 1 April 2015 Scottish Government will have to put in place a Pension Scheme Board to oversee the operation of the scheme. The Scottish Teachers' Pensions Scheme Board is proposed to have 6 employer representatives and 6 representatives nominated by the trade unions. In addition, there will be a Scottish Teachers' Pension Scheme Advisory Board with trade union representation, to advise the Board Chair on future Scheme design.

Accrual Rate

The accrual rate is the rate by which pension grows annually. In the STSS those with NPA60 had an accrual rate of 1/80 but received an automatic lump sum of 3/80 on retirement. Those who were NPA65 had an accrual rate of 1/60 but were able to commute annual pension into a lump sum (£1 of pension for £12 lump sum tax free) subject to commuting a maximum of 25% of their pension pot. The STPS 2015 has an accrual rate of 1/57 but there is provision in the new scheme for a faster accrual rate (1/45, 1/50, 1/55). The commutation arrangements remain the same as the STSS NPA65 arrangements.

What will happen to me on 1 April 2015?

Members who joined the STSS scheme prior to 1 April 2007

1. Born before 1 April 1962

If you were born before 1 April 1962 and you joined the STSS prior to 1 April 2007 you will have full “transitional” protection. You will remain in the current final salary scheme until you decide to retire. Your normal pension age (NPA) will be 60. When you retire at that age or later you will receive all your benefits calculated on a final salary basis. If you returned to work after 1 April 2007 after a break of more than 5 years, your NPA will be 65.

2. Born between 1 April 1962 and 30 September 1965

If you were born between these dates you will have “tapered” protection. This means that you will remain in the current final salary scheme for a limited period after 1 April 2015. The period of protection you receive will depend on your date of birth.

When your “tapered” protection ends you will move to the new Career Average Revalued Earnings (CARE) scheme in the STPS 2015.

3. Born after 1 October 1965

If you were born after the above date you will transfer to the new CARE scheme on 1 April 2015.

Benefits accrued to 31 March 2015 will be linked to final salary

Members who joined the STSS after 1 April 2007

1. Born before 1 April 1957

If you were born before 1 April 1957 you will have full “transitional” protection. You will retain the right to retire at NPA 65 or later and will remain in the STSS until retirement.

2. Born between 1 April 1957 and 1 October 1961

If you were born between these dates you will have “tapered” protection. This means that you will remain in the STSS for a limited period after 1 April 2015. The period of protection you receive will depend on your date of birth.

When your “tapered” protection ends you will move to the new CARE scheme.

3. Born After 1 October 1961

If you were born after the above date you will transfer to the new CARE scheme on 1 April 2015.

Benefits accrued to 31 March 2015 will be linked to final salary

Members who joined the STSS after 1 April 2012

If you joined the STSS after 1 April 2012, irrespective of your age, you will join STPS 2015 on 1 April 2015.

There will be no protection either “transitional” or “tapered.”

For more information regarding changes to your Pension Scheme please see the EIS website or speak to your EIS Rep.

www.eis.org.uk/pensionchanges



Local Government Pension Scheme

The current LGPS scheme will close on 31 March 2015. All members of the current scheme will transfer to the new LGPS 2015 on the 1 April 2015. Unlike the changes to the Scottish Teachers Superannuation Scheme (STSS) there will be no “transitional” or “tapered” protection. However, those who were members of the scheme and aged 55 or over on the 1 April 2012 will have a guarantee that at retirement their benefits will be no worse than those they would have received had they remained in the pre-April 2015 scheme.

The main features of LGPS 2015

1. A defined benefit Career Average Revalued Earnings (CARE) scheme;
2. Normal pension age aligned with State Pension Age or age 65 whichever is higher;
3. Benefits accrued to 31 March 2015 will continue to be linked to final salary;
4. An accrual rate of 1/49. The accrual rate is the rate by which pension grows annually and is index linked by the Consumer Price Index
5. There will be a 50/50 option. To encourage members to remain in a pension scheme there is an option to contribute 50% of the normal contribution rate and receive 50% of the benefits.
6. Tiered contributions will continue to apply but based on your actual earnings rather than your full time equivalent salary. See Appendix 1 for the 2015/16 contribution rates.

Frequently Asked Questions

When can I retire?

You will be able to voluntarily retire at any age on or after your 60th birthday. However, if you retire before your Normal Pension Age (which is equal to your State Pension Age in the LGPS 2015 – with a minimum of age 65) your pension will be reduced. If you retire after your Normal Pension Age your pension will be increased.

There is no compulsory retirement age in the LGPS.

You can find out what your State Pension Age is by using the Government’s calculator www.gov.uk/calculate-state-pension

I am within 10 years of retirement – do I get any protection? Other schemes appear to have transitional arrangements.

Yes, protection is in place if you are nearing retirement. This ensures that you will get a pension at least equal to that which you would have received in the scheme had it not changed on 1 April 2015. This protection is known as the “underpin.”

The “underpin” applies to you if you were:-

- paying into the Scheme on 31 March 2012 and,
- you were within 10 years of your Normal Pension Age on 1 April 2012,
- you have not had a disqualifying break in service of more than 5 years,
- you have not drawn any benefits in the LGPS before Normal Pension Age, and
- you leave with an immediate entitlement to benefits.

You should note that if you “opt out” of the Scheme before your Normal Pension Age, the “underpin” will not apply. If you are covered by the “underpin”, your Pension Fund will carry out the check when you leave the Scheme.

Can I do anything to increase my benefits at retirement?

Yes, you will be able to pay extra to increase your pension either by purchasing Additional Pension Contributions (APC) to buy an increased LGPS pension or by making payments to the LGPS’s Additional Voluntary Contributions (AVC) arrangement.

You can purchase APC up to a maximum of £6,500. This can be done either by monthly deductions from your salary or by lump sum. APC does not count towards dependants benefits.

I have missing periods of service. Can I do anything about this?

Yes, there is now a shared cost Additional Pension Contribution (APC) option. This means you can buy back periods of unpaid additional maternity, paternity and adoption leave. You can also buy periods of unpaid authorised leave of absence.

You need to elect to do so within 30 days of returning to work. Your employer pays 2/3rds of the cost you pay 1/3rd

What other Retirement Options are there?

The current provisions for retiring on the grounds of ill health, efficiency or redundancy are the same in the new scheme. However, ill health enhancement will be to your state pension age if it is higher than your normal pension age.

CPD

Learning Reps

Beginning Professional Learning Conference Saturday 13 June, 2015 / Stirling

The EIS held a well-attended Beginning Professional Learning Conference last year. The feedback from the evaluation of this event was extremely positive and in light of that it has been decided to hold another conference this year.

The Conference again will be aimed at those in the first few years of teaching. We will be having some of the same workshops to give those who did not attend last year the opportunity to benefit from these. There will also be new workshops which will cover many different aspects of Professional Learning. The workshops will be provided by Tapestry, Open University, Show Racism the Red Card, Scottish Association of Teachers of Physical Education, Dyslexia Scotland,

University of the West of Scotland and Scottish Outdoor Education Centre.

The Conference will be held on Saturday 13 June in the Stirling Court Hotel. Do not miss out on the chance to attend this Conference – it will be extremely helpful to you with your Professional Learning and also assist you with Professional Update. To register an interest in attending please email Lyn McClintock

lmclintock@eis.org.uk

Book Your Place Today!

Midlothian Professional Update Event

EIS Midlothian Local Association organised a Professional Update Information event in Newbattle Abbey College. Over 70 participants attended to hear presentations from keynote speakers and had the opportunity to ask specific questions related to Professional Review and Development and Professional Update.

The keynote speakers were Sonia Kordiak, EIS Midlothian Local Association Secretary, who gave those attending an insight into Midlothian Council policies; Ellen Doherty, GTCS, gave a presentation on how Professional Update affects those on deferral, supply or who are not teaching at the present time; Susan Quinn focussed on the evidence and impact which requires to be provided for Professional Update. Vicky Lyon, EIS Midlothian Learning Rep, gave a practical demonstration on how to

log on and use MyGTCS to record CPD/ Professional Learning.

After the event Sonia said, "It was good to be able to reassure so many members about this important process. From the questions asked it was clear supply teachers in particular still require information and that more training for the PRD process itself is needed. The EIS will be working with the Directorate in Midlothian to take this forward."

Susan talked about evidence and impact and stressed again that it is not necessary to have reams of paperwork – it is about being able to demonstrate the impact of the CPD/Professional Learning you have undertaken and how it has impacted on learning and teaching.

As well as the practical demonstration on using MyGTCS, Vicky also talked

about her role as a Learning Rep in supporting colleagues with all aspects of their Professional Update. She stressed the importance of colleagues getting together to discuss things and how useful this could be in helping the completion of the online record indicating impact. Vicky commented: "This event was an opportunity not only to inform members but to form professional learning bonds across the authority, strengthening shared knowledge and improving practice which impacts positively in our daily working life."

This was a highly successful event and thanks go to all the speakers for their involvement and to all who helped with the organisation. It is hoped that a follow-up event will be held during the next few months.

EIS/Clackmannanshire/Stirling Councils Professional Update Workshop Event

“Everyone should attend one of these events; this has helped to make the process seem less daunting and that there is a lot of guidance and support if required; really empowering; thank you for providing this high quality CPD event.”

The above are just some of the positive comments from over 85 participants who attended a Professional Update workshop event in Wallace High School on Saturday 28 February 2015.

The high attendance at this event continues to prove the commitment of Scottish teachers to undertake CPD/ Professional Learning and give up their own time to do so.

The event was organised by the local EIS Learning Reps – Karen Farrell, Donal Hurley and Colin Finlay – with Clackmannanshire, Stirling and Falkirk Councils.

The event was workshop based and featured activities by Ellen Doherty, Senior

Education Officer, Professional Learning, GTCS on Professional Update, Evidence; Susan Quinn, EIS National Education Committee Convener on Self Evaluation and the Standards. Each participant attended these two workshops in the first two sessions.

The final workshops focused on Professional Update at local level with the Clackmannanshire/Stirling workshop provided by Shona Wallace, Education Officer, Stirling Council and the Falkirk workshop provided by Anne Hutchison, Support Officer, Professional Development, Falkirk Council.

This event is another great example of the EIS and Local Authorities working together to provide high quality workshops which are helping people better understand the Professional Update process and what is required of them to fully participate in this process.

Leadership Event

The EIS/Education Scotland and the University of the West of Scotland held a joint Leadership event at the Ayr campus of the University. The event was attended by over 100 participants who generally described the content of the workshops as extremely beneficial.

The keynote presenters at the event were Professor Donald Gillies, Dean of School of Education, University of the West of Scotland; Gillian Hamilton, CEO of Scottish College for Educational Leadership; Janie McManus, Assistant Director, Education Scotland. There was also a short presentation by Professor Alma Harris, Institute of Education, University of London via a video clip. The event was chaired by Susan Quinn, Convener of the EIS Education Committee.

After the keynotes there were workshops provided by Hugh Smith, University of the West of Scotland (Leadership Knowledge-Building and Networking for Classroom Based Practitioners); Heather Fuller and colleagues, Education Scotland (Leadership at all Levels) and Tom Hamilton, GTCS (Leadership in the GTC Scotland Standards).

Heather Fuller, Education Scotland commented: “We were delighted to work in partnership with the EIS to host the very

first event in the new SLF Extra series. This event focussed on leadership and gave delegates the opportunity to debate and discuss this theme at all levels. SLF Extra is providing professional learning events which focus on the themes of the national conference and key national issues, and looking at how these can be viewed and applied in local communities. Together with partners, we are extending professional learning opportunities beyond the Scottish Learning Festival in September to other times of the year and covering a wide geographical base.”

Hugh Smith, University of the West of Scotland said: “It was heartening to see so many delegates giving up their personal time on a Saturday to attend this event. The Profession remains firmly invigorated and committed to professional learning and it was humbling to receive large numbers of delegate views confirming leadership (established and nurtured within classroom contexts) as being a key factor in the identification and development of our next generation of education leaders. With these views and professional commitment to seek innovative solutions for our educational leadership challenges, I believe that education within Scotland will continue to be the envy of other nations.”



Association for Teacher Education Europe

40th Annual Conference Glasgow: 24-26 Aug 2015

Teacher Education through Partnerships and Collaborative Learning Communities

There is growing recognition that the complex, diverse and changing contexts in which teachers work means that they need to revise, add to and enhance their knowledge and skills continually throughout their careers and engage in different forms of professional development according to their own and their pupils' needs. This requires collaborative approaches to teacher education and calls for stronger partnerships between teachers, their peers in their own school and in other schools to enable greater interaction and interdependence between different teacher education providers and stakeholders. Effective and sustainable collaborative approaches to teacher education means shifts in systems, cultures and practice and ongoing professional development for teachers and teacher educators.

If you would like to join us and be part of this discussion please look at our website and twitter

www.gla.ac.uk/schools/education/atee2015/

@ATEEGLA2015



Outward Bound

USING SCOTLAND'S RUGGED LANDSCAPES AS A NATURAL CLASSROOM

The Outward Bound Trust is an educational charity which helps young people develop far reaching key life skills, such as leadership, problem solving, teamwork, communication and confidence, through experiential outdoor learning.

The Trust in Scotland operates out of the inspiring and dramatic wilderness surrounding of its Loch Eil Centre, in the North West Highlands. In partnership with Scottish local authorities, schools and youth organisations, it provides outdoor learning programmes which can contribute to the delivery of the Curriculum of Excellence, enable participants to gain an Outward Bound Award at level five on the SCQF and to engage in a John Muir Discovery Award.

MARK SCOTT AWARD

One of the flagship projects carried out by The Trust in Scotland is the Mark Scott Leadership for Life Award which involves over 200 young people per annum.

The Mark Scott Foundation was set up in 1997 following the death of Glasgow teenager Mark Scott in the previous year who was killed in an unprovoked sectarian attack. The Foundation in conjunction with The Trust developed a 6-month long leadership programme which has been running annually ever since with the objective of helping young people develop positive attitudes, tolerance, skills and behaviours as well as having a positive impact on their local community. As part of the Award, the youngsters set up local community projects from refurbishing hospital gardens to setting up a monthly soup kitchen. Since its inception, over 2000 young people have participated in the Award.

Research by The Trust in its Social Impact Report 2014 looked at the longer-term impact of participation in this programme, the key findings of the report showed that the programme gives young people vital life skills which support them in moving into further education or work. 97% of participants questioned said they had gained leadership skills, with 94% reporting increased independence and ability to take responsibility. Significantly, 87% reported being more tolerant and 89% said that their involvement in the programme had helped them feel more positive about people from different backgrounds.

I have no doubt that every pupil who went on an Outward Bound with me came away with memories that will last them a lifetime. The intention of our course was to build the confidence and resilience of young people with autism who were approaching school leaving age. Throughout all of the activities from abseiling to night-walks the young people were supported and encouraged. Every young person who went on the course left school with the self-belief that they could succeed.

Andrew Fullwood, Teacher CDU, Hamilton Grammar School



SOME SCOTTISH STATISTICS

The Trust works annually in Scotland with around **4,500 young people** and aims to increase the total number of Scottish participants each year to **5,000 by 2017**. It is also committed to increase the number of fully-funded corporate projects to enable children from every type of background to benefit from its courses. Given that **13% of young Scots ages 16-19** are not in education, employment or training, the need for such courses is clear. Currently just over **69%** of all course participants are financially assisted by an Outward Bound bursary.

"Outward Bound Trust Scotland have been outstanding partners with the school for the last 15 years. The Mark Scott Leadership for Life Award has made a significant impact, not just because it was significant in the lives of the pupils when they visited Loch Eil, but because of the positive contribution it made to the lives of people in the local community."

Tom Gough, DHT Hillhead High School

APPLYING THE MINDSETS THEORY

Experiential outdoor learning programmes are not just about adventures in the wilderness. Every Outward Bound course is based on solid educational theory. One educational method which was first incorporated into The Trust's existing learning practises three years ago is the Mindset theory.

Developed in 2006 by Carol Dweck, the renowned Stanford University psychologist, Mindset theory challenges conventional wisdom regarding the development of intelligence and character in young people. The basic premise is that children, who believe their ability is innate, are less willing to challenge themselves, for fear of proving themselves inadequate through failing: a fixed Mindset. Those children who believe they can succeed through hard work and practice on the other hand are much more likely to 'have a go' and this approach actually helps them to learn and experience success: a growth Mindset.

Dweck believes that if children's Mindsets can be challenged and changed, they can exceed their own expectations and go on to fulfil their potential. Using Mindset theory, children can develop their abilities, resilience and productivity through failing and by being encouraged to try again through hard work and practice.

In October 2012, service personnel children from Beeslack Community High School, Penicuik in Midlothian became the first Scottish school to experience the new Mindset course. Beeslack received financial backing for this first course from the MOD Support Fund money and further courses have been supported by the Community Covenant in Midlothian. Claire Sutherland PT Guidance at Beeslack comments: "After completing an Outward Bound course, we consistently see an improvement in the personal wellbeing, confidence and resilience of our pupils."



**BOOK A PLACE
ON THE NEXT
FREE EDUCATION
TASTER COURSE**



GET A TASTE OF THE OUTWARD BOUND EXPERIENCE

If you work with young people and would like a free outdoor learning taster course, The Outward Bound Trust is running an overnight course on 8-9 May at its Loch Eil Centre, near Fort William. The course aims to build knowledge of experiential outdoor learning and show how a partnership with The Trust will help pupils to thrive in the classroom and beyond.

It's an ideal opportunity to find out more about the huge benefits of outdoor learning and to meet The Trust's fully qualified instructors and Education Support Team.

To find out more about The Trust's work in Scotland or to book a place on the next free education taster course visit our website.

SCOTTISH SKILLS FOR LIFE

In order to grow and develop as individuals, The Trust believes it's vital that young people are equipped with key life skills such as perseverance, confidence and independence to enable them to constantly adapt, change and develop to the evolving world and its resulting challenges.

With this in mind, The Trust is launching a new course for 15-19s, placing greater emphasis on the individuals' transition into work, university, college or an apprenticeship.

This 19 day personal development course called the Outward Bound Skills for Life Award starts in summer 2015 at The Trust's Loch Eil centre. Designed to develop confidence, communication skills and team work – skills that are needed in the modern workplace and which underpin successful social development.

Stephen Park Brown, CEO of NVT Group in Glasgow comments: "The Outward Bound Trust's Skills for Life Award is right at the cutting edge of delivering the skills Scotland's young people need to succeed in life. Whether its college, university or the world of work, I firmly believe that those 19 days in the Scottish Highlands will help to give them an advantage."

"Mark Scott is brilliant. It helped with developing my skills (organisation, teamwork, getting on with people etc). It is a great way to make new friends and it certainly helped me overcome my fears. It also made me look at life in a different way. I would recommend it to my pals as it is life changing."

Terri Mack, Pupil, Hillhead High School



www.outwardbound.org.uk

ALF - Friend or Foe for Colleges?



In this article, EIS F&HE Officer **David Belsey** explores how college cash reserves have disappeared since April 2014 – including nearly £100m that has recently been moved out of the college sector into independent stand-alone Arm's Lengths with the aid of the Scottish Funding Council (SFC) and Scottish Government.

IN 2010 the Office of National Statistics (ONS) announced that it had reclassified UK FE Colleges as part of the public sector. Whilst the UK and Welsh Governments separately enacted legislation to move English and Welsh Colleges outwith the public sector, the Scottish Government, to its credit, took a different route. It has increased public accountability through the Post -16 Education Bill (Scotland) and effectively created a national FE service firmly rooted in the public sector – where the vast majority of its funding comes from.

The Scottish Funding Council set up a Project Board in 2012/13 to support colleges moving towards full public body status from April 2014, and it included members from colleges and the Scottish Government. The FE national Arm's Length Foundation was facilitated by this Project Board. The EIS understands that advice was also given to colleges on setting up their own individual Arm's Length Foundations. The EIS believes that these Foundations are Trusts that are 'stand-alone', independent and outwith the public sector.

It is not clear to the EIS why the Scottish Government was part of a Project Board that seemed to have helped FE Colleges move public money out of the public sector and into independent stand-alone trusts.

According to evidence provided by the SFC to Parliament in late 2013; "Under the proposals developed by the project board, cash reserves - not income and expenditure reserves (which totalled £214 million at the end of July 2012) - will be

transferred to Arm's Length Foundations (ALFs) prior to the 2014-15 financial year. We are currently clarifying with individual colleges the amounts they intend to transfer."

During late 2014 a Freedom of Information (FOI) request was sent by the EIS to each Scottish FE College requesting information including the amount of money it had transferred into an Arm's Length Trust over the previous 18 months.

The main findings of the FOI responses showed that:

- 19 of the 26 colleges reported that they had transferred funds into ALFs over the previous 18 months.
- The total amount transferred by Colleges into ALFs over the 18 month period was £99m.
- Of the £99m, £38m was transferred to the national Arm's Length Foundation and £61m to local Arm's Length Foundations set up by colleges.
- The largest amount transferred to ALFs by any individual college was by the City of Glasgow College, £21.7m. Five Colleges transferred funds of over £6m into ALFs.
- Smaller Colleges such as Dumfries & Galloway and North Highland transferred £2.1m and £1.3m respectively whilst Edinburgh College transferred £0.15m.

It is not clear why some colleges paid into the national FE ALF whilst others formed their own local ALFs.

The SFC reported to Parliament in late 2013 that it had identified around £213m as reserves that could potentially be transferred into ALFs by March 31, 2014 or returned to government. Whilst the £99m actually transferred by colleges into ALFs is significant, it is £114m less than the £213m of reserves identified by the SFC.

This £114m of reserves was built up using public money and was either spent by Colleges in a late splurge just before April 2014 or transferred back to government.

The Scottish Government had accepted the majority of the Griggs Review (2012) which included a recommendation that college reserves should be returned to the Scottish Government and used for the benefit of the whole college sector.

Separately, another factor that has recently come to light is the £165m underspend in the Scottish Government's Education and Lifelong Learning portfolio for 2013-14. The £99m transferred out of the FE sector in 2013-14 and the £165m underspend add up to £250m of resources that could have been used in 2013-14 alone to support education and colleges in particular. Put simply, the government is not maximising its resources into Education – and this has robbed some students of educational opportunities.

The SEJ spoke to **Karen Barclay**, who outlines the range of services and support that EIS Area Officers provide to members across Scotland.



Representing You

What is the main role of an EIS Area Officer, and what types of support do you provide for members?

I provide front line support for Local Association Secretaries in Aberdeenshire, Angus, Highland, Moray, Orkney and Shetland and for the Branch Secretaries in the Colleges within that geographic area.

The support can be a quick telephone call or a lengthy email exchange or a face to face meeting on anything from accrued sick leave to serious cases involving competency issues. I also provide support to the Secretaries on their negotiations and consultations with employers.

However, the majority of my day-to-day work is spent dealing directly with members whose issues have been passed on to me for a variety of reasons. Any cases that could result in loss of livelihood tend to come directly to me. I spend a lot of time on the phone and in meetings advising on procedure and process but I spend equally as much time listening because, sometimes, members just need to 'get it off their chest'. I've been told that the listening ear has sometimes been more valued than the advice.

Can you describe a "typical" day for an EIS Area Officer?

There is no such thing as a typical day for me. I spend virtually all my time out and about. I can actually lay claim to 3 offices. My nominal home the Dundee Area Office, a little office in Aberdeen and a recently acquired share in office space in Inverness, which wins hands down in the location stakes with lovely views across to the Black Isle.

My phone and my emails control my day, I spend a lot of time responding to queries,

I then can be accompanying a member to a return to work interview following ill health or representing a member at a disciplinary hearing. Every day is different and just when I think I've heard it all another bizarre situation comes my way.

You cover a particularly large geographical area, including a large number of rural and remote areas. What particular challenges can this present?

The geographical size and spread of my patch provides a unique challenge in organising my workload. My least favourite part of the job is the hours and hours I spend driving, especially in wintertime. But the plus side is that I spend time in some of Scotland's most scenic parts. A memorable drive was an early September morning driving along the A87 and seeing Eilean Donan Castle rising up through the autumn mist, quite magical. I have also visited schools with the most magnificent views, Lochaber High School's view of Ben Nevis from the 'window wall' is stunning, but my favourite is the view from the playground of Mallaig High School over the Small Isles toward Skye.

Can you outline the most rewarding - and the most challenging - parts of the Area Officer role?

Though winning cases for members is a good feeling, the most rewarding part is seeing a member a few months or even a year after I have supported them back at work and getting on with their life again. I feel then I have done a good day's work.

The most challenging is trying to provide adequate support for members with serious health related issues. I'm now in my 11th year of working for the EIS and the growing numbers of teachers who are overwhelmed

by workload demands to the extent that their health breaks down is very concerning. Anything the current EIS Workload Campaign can do to stop this increase will be very welcome.

What was your background before being appointed as an EIS Area Officer?

Before I joined the EIS staff I worked for a number of years for the UNISON trade union. Initially I was a job share Branch Development Officer based in Aberdeen. I also worked on a couple of SULF (Scottish Union Learning Fund) projects, which is where I first met and worked with EIS Learning Reps in Aberdeenshire, developing a Learning Agreement that is still in existence. Indeed one of the Learning Reps is now President of Aberdeenshire Local Association! My final post with UNISON was as a temporary Regional Officer where I developed my case work skills and realised that was the part of trade union work that I found most satisfying. And over 10 years on since joining the EIS I still find the case work the most interesting and challenging part of my job.

Tell us one surprising or little known fact about you.

I suppose members might be a little surprised to learn that I am a fan of American Football and a supporter of the Green Bay Packers. In fact Christmas 2014 I achieved one of my long held ambitions and saw the Packers play Tampa Bay Buccaneers in Florida. It was a fabulous day out and the Packers won! Next ambition to be there when they next win the Superbowl.

Language Learning for all: Skills and Opportunities

When it comes to language learning in schools, it's no longer about whether, but about how, says the Scottish Government.

There's a growing understanding of the need to dramatically increase opportunities for children in Scotland to learn languages – starting young and making sure that language learning is exciting, relevant and fully connected to other areas of learning.

Scottish employers are increasingly pointing to this as an area where they see a growing need for skills. [Eric Balish, Director of Trade and Working Capital at Barclays Bank, 3 February 2015: "The importance for our future international trade in part depends on our young people being able to compete at all levels. To understand and communicate in other languages also introduces an appreciation of other cultures vital for sustainable business relationships."

Alongside these messages from employers, we know that additional language learning supports literacy and cognitive development more widely. The skills go far wider than ability in one particular language; they equip people with social skills to get along with people and manage in situations where adaptability and problem solving are needed.

This is why the Scottish Government is sending a sustained message that Scottish education needs to embrace language learning and make it normal. Much as every child needs literacy and numeracy skills and the chance to learn about history, music and science, so they need language learning skills and an understanding of other people and cultures.

It's well understood that for too long Scotland, like the rest of the UK, has struggled to enable young people to gain skills in languages beyond English – language learning has been seen as a niche subject for too long, something

you are either good at or not. This policy challenges that: languages need to be accessible to all to engage with and gain skills at whatever level.

The emphasis needs to be on a willingness to communicate and to use language without worrying too much about making mistakes. Practical life skills are so central to this: the skills to engage with speakers of another language even if pronunciation or grammatical details are not perfect every time.

The Scottish Government Minister for Learning, Science and Scotland's languages Dr Alasdair Allan says: "Language learning is hugely important to our children and can open up so many more options in later life, as well as being a wonderful way to help young children learn about other cultures in an engaging and interesting way."

Isn't this just too difficult? Can it work?

Enabling pupils to start an additional language from P1 and continue with real progression from then on throughout their broad general education? This is a radical and ambitious change, and Ministers understand this. They are not underestimating the challenges in making the practical change happen in schools.

There are large demands for practitioner training in particular. Local authorities and schools are deciding for themselves how best to address these needs, and diverse approaches are being taken. [For example, many local authorities are funding staff to attend Train the Trainer courses to help them plan their professional learning courses and thus build capacity].

It's clear that leadership is vital and that there will be a need for a sustained commitment in every school. Introducing early language learning in a school cannot be a flash in the pan – it has to be on the basis of progression for those children throughout their broad general education, from primary into secondary and ideally beyond.

Resources are key, especially during

this phase of significant change and development. The Government has supported this work with £9m additional funding to local authorities in the 2013-15 period and understands that continued additional funding will be needed to ensure the change is sustainable and becomes fully embedded in school life.

There has to be continued strong dialogue between schools, local authorities, Education Scotland and Scottish Government in coming years, so that challenges can be addressed and young people can access this vital area of learning.

What will success look like?

It will be normal for all pupils to learn additional languages as part of their education and starting right from the start of Primary, just as they expect to cover other curricular areas.

Parents will expect this, and there will be a widespread understanding of the value of this as something for everyone, with relevance to life and work in a modern Scotland.

Opportunities for language learning throughout education will be diverse and respond to learners' needs and interest. Many pupils will sit qualifications in languages as part of their senior schooling.

It will increasingly be possible to develop additional language skills as a strong complement to other areas of learning such as in science and technological subjects or business and marketing, continuing from senior school phase into higher and further education.

For more information, resources, support, advice and training:

Scotland's National Languages Centre (SCILT)
www.scilt.org.uk

Education Scotland
www.educationscotland.gov.uk/resources/Oto9a1plus2approachtolanguagelearning/introduction.asp

#1plus2

Speaking in Tongues - the Cost of Learning Languages?

While the EIS welcomes the aims and ambitions of Government policy, we acknowledge the challenges this development would entail for schools. We also recognise the difficulty in fitting even more into an already crowded curriculum and the fact that resources remain scarce. The benefits of promoting the study of modern languages and the personal and social, academic and economic advantages are widely accepted, but there remain significant barriers to overcome if the programme is to be successful.

Ongoing teacher engagement is essential. Teachers need to be listened to and heard, kept informed, and given the resources and time to learn. This, combined with a clear commitment and leadership from above, is necessary for the policy to succeed.

Any strategy demands a clear appreciation and understanding of the role of the teacher in language learning from the age of 3 through to 18.

Modern Language policy also needs to recognise the wider impact across the curriculum. There is a strong argument for a strong focus on accessible modern languages such as French, German and Spanish, but consideration has to be given to the full range of community and heritage languages, and the capacity and expertise that exists already among the pupil population and staff in our schools.

Indeed, the policy has consequences for the promotion of language development in all subjects across the curriculum. The promotion of English as an Additional Language among those new migrants and arrivals in secure and positive learning environments must be a key part of any strategy. This is especially true where, in some cases, there may be barriers to learning as a result of poverty and deprivation, and significant concentrations of pupils who are new to English; English will be one of the additional languages for the overwhelming majority of these pupils

This is clearly acknowledged in

Scottish Government policy on welcoming new migrants and the need to consider all aspects of EAL as part of the recommendations on Modern Languages 1+2 Policy:

“The Working group recommends that local authorities ensure that their languages strategy takes account of social deprivation challenges and the different issues faced in urban and rural areas. The Working Group recommends that EAL work and delivery is incorporated into local authority strategies for 1+2 policy delivery in schools. The Working Group recommends further development of the links involving cultural organisations, local authorities, language communities and schools.”

The 1+2 strategy also resonates with long-standing Government policy on promoting bilingualism outlined in Learning in 2 (+) Languages (2005)

Creativity, imagination and flexibility along with a campaign to win the hearts and minds of the teaching profession, politicians, parents and society at large must be underpinned with the resources to deliver.

There is a need for time to complete professional development and time to share practice and discuss and learn; a need for meaningful professional learning which will enthuse, motivate consolidate and sustain any strategy.

The EIS has a role to play. There is a role

for LNCTs (Local Negotiating Committee for Teachers) to monitor planning, resources and staffing. The commitment and vision is to be applauded, but issues of workload, professional development and qualifications, avoiding additional overload to the curriculum, and teacher engagement all must be addressed as part of an overall strategy.

The strategy must be framed within existing conditions of service and the available resources to deliver. There can be no more achieved with less.

There is a role for EIS Learning Representatives in identifying and advising on the provision and emergence of language learning opportunities as part of the national Teach the Trainer initiative or opportunities for professional development at local level. Yet again, this needs to be adequately funded to support the aim and ambitions of a national policy on this scale.

The EIS welcomes the radical, ambitious and challenging agenda being set by the Scottish Government in developing modern language education in Scottish schools. The aim is to empower and enable the development of skills and characteristics necessary for success in a fast-changing world.

The real question, of course, is not the cost of investment in effective modern language teaching but what would be the cost of not investing given the proven economic and educational advantages to the successful promotion and attainment of modern languages?

Hugh Donnelly

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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 2014 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	5,528,941	991,229	6,520,170	5,682,694
Professional Fund		362,419	362,419	143,958
Local Associations	746,224	16,191	762,415	768,631
	6,275,165	1,369,839	7,645,004	6,595,283

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 (£)	132,616
Total Expenditure (£)	21,706

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 £117,064 comprising £89,719 in salary and £27,345 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, Haines Watts, 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 2014 on pages 2 to 23 which comprise the Income and Expenditure Accounts, Balance Sheets, related Notes to the Accounts and the Consolidated Balance Sheet. 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 in accordance with the Trade Union and Labour Relations (Consolidation) Act 1992. 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 explained more fully on page 24, 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 and express an opinion on the financial statements in accordance with applicable law 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 2014 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
- a satisfactory system of control over transactions has not been maintained; 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

Haines Watts, Chartered Accountants & Statutory Auditors

Q Court, 3 Quality Street, Edinburgh EH4 5BP

Dated: 12 February 2015

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.]

Teachers with other lives

Steve Davidson

Continuing our occasional series focusing on the personal stories of teachers, the SEJ speaks to Steve Davidson: Biology Teacher, Shetland LA Secretary, language tutor and – in his spare(!) time - aficionado of traditional music.

En place pour la bourrée!

Like me, I am sure many EIS members are constantly surprised by the sheer diversity of interests many teachers have beyond their workplace. Often this gives the opportunity to engage with young people in a more informal setting than the classroom and helps cement positive relationships which only help to promote teaching and learning.

As a Biology teacher at Shetland's largest secondary school, Anderson High School, Shetland Local Association secretary and evening ESOL tutor, by some miracle I still manage to find time for my love affair with French traditional music.

With parents who were dedicated francophiles and family connections to the Auvergne region of Central France, the stage was set many years ago for regular jaunts across La Manche. The final catalyst that sparked my interest in French folk music was an unforgettable first visit to the festival of St. Chartier in the early 1990s. Set in the very "off the tourist trail" region of Berry I can still remember arriving at the chateau of St. Chartier, its walls pulsating to the rhythms of the bourrée, polka, mazurka and Scottish. Several thousand dance enthusiasts, 200 instrument makers, six dance floors not to mention hundreds of musicians were crammed into the chateau and surrounding village. What a sight to behold! Of course others in the know had been beating a path to Berry for many years. Frederic Chopin and George Sand spent time in the small village of Nohant, now home to an annual Chopin festival. Unknowingly George Sand gave her name to the committee who launched the St Chartier festival in the early 1980s. She had been so taken

by the antics of the local pipers that it inspired a book entitled "Les Maîtres Sonneurs" (The master pipers); a sort of latter day Canterbury Tales. Not for the faint hearted.

Of course it wasn't long before I wanted to try playing some of the local instruments. This involved a lot of patience, as many makers had waiting lists as long as 5 years. Already playing the Northumbrian pipes I thought the transition to the bellows blown Musette Bechonnet pipes would be the



easiest. These pipes were developed by shoemaker Joseph Bechonnet from the Auvergne village of Effiat in the middle of the 19th century. Essentially they combine the sound of earlier rustic pipes with the sophisticated tastes of baroque France. A few years later my pipe collection was extended to include

the chabrette, a unique mirrored bagpipe from the neighbouring Limousin area. The mirrors are thought to have been included to reflect away evil spirits. Given the menacing glances I have received from Highland pipers over the years this is an essential feature.

One constant in traditional music across central France is the combination of hurdy gurdy and bagpipes. The two sounds fuse together perfectly to provide the driving force to keep dancers on their feet. After a period of intense saving,

made more challenging by a plummeting pound and salary freeze, I eventually purchased my first hurdy gurdy or vielle à roue in French. If you are unfamiliar with the instrument, it is a sort of automated fiddle operated by a crank and wheel. Mastering la vielle involves some very alien hand movements, never mind a whole new vocabulary. Who would think that a dog, a fly, and buzzing bridge would have anything to do with a musical instrument. And of course you have to be thick skinned to endure all the taunts. "You've really got a handle on that", "What goes around comes around" and "Where's the monkey?" are just a few I can bring to mind. If you want to expand your musical tastes then a whole host of festivals await you in France this summer. Le Son Continu in Berry, Les Volcaniques in the Auvergne and Le Grand Bal de l'Europe in the Bourbonnaise region are all

worth exploration. Closer to home a new organisation EdinBal is promoting French traditional dances in Edinburgh or you could travel north and see my own band "Still Game" at this year's Shetland Folk Festival in May. Maybe we will bump into each other on the dance floor. **En place pour la bourrée!**

Picture for illustrative purposes only



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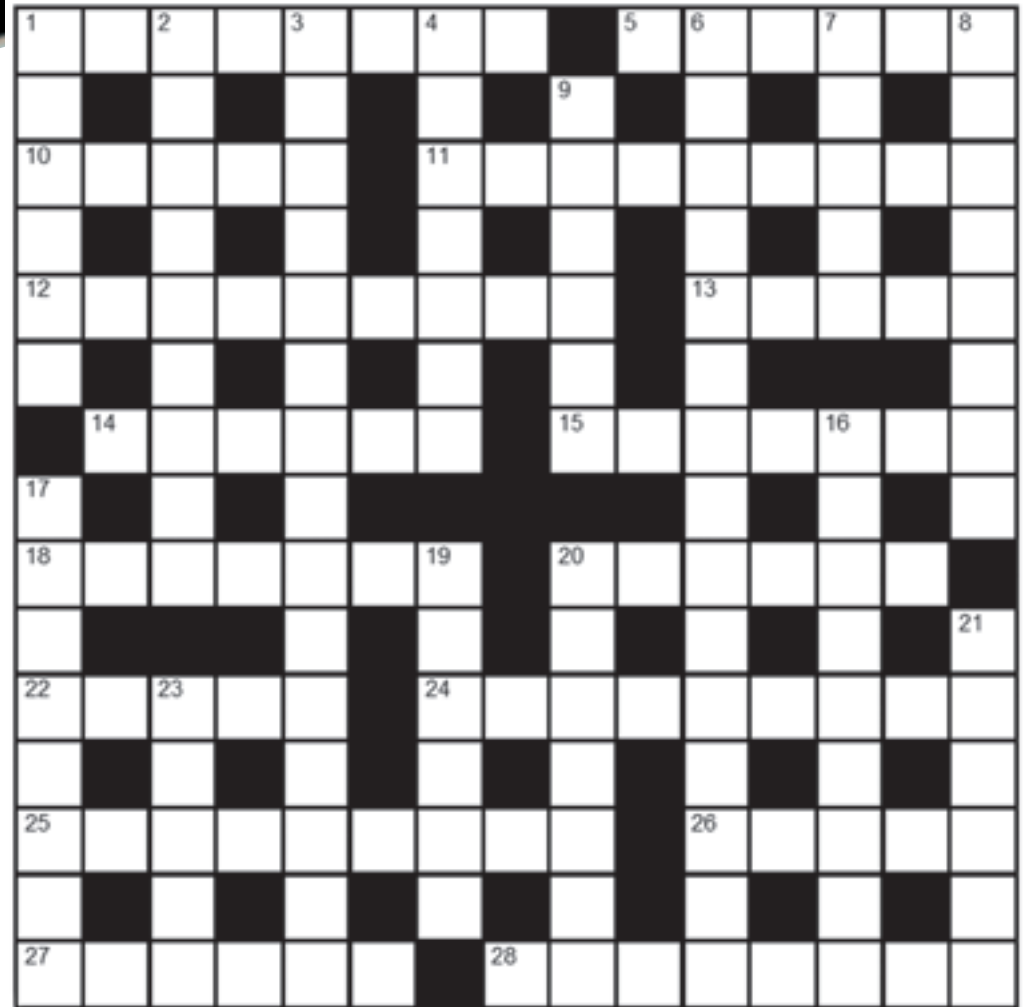
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The first all correct entry picked at random will win. Details of the winner, together with the solution to this month's puzzle will be published in the next edition of the SEJ. Employees of the EIS and their families are not eligible to take part in this competition.



across

- 1 "Sailing By" this forecast (8)
- 5 I saved complex counsel (6)
- 10 Headteacher cut short right hand page (5)
- 11 Do not sit after every direction and sell papers (4-5)
- 12 Faux cotton fabric worn by vet with even the French confused (9)
- 13 Odour from particular Omaha study (5)
- 14 Liftin' dry grape perhaps (6)
- 15 French pal can be good humoured (7)
- 18 Ugly carbuncle can make your peepers nip! (7)
- 20 Denature every fifth option regarding misshapen beginnings (6)
- 22 In the shadow of Burma perhaps (5)
- 24 Definitely not a night class! (3-6)
- 25 One wise man ran back, yes but was not real! (9)
- 26 Legal relation through marriage (2-3)
- 27 Main course was served on this, reportedly! (6)
- 28 Bracelet, tag and card helped prove I'm me (8)

Crossword 84 answers:

Across: 1.Coffin, 4. Sash-cord, 9. Enrich, 10. Dictator, 12. Strident, 13. Caucus, 15. Tenant farmer, 18. Hairpin bends, 21. Inhume, 22. Pastrami, 24. Set-aside, 25. Ultima, 26. Mooncalf, 27. Esprit.

down

- 1 Tried to get right into the oven (6)
- 2 Incriminate wrongly, clean it up! (9)
- 3 Make less amateur, vocation I seal awkwardly (15)
- 4 Granny is eager to get hold of cloth (7)
- 6 Presumably what the Rolling Stones did get! (15)
- 7 Short picture ringed adult insect (5)
- 8 Final moves in chess match (8)
- 9 Roughly draw an African country (6)
- 16 Famous Swiss scientists rub Lionel up the wrong way (9)
- 17 Make fine spray to go up the nose you say falsely (8)
- 19 Make attractive, lobe perhaps! (6)
- 20 Coloured crop inside but shed no tears (3-4)
- 21 Low cunning round gradually (6)
- 23 Big, enormous animal she tried at first (5)

Down: 1.Creosote, 2. Foreruns, 3. Incidental music, 5. Acid, 6. Hot water bottles, 7. Optics, 8. Duress, 11. Uniform, 14. Ordinal, 16. Sneakier, 17. Aspirant, 19. Dim sum, 20. Ghetto, 23. Idol.

Winner: **June McCulloch, Hamilton**





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